



SOPHIA COLLEGE, (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

**Programme: B.A. in PHILOSOPHY**

**Programme Code: SBAPHI**

TYBA

(Choice Based Credit System with effect from the year 2018-19)

**Programme Outline: TYBA (SEMESTER 5)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI501</b>		<b>Indian Philosophy</b>	<b>4</b>
	1	Nyaya & Vaisesika	
	2	Samkhya and Yoga	
	3	Purva & Uttara Mimamsa	
	4	Some Vedanta thinkers	

**Programme Outline: TYBA (SEMESTER 5)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI502</b>		<b>Philosophy of Religion</b>	<b>4</b>
	1	Introducing Philosophy of Religion.	
	2	'Existence' of God (traditional justifications)	
	3	'Existence' of God (pragmatic justifications)	
	4	Critique of religion	

**Programme Outline : TYBA (SEMESTER 5)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI503</b>		<b>Living Ethical Issues</b>	<b>3.5</b>
	1	Bioethical Issues - I	
	2	Bioethical Issues - II	
	3	Professional Ethics	
	4	Contemporary Debates - 1	

**Programme Outline : TYBA (SEMESTER 5)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI504</b>		<b>Plato's Republic</b>	<b>4</b>
	1	Debating Justice	
	2	Social organization and philosophy of Education	
	3	Construction of the ideal state	
	4	Background to Plato's Republic	

**Programme Outline : TYBA (SEMESTER 5)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI505</b>		<b>Logic</b>	<b>4</b>

	1	Basic Concepts in Logic	
	2	Language and Definitions	
	3	Categorical Propositions	
	4	Syllogisms and Venn Diagrams	

**Programme Outline : TYBA (SEMESTER 5)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI506</b>		<b>Philosophy of Yoga</b>	<b>3.5</b>
	1	Introduction to Yoga	
	2	Conceptions of Yoga	
	3	The metaphysical basis of yoga	
	4	Patanjali-Yoga	

**Programme Outline: TYBA (SEMESTER 6)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI601</b>		<b>Western Philosophy</b>	<b>4</b>
	1	Rationalist Metaphysics	
	2	Empiricist Epistemology	
	3	Critical Philosophy: Immanuel Kant	
	4	20 <sup>th</sup> Century Philosophy	

**Programme Outline: TYBA (SEMESTER 6)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI602</b>		<b>Philosophy of Religion</b>	<b>4</b>
	1	Religious Language	
	2	Mysticism	
	3	The Existence of Evil	
	4	Death and Afterlife	

**Programme Outline : TYBA (SEMESTER 6)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI603</b>		<b>Living Ethical Issues</b>	<b>3.5</b>
	1	Environmental ethics	
	2	Religious attitudes towards the environment	
	3	Corporate ethics	
	4	Contemporary Debates – 2	

**Programme Outline : TYBA (SEMESTER 6)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI604</b>		<b>Plato's Republic</b>	<b>4</b>
	1	Philosophy and Philosopher Ruler	
	2	Metaphysics and Epistemology	
	3	Imperfect Societies and Imperfect Character	
	4	Reception of the Republic	

#### **Programme Outline : TYBA (SEMESTER 6)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI605</b>		<b>Logic</b>	<b>4</b>
	1	Propositional (Modern) Logic	
	2	Methods of Deduction (Formal Proof of Validity)	
	3	Predicate Logic (Quantification theory)	
	4	Informal Fallacies	

#### **Programme Outline : TYBA (SEMESTER 6)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI606</b>		<b>Philosophy of Yoga</b>	<b>3.5</b>
	1	Bahiranga-sadhana (external discipline)	
	2	Antaranga-sadhana (Inner discipline)	
	3	The spiritual goal of yoga	
	4	Contemporary interpretations of yoga	

#### **PREAMBLE:**

The pursuit of philosophical inquiry arises from mankind's innate sense of wonderment regarding the universe and its position within it. This intrinsic curiosity compels individuals to seek knowledge and understanding, eschewing ignorance in favor of wisdom. Philosophical contemplation emerges whenever individuals engage in deep and consistent reflection upon their beliefs, concepts, principles, theories, morals, and modes of existence. Fundamental inquiries such as "What constitutes the virtuous life? What obligations do I owe to myself, others, and society? What forms of existence are deemed virtuous and meaningful?" represent common philosophical queries. However, reflective individuals also ponder upon broader topics such as the nature of the cosmos, the dichotomy of mind and body, the essence and scope of human rights, and the optimal societal structure.

We at Sophia College endeavors at the undergraduate Philosophy program level to cultivate critical thinking, ethical discernment, and profound engagement with existential, epistemic, and axiological inquiries. Designed to furnish students with a comprehensive grasp of philosophical traditions, theories, and methodologies, the program aims to nurture intellectual inquisitiveness and analytical acumen essential for success across diverse disciplines. Every course within this program is conceived with the utmost consideration for the educational

enrichment of our students. The syllabi of all courses offered under this program embody a novel vision and embrace a "learning outcome-based curriculum framework," fostering enhanced teaching-learning experiences in a more student-centric milieu.

### PROGRAMME OBJECTIVES

<b>PO 1</b>	To introduce students to the traditional, modern and contemporary methods of philosophical inquiry in Greek, Indian and Western philosophy
<b>PO 2</b>	To familiarise students with the knowledge of some of the main figures, movements and periods in the history of philosophy
<b>PO 3</b>	To equip students with a command of some of the main issues in traditional and contemporary philosophy in Indian and Western context.

### PROGRAMME SPECIFIC OUTCOMES

<b>PSO 1</b>	Students will be able to analyse and evaluate the strengths and weaknesses of ethical theories through the application of philosophical reasoning and logical arguments.
<b>PSO 2</b>	Students will possess the knowledge and skill to critically examine political decisions and social policies of a society from the perspective of justice, liberty and equality.
<b>PSO 3</b>	Students will be able to look at philosophical problems clearly and carefully in order to construct and defend their view on a wide variety of philosophical topics ranging from religion to morality to metaphysics and epistemology.

