



UNIVERSITY OF KASHMIR

**Syllabi for Master's (PG) Degree
Programme in Philosophy
Under NEP-2020
Batch 2025 onwards**

1/2yr Master's (PG) Degree Programme in Philosophy

**Department of Philosophy
School of Arts, Languages and Literature
University of Kashmir
Hazratbal, Srinagar-190006**

**Course Title, Master in Philosophy NEP-2020 Batch-2025
(CW+CW) & (CW+R) option
Course Curriculum 1/2 year PG Programme as Per NEP 2020**

Semester-I

S. No	Course Code	Course Title	Credits	Course Type
1	MPHLCIP125	Classical Indian Philosophy-I	4	C*
2	MPHLCGP125	Greek Philosophy	4	C
3	MPHLCCL125	Logic-I	4	C
4	MPHLCPR125	Philosophy of Religion	4	C
5	MPHLCWE125	Western Ethics	2	C
A Student shall take any of the following 2 Credit Discipline Centric Elective Courses (DCE) in addition to all the above mandatory Core courses				
1	MPHLDIP125	Introduction to Philosophy	2	DCE*
2	MPHLDWS125	Western Social and Political Philosophy	2	DCE
3	MPHLDMS125	Metaphysics	2	DCE
4	MPHLDPA125	Philosophy of Art	2	DCE
Total Credits = 20				

* Core * Discipline Centric Elective

Semester-II

S. No	Course Code	Course Title	Credits	Course Type
1	MPHLCIP225	Classical Indian Philosophy-II	4	C
2	MPHLCMP225	Medieval Philosophy	4	C
3	MPHLCWP225	Modern Western Philosophy	4	C
3	MPHLCCL225	Logic-II	4	C
5	MPHLCIE225	Indian Ethics	2	C
A student shall take any of the following 2 Credit Discipline Centric Elective Courses (DCEC) in addition to all the above mandatory Core courses				
1	MPHLDAP225	Applied Philosophy	2	DCE
2	MPHLDEY225	Epistemology	2	DCE
3	MPHLDPS225	Philosophy of Science	2	DCE
4	MPHLDPY225	Philosophy of Yoga	2	DCE
Total Credits = 20				

Semester-III

S. No	Course Code	Course Title	Credits	Course Type
1	MPHLCBM325	Buddhism	4	C
2	MPHLCIP325	Islamic Philosophy	4	C
3	MPHLCPY325	Phenomenology	4	C
4	MPHLCRM325	Research Methodology	4	C
5	MPHLCKS325	Kashmir Shaivism	2	C
A student shall take any of the following 2 credit Discipline Centric Elective Courses (DCEC) in addition to all the above mandatory Core courses				
1	MPHLDMS325	Muslim Socio-Political Thought	2	DCE
2	MPHLDPM325	Philosophy of Mind	2	DCE
3	MPHLDHS325	Hermeneutics	2	DCE
4	MPHLDPM325	Pragmatism	2	DCE
Total Credits = 20				

Semester-IV

Option-I (CW+CW) option

S. No	Course Code	Course Title	Credits	Course Type
1	MPHLCAP425	Analytical Philosophy	4	C
2	MPHLCSM425	Sufism	4	C
3	MPHLCCI425	Contemporary Indian Philosophy	4	C
4	MPHLCPM425	Post-Modernism	4	C
5	MPHLCEM425	Existentialism	2	C
A student shall take any of the following 2 credit Discipline Centric Elective Courses (DCEC) in addition to all the above mandatory Core courses				
1	MPHLDGP425	Gandhian Philosophy	2	DCE
2	MPHLDVA425	Vedanta	2	DCE
3	MPHLDIS425	Indian Social and Political Philosophy	2	DCE
4	MPHLDFM425	Feminism	2	DCE
Total Credits = 20				

The 4th Semester will have an alternative to Course work for students who wish to opt for research mode. Students will have to earn 20 credits in the semester out of which 16 credits will be for a written dissertation and 4 credits for a paper on Research and Publication Ethics. The dissertation which will be based on a research topic mutually decided by student and allotted supervisor. It will follow the MLA style (9th edition). The word limit will be 15000-20000 words.

First three semesters shall be same for (CW+CW) & (CW+R) category. However, students who opt for (CW+R) option shall have to follow the following structure.

Option-II (CW+R) option

S.No	Course Code	Course Title	Credits	Course Type
1	MPHLPDI425	Project with Dissertation	16	PDI
2	MPHLCRP425	Research and Publication Ethics	4	CC

Mode of Evaluation of Research Project Dissertation:

The dissertation will be evaluated by an External Examiner. The student will also have to defend the Dissertation in a Viva-Voce Examination.

Component	Marks
Abstract, Synopsis and Literature Review	80
Methodology	80
MLA Style	80
Structure, Language and Argument	80
Presentation / Viva	80

Program Learning Outcomes (PLOs) – Master of Arts (M.A.) Philosophy

1. Knowledge and Understanding:

Students will be able to demonstrate a comprehensive understanding of major philosophical traditions (like; Indian, Western and Muslim), concepts, and debates, such as classical, modern and contemporary. They will understand fundamental concepts such as; metaphysics, epistemology, ethics, logic, socio-political philosophy, and philosophy of religion. They will relate philosophical knowledge to interdisciplinary fields such as; science, politics, culture, and society. Students will also exhibit familiarity with key philosophical texts, methodologies, and the historical context of philosophical inquiry.