### SEMESTER 5

NAME OF THE COURSE	Indian Philosophy	
CLASS	TYBA	
COURSE CODE	SBAPHI501	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To acquaint students with the beginnings of systems of Indian Philosophy, its features, themes and major classifications.
CO 2.	To acquire a basic understanding of diverse philosophical ideas and questions arising in the field of knowledge.
CO 3.	Acquire a basic understanding of diverse ethical concepts and perspectives in Indian Philosophy.
CO 4	To enhance ability to critically reflect, analyze and evaluate varied views emerging from Indian systems

### COURSE LEARNING OUTCOMES:

CLO 1.	Respond analytically and critically to major concerns of Indian systems of thought.
CLO 2.	Demonstrate knowledge of the context from which particular philosophical viewpoints arose in India.
CLO 3.	Relate and discuss epistemological and ethical concepts and theories of Indian Philosophy and evaluate critically the debates between major systems in respective areas of concern.

## **SYLLABUS**

<b>UNIT 1</b>	<b>Nyaya &amp; Vaisesika</b>
1.1	Sources of knowledge: perception, inference, comparison and verbal testimony,
1.2	Concept of god and liberation in Nyaya.
1.3	Vaisesika –seven categories of reality,
1.4	Vaisesika theory of atomism
Unit 2	<b>Samkhya and Yoga</b>
2.1.	Purusha and prakriti: characteristics and proofs of existence
2.2	Satkaryavada (theory of causation) and prakritiparinamvada (theory of creation)
2.3	Eight fold path of Yoga (to achieve kaivalya)
Unit 3	<b>Purva &amp; Uttara Mimamsa</b>
3.1	Mimamsa: Six Pramanas, svatah-pramanyavada (theory of truth), seven principles of interpreting text;
3.2	Shankara: Advaita Vedanta concept of Brahman, mayavada, vivartavada (theory of causation)
3.3	Ramanuja – Visistadvaita concept of Brahman, critique of maya
Unit 4	<b>Some Vedanta thinkers</b>
4.1	The concepts of Brahman, jagat (world) and jiva (self) according to Madhva (Dvaitavada),
4.2	The concepts of Brahman, jagat (world) and jiva (self) according to Nimbarka (Dvaitadvaitavada)
4.3	The concepts of Brahman, jagat (world) and jiva (self) according to Vallabha (Suddhadvaitavada)

## **REFERENCES:**

- Indian Philosophy, Vol – II* S Radhakrishnan (London: George Allen and Unwin Ltd., New York City: Humanities Press Inc.1923)
- A History of Indian Philosophy, Vol- I and II*, JadunathSinha (JatindranathSen, Central Book Agency, Calcutta, 1952)
- A History of Indian Philosophy, Vol –I and II* Surendranath Dasgupta (Motilal Banarsidass Indological Publishers and Booksellers, Delhi, 1975)
- 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)

*Seven systems of Indian Philosophy*, Pandit Rajmani Tigunait(The Himalaya International Institute of yoga Science and Philosophy, Honesdale, Pennsylvania)

### SEMESTER 5

NAME OF THE COURSE	Philosophy of Religion	
CLASS	TYBA	
COURSE CODE	SBAPHI502	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To study the nature of Philosophy of religion as an academic discipline and its relation to religion and science.
CO 2.	To understand the main issues and arguments relevant to the classical theistic concept of God.
CO 3.	To think clearly of specific issues of concern to philosophy of religion.
CO 4	To understand one's own religious beliefs (if any) and those of others.

### COURSE LEARNING OUTCOMES:

CLO 1.	Discuss the overlap as well as the distinctions between philosophy and religion.
CLO 2.	Elucidate the main arguments for and against the existence of God
CLO 3	Review justifications for religious beliefs (or lack of them).
CLO 4	Assess the traditional as well as pragmatic justifications for the existence of God.

<b>UNIT 1</b>	<b>Introducing Philosophy of Religion</b>
1.1	What is religion? What is philosophy of religion? Does morality require religion?
1.2	Notion of God: omnipotence, omniscience, omnipresence, benevolence, personhood.
1.3	Puzzles relating to these attributes of God

Unit 2	<b>‘Existence’ of God (traditional justifications)</b>
2.1	Ontological argument: Anselm’s view and criticisms; Descartes view and criticisms; Kant’s criticisms of the ontological argument.
2.2	Cosmological argument: Aquinas’ argument, Leibniz’s argument and Hume’s critique.
2.3	Teleological (Aquinas and William Paley’s view; and Hume’s critique
Unit 3	<b>‘Existence’ of God (pragmatic justifications)</b>
3.1	Blaise Pascal’s Wager argument, criticisms;
3.2	William James’ Will to Believe’ argument, criticisms;
3.3	W.K. Clifford’s Evidentialist argument against faith, criticisms
Unit 4	<b>Critiques of religion</b>
4.1	Frederick Nietzsche’s critique: religion as resentment;
4.2	Karl Marx’s critique: religion the opium of the masses;
4.3	Sigmund Freud’s critique: religion is an illusion

## **REFERENCES:**

### **Reading list recommended for the course:**

#### **Unit 1: 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 2: ‘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 3: ‘Existence’ of God (pragmatic justifications)**

----- Stephen Davis, *God, Reason and Theistic Proofs* chapter 9 (Pascal and James)

----- Linda Zagzebski, *Philosophy of Religion: A Historical Introduction* chapter 3 (Pascal, James and Clifford)

----- Stuart Brown, *Philosophy of Religion: An Introduction with readings* chapter 7 (Clifford and James)

----- William Rowe, *Philosophy of Religion: An Introduction* chapter 6

----- William Wainwright (ed) *The Oxford Handbook of Philosophy of Religion* chapter 7 (Pascal and James)

----- David Stewart, *Exploring the Philosophy of Religion*, chapter 4 (James)\*\*\*\*

#### **Unit 4: Critiques of religion (Internal assessment)**

----- 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)

## **SEMESTER 5**

NAME OF THE COURSE	Living Ethical Issues
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CLASS	TYBA	
COURSE CODE	SBAPHI503	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	Critically examine the ethical debates surrounding bioethical issues such as abortion, euthanasia, and surrogacy.
CO 2.	Explore the Ethical issues in experimentation on humans and animals and the ethical considerations surrounding human cloning.
CO 3.	Investigate the ethical principles and challenges in medical, journalistic objectivity and advertising.
CO 4	Analyze the ethical arguments for and against controversial topics in sexual ethics, including pornography, homosexuality and sexual harassment.

### COURSE LEARNING OUTCOMES:

CLO 1.	Students will demonstrate the ability to analyze and evaluate the ethical implications of bioethical issues such as abortion, euthanasia, and surrogacy from multiple perspectives, considering cultural, religious, and philosophical viewpoints.
CLO 2.	Upon completion of the course, students will be able to identify and discuss the ethical dilemmas inherent in experimentation on humans and animals, as well as critically evaluate the ethical considerations related to human cloning, including the implications for individual rights and societal values.
CLO 3.	By the end of the course, students will have the skills to examine and apply ethical principles in the contexts of medical practice, journalistic objectivity, and advertising, recognizing the challenges and responsibilities involved in maintaining ethical standards in these fields.
CLO 4.	Students will develop the capacity to analyze and assess the ethical arguments surrounding controversial topics in sexual ethics, including pornography, homosexuality, and sexual harassment, by engaging with diverse perspectives and ethical frameworks to form well-reasoned conclusions and ethical judgments.

### SYLLABUS

<b>UNIT 1</b>	<b>Bioethical Issues - I</b>
1.1	Abortion: the abortion debate: is the foetus a person? Arguments from pro-choice (abortionists) versus pro-life (anti-abortionists) arguments.
1.2	Euthanasia: the moral issue: conflict between duty to prolong life versus duty to relieve pain; forms of euthanasia: voluntary/non-voluntary and active/passive; moral and legal justification of euthanasia: pros and cons.
1.3	Surrogate motherhood: empowerment or exploitation; redefining the notion of 'mother'

	– genetic, biological and social; advantages and critique of surrogate arrangements.
<b>Unit 2</b>	<b>Bioethical Issues - II</b>
2.1	Ethical issues in experimentation on human subjects: the principles of respect for autonomy of persons, beneficence and justice.
2.2	Moral status of animals: views of Peter Singer and Tom Reagan.
2.3	Ethics of human cloning: what is human cloning?; issues that make human cloning attractive; ethical dangers involved in human cloning.
<b>Unit 3</b>	<b>Professional Ethics</b>
3.1	Medical ethics: informed consent and confidentiality.
3.2	Journalistic ethics: truthfulness and objectivity.
3.3	Advertising ethics:
<b>Unit 4</b>	<b>Contemporary Debates - 1</b>
4.1	Pornography and censorship: arguments for and against pornography; is censorship of pornographic material justified?
4.2	Homosexuality: arguments for and against homosexuality; is State interference in individuals' sexual preferences justified?
4.3	Sexual harassment: what counts as sexual harassment?

#### REFERENCES:

##### **Reference list recommended for the course:**

- Tom Beauchamp and LeRoy Walters (ed.) *Contemporary Issues in Bioethics* 5th edn.
- R.G. Frey and C.H. Wellman (ed.) *A Companion to Applied Ethics*.
- Deborah Bowman, John Spicer, Rehana Iqbal, *Informed Consent*
- Tom Beauchamp and James Childress. *Principles of Biomedical 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?"
- Louis Pojman, *Philosophy: The Quest for Truth* (see section 'Philosophy in Action')
- Tamara Roleff (ed.) *Biomedical Ethics*
- 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*
- Nussbaum, M. & Sunstein, C. (ed.) *Clones and Clones*. Part III.
- Andrea Dworkin, *Pornography: Men Possessing Women*
- Catherine Mackinnon "Sexuality, Pornography, and Method: 'Pleasure Under Patriarchy'", *Ethics* 99: 314–346 (1989)

#### **SEMESTER 5**

NAME OF THE COURSE	Plato's Republic
CLASS	TYBA

COURSE CODE	SBAPHI504	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To achieve an understanding of the overall structure, purpose and content of Plato's <i>Republic</i> .
CO 2.	To explore philosophical ideas of Plato through reading of the original text.
CO 3.	To relate Plato's social, political and ethical ideas within a contemporary context.

### COURSE LEARNING OUTCOMES:

CLO 1.	Critically interpret key passages of the Republic relating to the idea of justice.
CLO 2.	Apply crucial concepts of the Republic to social, political and economic issues in contemporary society.
CLO 3	Analyse and reconstruct philosophical arguments relating to key concepts in the Republic.

### SYLLABUS

Unit 1	<b>Debating Justice</b>
1.1	1. Conventional understanding of justice: Cephalus and Polemarchus (Bk 1: 327-335)
1.2	2. Thrasymachus: (A) Justice is the interest of the stronger (Bk 1: 336-347) (B) injustice more profitable than justice (Bk 1: 348-354)
1.3	3. A pragmatic approach to debating justice: Glaucon and Adeimantus restate the case for injustice (Bk 2: 357-367)
Unit 2	<b>Social organization and philosophy of Education</b>
2.1	Book 2 The principles of the emergence of society: city-soul analogy; two societies: primitive and luxurious (368-374)
2.2	Book 4: Plato's analysis of human psyche (435-441) Book 2: Guardians: The temperament of guardians (375-376)
2.3	Book 2: Early Education of the guardians (376 to 412 of Book 3) Book 10: Critique of poetry through art (595-608)
Unit 3	<b>Construction of the ideal state</b>
3.1	Book 3-4: Selection, lifestyle and duties of the guardians (412-427). The virtues of the state (427-434)
3.2	Book 4: The virtues in the individual (441-445)

3.3	Book 5: The Three Waves: the equality of women (449-457); abolition of family for the guardians (457-471); the paradox: philosophers must be rulers (472-474)
Unit 4	<b>Background to the <i>Republic</i> (INTERNAL ASSESSMENT)</b>
4.1	The intellectual background to Plato's <i>Republic</i>
4.2	Moral background
4.3	Political background

### **REFERENCES:**

**Recommended Text:** Lee, Desmond (second edn) *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 Woosley, 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)

----- Santas, Gerasimos (ed.) *The Blackwell Companion to Plato's Republic* (Wiley-Blackwell, 2005)

#### **General:**

----- Marshall, John, *A Short History of Greek Philosophy* (New York: Macmillan and Co, 1891)

----- Nettleship, Richard Lewis, *The Theory of Education in Plato's Republic* (Chicago: The University of Chicago Press, 1906)

----- Popper, Karl, *The Open Society and Its Enemies Volume 1* (Princeton University Press, 1971)

----- Press, Gerald, *Plato: A Guide for the Perplexed* (London: Bloomsbury Publishing, 2007)

----- Stace, W.T. *A Critical History of Greek Philosophy* (Sheba Blake Publishing, 2014)

### **SEMESTER 5**

NAME OF THE COURSE	Logic	
CLASS	TYBA	
COURSE CODE	SBAPHI505	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL	SEMESTER END

TOTAL MARKS	ASSESSMENT 25	EXAMINATION 75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To teach students how to think clearly, correctly and efficiently.
CO 2.	To introduce students to the basic concepts and techniques of syllogistic reasoning in logic.
CO 3	Evaluate the strength and soundness of arguments, identifying weaknesses and potential counter-arguments.

### COURSE LEARNING OUTCOMES:

CLO 1.	Identify and analyze the different types of categorical propositions (A, E, I, O).
CLO 2.	Recognize, construct and evaluate the validity of syllogisms using method of Venn diagrams.
CLO 3	Recognize and evaluate the validity of syllogisms using method of Venn diagrams.

### SYLLABUS

UNIT 1	<b>Basic Concepts in Logic</b>
1.1	Defining of logic, propositions and sentences, argument :
1.2	valid argument and sound argument , recognizing arguments (premise indicators and conclusion indicators);
1.3	relation between truth and validity of an argument;
1.4	inductive versus deductive arguments (theory and exercise).
Unit 2	<b>Language and Definitions (Internal assessment)</b>
2.1	Functions of language: (i) informative (ii) expressive (iii) directive (iv) ceremonial and (v) performative (theory and exercise: identifying language function).
2.2	Neutral and emotive language.
2.3	Definitions and their uses: (i) stipulative (ii) lexical (iii) précising (iv) theoretical and (v) persuasive (theory and exercise: identifying definitions from passages)
Unit 3	<b>Categorical Propositions</b>
3.1	Traditional analysis of categorical propositions based on quality, copula and quantity (four fold classification);
3.2	distribution of terms. Existential Import (Aristotelian and Boolean interpretation). Traditional (Aristotelian)
3.3	Square of opposition: contradictories, contraries, subcontraries and subaltern (theory and exercises) Modern (Boolean) Square of Opposition (theory)
Unit 4	<b>Syllogisms and Venn Diagrams</b>

4.1	Structure of syllogism: major, minor and middle terms
4.2	mood and figure: special rules of the four Figures and valid Moods.
4.3	Testing validity of syllogisms by rules of syllogistic reasoning;
4.4	Venn diagram technique for testing syllogisms.

**REFERENCES:**

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

----- Irving Copi, Carl Cohen and Kenneth McMahon, *Introduction to Logic* 14th edition

**SEMESTER 5**

NAME OF THE COURSE	Philosophy of Yoga	
CLASS	TYBA	
COURSE CODE	SBAPHI506	
NUMBER OF CREDITS	3.5	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

**COURSE OBJECTIVES**

CO 1.	Understand the Philosophical Foundations of Yoga: Students will explore the historical and philosophical underpinnings of Yoga, including its various schools of thought such as Jnana-Yoga, Karma-Yoga, and Bhakti-Yoga.
CO 2.	Analyze Different Conceptions of Yoga: Students will critically examine the Upanishadic, Buddhist, and Bhagwad Gita perspectives on Yoga to develop a comprehensive understanding of the diverse interpretations of this ancient practice.
CO 3.	Explore the Metaphysical Basis of Yoga: Students will delve into the metaphysical aspects of Yoga, including Samkhya metaphysics, the purusha-prakriti dualism, the nature of trigunas (sattva, rajas, tamas), and the concept of Ishvara in Patanjali Yoga.
CO 4.	Study the Principles of Patanjala-Yoga: Students will learn about the foundational principles of Patanjala-Yoga, focusing on the nature of chitta, the concept of Yogash-chitta-vritti-nirodha, the classification of kleshas, and the types of chitta vrittis.

**COURSE LEARNING OUTCOMES:**

CLO 1.	Demonstrate Knowledge of Yoga Philosophy: Students will be able to
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	articulate the key principles of Jnana-Yoga, Karma-Yoga, and Bhakti-Yoga, demonstrating a deep understanding of the philosophical foundations of Yoga.
CLO 2.	Compare and Contrast Different Conceptions of Yoga: Students will be able to compare and contrast the Upanishadic, Buddhist, and Bhagwad Gita conceptions of Yoga, highlighting the unique perspectives and contributions of each tradition.
CLO 3	Apply Metaphysical Concepts to Yoga Practice: Students will be able to apply the concepts of Samkhya metaphysics, purusha-prakriti dualism, trigunas, and Ishvara to deepen their understanding of the metaphysical basis of Yoga and its practical implications.
CLO 4	Utilize Patanjala-Yoga Principles in Practice: Students will demonstrate the ability to apply the principles of Patanjala-Yoga in real-life scenarios, including understanding the nature of chitta, managing kleshas, and cultivating different types of chitta vrittis for personal growth and self-awareness.

## SYLLABUS

<b>UNIT 1</b>	<b>Introduction to Yoga</b>
1.1	Misconceptions of Yoga.
1.2	Jnana-Yoga,
1.3	Karma-Yoga
1.4	Bhakti-Yoga
<b>Unit 2</b>	<b>Conceptions of Yoga</b>
2.1	Upanishadic concept of yoga
2.2	Buddhist concept of yoga
2.3	Bhagwad Gita conception of yoga
<b>Unit 3</b>	<b>The metaphysical basis of yoga</b>
3.1	Samkhya metaphysics, purusha prakriti (dualism) distinction,
3.2	nature of triguna (sttva, rajas, tamas).
3.3	The concept of ishvara in patanjali yoga
<b>Unit 4</b>	<b>Patanjali-Yoga</b>
4.1	Nature of chitta (Yogash-chitta-vrutti-nirodha, klisha-aklisha, five types of kleshas)
4.2	Types of chitta vrittis: (i) Pramana, Right knowledge (ii) Viparyaya, (wrong knowledge)
4.3	Types of chitta vrittis: (Cont.) (iii) Vikalpa, (verbal delusion) (iv) Nidra, (sleep) (v) Smriti (memory).

### Internal Assessment: List of project topics in Semester 5 (20 marks)

1. Mantra Yoga
2. Hatha yoga
3. Kriya yoga
4. Kundalini yoga
5. Ajapajapa

6. Mindfulness in yoga and Buddhism: a comparison
7. Jaina yoga and liberation
8. Yoga- religion and/or science?

## **REFERENCES:**

### **Books recommended for the course**

- 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.
- 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.
- 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]
- Bipin Joshi, "Yoga and Personality Development," *Indian Journal of Traditional Knowledge*, Vol. 5(4), October 2006, pp. 445-449
- Desikachar TKV, *The Heart of Yoga: Developing a Personal Practice*, (Inner Traditions International, Vermont), 1995.
- Frawley, David. *Yoga and Buddhism: Similarities and Differences*, American Institute of Vedic studies.
- Funderburk J, *Science Studies Yoga-A review of Psychological Data*, (Himalayan International Institute of Yoga science and Philosophy, Honesdale), 1977.
- George Feuerstein, *The Yoga Tradition: Its History, Literature, Philosophy and Practice*, (Holm Press, Prescott, Arizona), 1995.
- I.K. Taimini, *Science of Yoga*, 1999.
- Karmananda S., *Yogic Management of Common Diseases*, Yoga Publications Trust, Mumbai, 2001.
- Maharishi Vethathiri Yogiraj, *Yoga for Modern Age*, (Vethathiri Publications, Erode), 1992.
- Maheshananda, S., Bera, T. K., Gore, M. M., Bhogal, R. S., Kulkarni, D. D., Oak, J. P., Shete, S. U., & Thakur, G. S. (2012), "Management of suicidal tendency through yoga amongst adolescent students", *Yoga-Mimamsa*, 44(3), 162-179.
- Menon, P., Doddoli, S., Singh, S., & Bhogal, R. S. (2014), "Personality correlates 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).
- Patel, Chandra, *The Complete Guide to Stress Management*, Plenum Press, new York, 1991
- Serber, Ellen, *Yoga and the Stress Response*
- Shepal, A. V. (2012). "Global prevalence of diabetes and role of yoga: Evaluative annotations". *Yoga-Mimamsa*, 44(1), 41-51.
- Singh, Shettiwar, 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.
- Udapa, 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.

### SEMESTER 6

NAME OF THE COURSE	Western Philosophy	
CLASS	TYBA	
COURSE CODE	SBAPHI601	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	Gain a foundational understanding of major philosophical movements in the modern period, such as Empiricism, Rationalism, Critical philosophy, analytic philosophy and pragmatism
CO 2.	Trace the historical and intellectual context that shaped the development of these movements and thinkers.
CO 3.	Evaluate the arguments and counter-arguments presented by different philosophical positions of epistemology and metaphysics

### COURSE LEARNING OUTCOMES:

CLO 1.	To evaluate and analyse the philosophical ideas of the rationalist school of thought starting with Rene Descartes and ending with Leibniz
CLO 2.	To restructure in essay writing the development of empiricism from Locke to Berkeley to Hume
CLO 3	Describe Immanuel Kant's attempt to synthesise the claims of rationalism and empiricism leading to genuine knowledge
CLO 4	Ability to explain the objectives of 20th century philosophy starting with Pragmatism of C S Pierce and ending with analytic philosophy of logical positivism

## SYLLABUS

<b>UNIT 1</b>	<b>Rationalist Metaphysics</b>
1.1	Rene Descartes: (i) Method of doubt (ii) nature of 'self' and not-self in terms of substance (substance dualism).
1.2	Baruch Spinoza: (i) concept of substance monism.
1.3	G.W. Leibniz: (i) basic constituent of reality (monads)
<b>Unit 2</b>	<b>Empiricist Epistemology</b>
2.1	John Locke: (i) Rejection of innate ideas (ii) Classification of Ideas (iii) representative theory of perception.
2.2	George Berkeley: (i) critique of Locke's representative theory (ii) <i>esse est percipi</i> (to be is to perceive)
2.3	David Hume: (i) Theory of knowledge (ii) rejection of self as substance and (iii) theory of causation.
<b>Unit 3</b>	<b>Critical Philosophy: Immanuel Kant</b>
3.1	Copernican revolution
3.2	distinctions (a) Analytic-Synthetic propositions (b) apriori-aposteriori propositions
3.3	reconciliation of rationalism and empiricism: (a) role of the faculty of sensibility and (b) role of the faculty of understanding.
<b>Unit 4</b>	<b>20<sup>th</sup> Century Philosophy</b>
4.1	Pragmatism: C. S. Peirce: (i) four methods of establishing beliefs (ii) Meaning of 'pragmatism' as involving 'practical consequences'.
4.2	Logical positivism: (i) A. J. Ayer- verification principle (ii) Rudolf Carnap-elimination of metaphysics through linguistic analysis
4.3	critical appraisal.

## REFERENCES:

### 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 1: 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 2: 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 3: 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 4: 20th Century Philosophy**

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*

----- Milton Munitz, *Contemporary Analytic Philosophy*

## **SEMESTER 5**

NAME OF THE COURSE	Philosophy of Religion	
CLASS	TYBA	
COURSE CODE	SBAPHI602	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### **COURSE OBJECTIVES**

CO 1.	To understand and analyze the analogical and symbolic functions of religious language as proposed by Thomas Aquinas and Paul Tillich, respectively, and to explore J. R. Randall and R. B. Braithwaite's perspectives on religious language from cultural, artistic, social, and linguistic viewpoints.
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CO 2.	To examine the characteristics of mystical experiences in Buddhism, Bhakti tradition, and Sufism, and to critically evaluate William James' analysis of mystical experiences in different religious traditions.
CO 3.	o explore the concept of evil through the lenses of Epicurus and David Hume, Augustine, Leibniz, and Alvin Plantinga, understanding their responses to the problem of evil and the philosophical implications of their perspectives.
CO 4.	To investigate various beliefs about death and the afterlife, including disembodied existence, transmigration of souls, resurrection of the dead, and Kant's view on immortality as a postulate of morality, culminating in an in-depth exploration of different conceptions of immortality.

### COURSE LEARNING OUTCOMES:

CLO 1.	Students will be able to analyze and interpret different functions of religious language, demonstrating a nuanced understanding of how language functions in religious contexts and its implications for cultural, artistic, social, and ethical discourse.
CLO 2.	Upon completion of the course, students will have a comprehensive understanding of mystical experiences in various religious traditions and the ability to critically evaluate different philosophical perspectives on the nature and significance of mystical encounters.
CLO 3.	By the end of the course, students will be equipped to critically assess the problem of evil and the diverse responses offered by philosophical thinkers throughout history, developing a nuanced understanding of the complexities surrounding the existence of evil in the world.
CLO 4.	Students will demonstrate a deep understanding of different beliefs about death and the afterlife, including immortality, and will be able to analyze and compare various philosophical perspectives on the nature of existence beyond death, fostering a critical and reflective approach to questions of mortality and transcendence.

### SYLLABUS

UNIT 1	<b>Religious Language</b>
1.1	Analogical function of religious language (Thomas Aquinas' view).
1.2	Symbolic function of religious language (Paul Tillich's view), Non Cognitive J. R. Randall (Jr.) – Religious language as functional (cultural, artistic, social and religious) and symbolic;
1.3	R. B. Braithwaite – Religious language from Linguistic perspective (emotive, ethical and prescriptive)
Unit 2	<b>Mysticism</b>
2.1	Characteristics of mystical experiences in (i) Buddhism, (ii) Bhakti tradition and (iii) Sufism;
2.2	William James' analysis of mystical experiences
Unit 3	<b>The Existence of Evil</b>
3.1	The problem of evil defined: Epicurus and David Hume;

3.2	Augustine's response: evil is not real;
3.3	Leibniz's response: best of all possible worlds,
3.4	Alvin Plantinga's response: evil is a result of freewill.
Unit 4	<b>Death and Afterlife (Internal Assessment)</b>
4.1	Varieties of immortality (i) disembodied existence - Platonic conception of immortality in <i>Phaedo</i> ;
4.2	(ii) the problem of transmigration of souls;
4.3	(iii) the problem of resurrection of the dead;
4.4	(iv) Kant: immortality as a postulate of morality

**REFERENCES:**

**Reading list recommended for the course:**

**Unit 1: 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 2: Mysticism**

- Paul Oliver, *Mysticism: A Guide to the Perplexed*
- T.C. Roy, *Heritage and Harmony: Mystics and the Bhakti Saints of Hinduism*
- Karel Werner, *Love Divine: Studies in Bhakti and Devotional Mysticism*
- Geoffrey Parrinder, *Mysticism in World's Religions*
- G. William Barnard, *Exploring Unseen Worlds: William James and the Philosophy of Mysticism*

**Unit 3: The Existence of Evil**

- Michael Peterson, *God and Evil- An Introduction*, chapter 3 (Plantinga) and chapter 6 (Augustine and Leibniz)
- Linda Zagzebski, *Philosophy of Religion: A Historical Introduction* chapter 7
- Chad Meister, *Introducing Philosophy of Religion* chapter 7 (Augustine, Leibniz and Plantinga)
- Richard Creel, *Philosophy of Religion: The Basics* chapter 12

**Unit 4: Death and Afterlife**

- Linda Zagzebski, *Philosophy of Religion: A Historical Introduction* chapter 8
- Chad Meister, *Introducing Philosophy of Religion* chapter 10
- Stuart Brown, *Philosophy of Religion: An Introduction with readings* chapter 1 (Plato's *Phaedo*)
- William Rowe, *Philosophy of Religion – An Introduction* chapter 9
- Louis Pojman and Michael Rea (ed) *Philosophy of Religion: An Anthology*
- William Wainwright (ed) *The Oxford Handbook of Philosophy of Religion* chapter 15 (Resurrection)

**SEMESTER 6**

NAME OF THE COURSE	Living Ethical Issues
CLASS	TYBA

COURSE CODE	SBAPHI603	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To critically examine Aldo Leopold's land ethics and the models of shallow and deep ecology proposed by Arne Naess, as well as to explore the claims and perspectives of ecofeminism as an environmental ethic.
CO 2.	To analyze and compare the diverse religious attitudes towards the environment, including the Vedic-Hindu perspective on the sanctity of nature, the Judeo-Christian notion of dominion or stewardship, and the Buddhist view on environmental ethics.
CO 3.	To investigate the concept of business ethics, exploring models of ethical decision-making in the corporate world, and to critically evaluate the arguments for and against corporate social responsibility (CSR) and affirmative action
CO 4.	To engage with contemporary debates on the ethical obligations to address global issues of hunger, poverty, and the responsibilities towards future generations, both human and non-human.

### COURSE LEARNING OUTCOMES:

CLO 1.	Students will demonstrate the ability to critically analyze and evaluate different environmental ethics frameworks, including Aldo Leopold's land ethics, the shallow and deep ecology models, and the perspectives of ecofeminism, and apply these ethical principles to real-world environmental issues.
CLO 2.	Upon completion of the course, students will have a comprehensive understanding of the diverse religious perspectives on the environment, including the Vedic-Hindu, Judeo-Christian, and Buddhist views, and will be able to engage in informed discussions and debates on the ethical implications of these perspectives.
CLO 3.	Students will develop the skills to critically examine the concept of business ethics, evaluate the arguments for and against corporate social responsibility and affirmative action, and apply ethical frameworks to analyze the decision-making processes and social responsibilities of businesses.
CLO 4.	By the end of the course, students will be able to engage with and critically evaluate contemporary ethical debates on global issues such as hunger, poverty, and obligations towards future generations, demonstrating the ability to analyze complex ethical dilemmas and formulate well-reasoned arguments.

### SYLLABUS

UNIT 1	<b>Environmental ethics</b>
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1.1	Land ethics with special reference to Aldo Leopold.
1.2	Shallow and deep ecology models of sustainable development: Arne Naess.
1.3	The claims of ecofeminism: is it an environmental ethic?
Unit 2	<b>Religious attitudes towards the environment</b>
2.1	Vedic-Hindu perspective on the environment: reverence and sanctity of nature?
2.2	Judeo-Christian attitude towards the environment: dominion or stewardship?
2.3	Buddhist view on environmental ethics.
Unit 3	<b>Corporate ethics</b>
3.1	Business ethics: can there be ethics in business? Models of business ethics.
3.2	Do business corporate houses have social responsibility: arguments for and against CSR.
3.3	Affirmative action: arguments for and against affirmative action
Unit 4	<b>Contemporary Debates – 2</b>
4.1	Hunger and poverty: Peter Singer.
4.2	The case against assisting the poor: Garrett Hardin.
4.3	Do we have obligations to future (human and non-human) generations?

### **Internal Assessment: Project Based Component [20 marks]**

#### **List of titles for semester 6 project**

1. Social ecology
2. Ethics of nuclear war
3. Affirmative action (reservations) in the Indian context
4. Does Nature have intrinsic value?
5. Ethical issues concerning climate change (global warming)
6. CSR – Any case study (Indian context)
7. Significance and impact of environmental movements/activism
8. Green technologies for sustainable development.

#### **Project Guidelines:**

1. Students will select a project title from the list of topics for the semester specified in the course and indicate the same to the faculty member.
2. The list of students along with the topics chosen will be displayed by the College in the beginning of the Semester
3. Students can begin to work on their project only after the faculty member has approved the topic.
4. Each student will meet with the faculty to discuss the outline of his/her topic and discuss the list of relevant reading materials to be referred.
5. The student will write the project under the guidance of only the faculty member in charge of the course
6. Students will submit their research project as per guidelines specified by the faculty member.

#### REFERENCES:

**Reading list (selected, not exhaustive) recommended for project based work:**

- R.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*
- Christopher Framarin “Hinduism and Environmental Ethics: An Analysis and Defense of Basic Assumption” in *Asian Philosophy* Vol. 22 No. 1 (2012)
- Louis Pojman (ed.) *Environmental Ethics: Readings in Theory and Application*.
- R.F. Smith. *Ethics in Journalism* 6th edn. (Blackwell, 2008)
- Nicholas Bunnin (ed.) *The Blackwell Companion to Philosophy* , see “Business Ethics”
- Vincent Barry (ed.) *Applying Ethics* 2nd edn.
- Hugh LaFollette (ed.) *Ethics in Practice: An Anthology*.
- Louis Pojman, *Philosophy: The Quest for Truth* (see section ‘Philosophy in Action’)
- 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*

**SEMESTER 6**

NAME OF THE COURSE	Plato’s Republic	
CLASS	TYBA	
COURSE CODE	SBAPHI604	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

**COURSE OBJECTIVES**

CO 1.	To understand the metaphysical, epistemological and political views embedded in the Republic.
CO 2.	To critically evaluate the assumptions underlying the above views
CO 3.	To appraise the relevance of Plato’s political ideas in the contemporary political context.

**COURSE LEARNING OUTCOMES:**

CLO 1.	State the difference between philosophers and non-philosophers.
CLO 2.	What are the challenges to the realization of society being ruled by a



	philosopher king.
CLO 3	Explain the relevance of the three similes - divided line, cave and sun - that illustrate Plato's epistemology and metaphysics.
CLO 4	Identify the different kinds of imperfect societies and examine Plato's proposal of the 'ideal' state.

## SYLLABUS

<b>UNIT 1</b>	<b>Philosophy and Philosopher Ruler</b>
1.1	Philosophy and prejudice against philosophy;
1.2	Corruption of the philosophic nature in contemporary society; the concept of Philosopher King;
1.3	Characteristics required of the Philosopher King; why it's not an impossibility
<b>Unit 2</b>	<b>Metaphysics and Epistemology</b>
2.1	Theory of Forms/Ideas; distinction between knowledge and belief;
2.2	Distinction between universals and particulars;
2.3	The object Good: the allegory of the Cave; simile of the Divided Line and simile of Sun
<b>Unit 3</b>	<b>Imperfect Societies and Imperfect Character</b>
3.1	Timarchy and the timarchic character;
3.2	Oligarchy and the oligarchic character
3.3	Democracy and the democratic character
3.4	Tyranny and the tyrannical character
<b>Unit 4</b>	<b>Reception of the Republic</b>
4.1	Karl Popper's critique of Plato's philosophy: is it totalitarian?
4.2	The <i>Republic</i> and modern politics (i) liberal democracy (ii) Communism.
4.3	The <i>Republic</i> and contemporary ethics.

## REFERENCES:

**Recommended Text:** Lee, Desmond (second edn) *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 Woosley, 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)

----- Santas, Gerasimos (ed.) *The Blackwell Companion to Plato's Republic* (Wiley-Blackwell, 2005)

**General:**

----- Marshall, John, *A Short History of Greek Philosophy* (New York: Macmillan and Co, 1891)

----- Nettleship, Richard Lewis, *The Theory of Education in Plato's Republic* (Chicago: The University of Chicago Press, 1906)

----- Popper, Karl, *The Open Society and Its Enemies Volume 1* (Princeton University Press, 1971)

----- Press, Gerald, *Plato: A Guide for the Perplexed* (London: Bloomsbury Publishing, 2007)

----- Stace, W.T. *A Critical History of Greek Philosophy* (Sheba Blake Publishing, 2014)

**SEMESTER 6**

NAME OF THE COURSE	Logic	
CLASS	TYBA	
COURSE CODE	SBAPHI605	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

**COURSE OBJECTIVES**

CO 1.	To teach students how to think clearly, correctly and efficiently.
CO 2.	To introduce students to the basic concepts and techniques of reasoning in logic.
CO 3	Evaluate the strength and soundness of arguments, identifying weaknesses and potential counter-arguments.
CO 4	Identify ambiguity and vagueness in language, leading to FALLACIES.

**COURSE LEARNING OUTCOMES:**

CLO 1.	State how modern logic contrasts with traditional logic
CLO 2.	Define and apply the basic concepts of logic such as propositional connectives, tautology, contradiction and contingency
CLO 3.	Analyze propositions and arguments in propositional logic by natural deduction

	method
CLO 4	Define, explain and identify fallacies in informal logic

## SYLLABUS

UNIT 1	<b>Propositional (Modern) Logic</b>
1.1	Simple and compound (formed through logical operators);
1.2	truth functional compound propositions (truth conditions);
1.3	testing validity of propositions and arguments by shorter truth table method
Unit 2	<b>Methods of Deduction (Formal Proof of Validity)</b>
2.1	Justification and construction of formal proofs as per both rules of inference and rules of replacement;
2.2	Methods of Conditional Proof (CP) and Indirect Proof (IP)
Unit 3	<b>Predicate Logic (Quantification theory)</b>
3.1	Basic Concepts in predicate logic: individual constant, individual variable, free variable, bound variable, propositional function, existential quantifier, universal quantifier, instantiation, generalization.
3.2	Symbolising/quantification of propositions (singular and general).
3.3	Quantification rules of UG, EG, UI and EI (theory and exercise proving validity)
Unit 4	<b>Informal Fallacies (Internal Assessment)</b>
4.1	What is a fallacy? Classification of fallacies: (A) <u>Fallacies of relevance</u> : (i) argumentum ad baculum, (ii) argumentum ad populum, (iii) argumentum ad hominem (abusive and circumstantial), (iv) argumentum ad misericordiam, (v) red herring, (vi) the strawman fallacy.
4.2	(B) <u>Fallacies of defective Induction</u> : (i) argumentum ad ignoratum, (ii) argumentum ad verucundiam, (iii) false cause, (iv) hasty generalization.
4.3	(C) <u>Fallacies of presumption</u> : (i) Accident (ii) Complex question and (iii) begging the question (petitio principii)
4.4	(D) <u>Fallacies of ambiguity</u> : (i) Equivocation (ii) amphiboly (iii) composition (iv) division (v) accent.

## REFERENCES:

- Irving Copi, *Symbolic Logic*. 5th Edition (Collier Macmillan Publishers, London, Macmillan Publishing Co., Inc., New York).
- Irving Copi, Carl Cohen and Kenneth McMahon, *Introduction to Logic* 14th edition
- Robert Lata and Alexander Macbeath, *The Elements of Logic* (Macmillan & Co. Ltd.

## SEMESTER 6

NAME OF THE COURSE	Philosophy of Yoga
CLASS	TYBA3
COURSE CODE	SBAPHI606
NUMBER OF CREDITS	3
NUMBER OF LECTURES PER WEEK	3

TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

## COURSE OBJECTIVES

CO 1.	To explore the ethical and spiritual significance of the Yamas (restraints) and Niyamas (observances) in Yoga, and to understand the techniques, results, and benefits of Asana (postures) and Pranayama (breath control) as part of the external discipline (Bahiranga-sadhana) of Yoga.
CO 2.	To examine the inner discipline (Antaranga-sadhana) of Yoga, including the definitions, nature, and importance of Dharana (concentration), the various types and significance of Dhyana (meditation), and the definition, types, and significance of Samadhi (absorption).
CO 3.	To investigate the spiritual goal of Yoga, analyzing the concept of Siddhis/Vibhutis (extraordinary powers) as potential obstacles to Samadhi, and the ideal of Kaivalya (liberation), as well as the role of God and the primordial sound "Om" in Yoga philosophy.
CO 4.	To critically examine contemporary interpretations and applications of Yoga, including Sri Aurobindo's concept of Integral Yoga, Bal Gangadhar Tilak's understanding of Karma Yoga in the Bhagavad Gita, and Swami Vivekananda's exposition of Raja Yoga.

## COURSE LEARNING OUTCOMES:

CLO 1.	Students will demonstrate a comprehensive understanding of the ethical and spiritual foundations of Yoga, as embodied in the Yamas and Niyamas, and will be able to critically analyze the techniques, results, and benefits of Asana and Pranayama as part of the external discipline of Yoga.
CLO 2.	Upon completion of the course, students will have a deep understanding of the inner discipline of Yoga, including the concepts of Dharana, Dhyana, and Samadhi, and will be able to discuss and evaluate the significance of these practices in the context of Yoga philosophy and personal spiritual development.
CLO 3.	Students will be able to critically examine the spiritual goal of Yoga, including the role of Siddhis/Vibhutis, the ideal of Kaivalya, and the significance of God and the primordial sound "Om," demonstrating the ability to engage with the complex philosophical and metaphysical aspects of Yoga.
CLO 4.	By the end of the course, students will have a nuanced understanding of contemporary interpretations and applications of Yoga, including the concepts of Integral Yoga, Karma Yoga, and Raja Yoga, and will be able to critically evaluate the relevance and implications of these modern perspectives on the ancient practice of Yoga.

## SYLLABUS

<b>UNIT 1</b>	<b>Bahiranga-sadhana (external discipline)</b>
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1.1	Yamas-Niyamas and their ethico-spiritual significance;
1.2	Techniques of Asana and Pranayama- results and benefits;
1.3	Pratyahara
<b>Unit 2</b>	<b>Antaranga-sadhana (Inner discipline)</b>
2.1	Dharana - Definitions, nature and importance;
2.2	Dhyana – definition, types and significance;
2.3	Samadhi – Definition, types and Significance.
<b>Unit 3</b>	<b>The spiritual goal of yoga</b>
3.1	Siddhis/Vibhutis as obstacles to Samadhi;
3.2	The Ideal of Kaivalya; God and Pranava” (The primordial sound Om)
<b>Unit 4</b>	<b>Contemporary interpretations of yoga</b>
4.1	Aurobindo: Integral yoga;
4.2	Tilak: Karma Yoga in Gita Rahasya;
4.3	Vivekananda: Rajayoga

#### **Internal Assessment: List of project topics in Semester 6 (20 marks)**

1. Corporate yoga
2. Yoga as physical education
3. Significance of *ahara*, *vihara*, *achara*, and *vichara* in holistic health
4. Yoga and management
5. Aesthetics and yoga
6. The relevance of Yoga and conflict resolution
7. Yoga and other religions
8. Yoga as therapy

#### **Project Guidelines:**

7. Students will select a project title from the list of topics for the semester specified in the course and indicate the same to the faculty member.
8. The list of students along with the topics chosen will be displayed by the College in the beginning of the Semester
9. Students can begin to work on their project only after the faculty member has approved the topic.
10. Each student will meet with the faculty to discuss the outline of his/her topic and discuss the list of relevant reading materials to be referred.
11. The student will write the project under the guidance of only the faculty member in charge of the course
12. Students will submit their research project as per guidelines specified by the faculty member.

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**ASSESSMENT DETAILS:( this will be same for all the theory papers)**

## **Internal Assessment (25 marks)**

### **Part 1: Project Work (20 Marks)**

- At the beginning of the semester, students should be assigned project topics drawn from Unit 1 to Unit 4.
- Students can work in groups of not more than 8 per topic.
- Project Marks will be divided as written submission: 10 Marks & Presentation & Viva: 10 marks)
- The Project/Assignment can take the form of Street-Plays/Power-Point Presentations/Poster Exhibitions and similar other modes of presentation appropriate to the topic.
- Students must submit a hard copy of the Project before the last teaching day of the semester.

### **Part 2: Attendance – 05 marks**

### **Semester End Examination – External Assessment (75 marks)**

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice (attempt any 2 of 3). Q1-3 shall carry a maximum of 20 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 15 marks (3x5 marks) (attempt any 3 of 6)

### **Practical Assessment (for papers with practicals)**

- The duration of the practical exam will be two hours.
- The students are allowed to write the paper if the attendance for practicals is more than 75%
- To appear in the practical exam, students must bring a properly certified journal.

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