2. Skills / Technical Skills:

Students will develop the ability to read, interpret, and analyze philosophical texts critically. They will demonstrate logical reasoning, argumentative precision, and conceptual clarity. Students will be able to analyze, interpret, and critique philosophical arguments using appropriate methods of reasoning and logic (e.g. inductive, deductive, hermeneutic, phenomenological, analytical, etc.) in academic and research contexts. And employ other specialized research tools and referencing techniques in philosophy.

3. Application of Knowledge and Skills:

Students will be able to apply philosophical knowledge and methods to address interdisciplinary, socio-political, cultural, technological (AI) and ethical issues. And interpret abstract philosophical theories into practical approaches for contemporary challenges.

4. Communication Skills:

Students will be able to present complex philosophical ideas effectively in written forms, using clear and logical argumentation. Engage in respectful, constructive dialogue and debate with peers, scholars and will also present structured arguments to both academic and non-academic audiences.

5. Critical Thinking:

Students will be able to evaluate arguments, detect logical fallacies, and construct well-reasoned positions. They will question assumptions, analyze ideologies, and engage in reflective inquiry. They will approach problems with open-mindedness and intellectual humility and formulate independent, well-reasoned perspectives on philosophical and real-world issues.

6. Ethics:

Students will be able to demonstrate moral awareness and sensitivity to ethical dilemmas in personal and professional life. They will apply ethical theories to address issues like justice, rights, sustainability, and human dignity. They will promote inclusivity, tolerance, and respect for cultural diversity.

7. Life-long Learning:

Students will be able to cultivate habits of self-reflection, inquiry, and philosophical curiosity. They will also adapt new intellectual, social, and technological contexts by engaging with ongoing debates. They will continue philosophical engagement beyond formal education for personal growth and social contribution and demonstrate the ability to independently pursue advanced knowledge and skills in philosophy and allied disciplines.

8. Creativity:

Students will explore new philosophical questions and develop original interpretations of texts and traditions. They will generate innovative approaches to age-old philosophical problems. They will creatively apply philosophy to literature, art, politics, law, science, and technologies.

9. Research Aptitude:

Students will be able to demonstrate the ability to identify philosophical problems, review literature, and conduct independent research. They will engage with primary texts and critical commentaries in a rigorous manner. They will contribute to philosophical discourse through dissertations, essays, and academic publications. They will also conduct independent philosophical research projects, demonstrating proficiency in problem formulation, methodology, and analysis and critically engage with primary and secondary sources to contribute to philosophical scholarship.

10. Problem Solving: Students will be able to analyze ethical, social, and metaphysical problems with logical and reflective reasoning. They will propose thoughtful, balanced, and context-sensitive solutions rooted in philosophical traditions. They will also use philosophical reasoning to analyze complex human, socio-political, and intellectual problems.

M.A. 1st Semester

Course Type: Core

Credits: 4

Course Title: Classical Indian Philosophy-I

Course Code: MPHLCIP125

Contact Hours: 60

Maximum Marks: 100

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCIP125.1	After the completion of this Unit the students will be able to: Explain the historical origin and development of Indian Philosophy with reference to its cultural and spiritual background. Students will analyze the philosophical ideas embedded in the <i>Vedas</i> and interpret the <i>Upaniṣadic</i> conception of <i>Brahman</i> and <i>Ātman</i> ; and evaluate the concepts of <i>Ṛta</i> , Law of <i>Karma</i> , <i>Dharma</i> and <i>Mokṣa</i> and their significance for ethical and spiritual life.
MPHLCIP125.2	By the end of this Unit, students will be able to: Critically examine the epistemology and metaphysics of <i>Cārvāka Darśana</i> . They will explain and apply the Jaina doctrines of <i>Anekāntavāda</i> and <i>Syādvāda</i> in philosophical discourse. They will also describe and assess the Four Noble Truths in Buddhist philosophy as a framework for liberation. And analyze the doctrine of <i>Pratītyasamutpāda</i> and its implications for understanding dependent origination.
MPHLCIP125.3	After the completion of this Unit the students will be able to: Demonstrate an understanding of the <i>Nyāyā</i> theory of knowledge (<i>pramāṇas</i>). They will identify and evaluate different types of fallacies (<i>Hetvabhāsa</i>) in logical reasoning. Explain the <i>Vaiśeṣika</i> classification of <i>Padārthas</i> and their philosophical relevance. They will also Compare and critically analyze the doctrine of <i>Asatkāryavāda</i> in <i>Vaiśeṣika</i> with other theories of causation.
MPHLCIP125.4	By the end of this Unit, students will be able to: Explain and evaluate the <i>Sāṅkhya</i> theory of causation. Differentiate and analyze the concepts of <i>Prakṛti</i> and <i>Puruṣa</i> in <i>Sāṅkhya</i> philosophy. They will interpret Patañjali's theory of <i>Pramāṇa</i> and its epistemological significance. Examine the concepts of <i>Citta</i> and <i>Citta-Vṛitti</i> in <i>Yoga Darśana</i> and their role in mental discipline.

Unit-I: Vedic and Upaniṣadic Philosophy

1. Origin and Development of Indian Philosophy
2. Philosophy of the *Vedas*
3. *Upaniṣadic* Conception of *Brahman* and *Ātman*
4. Concept of *Ṛta*, Law of *Karma*, Concept of *Dharma* and *Mokṣa*

Unit-II: Nāstika Darśana

1. *Cārvāka*: Epistemology and Metaphysics
2. *Jaina*: *Anekāntavāda* and *Syādvāda*
3. *Bauddha*: Four Noble Truths
4. *Pratītyasamutpāda*

Unit-III: Nyāyā – Vaiśeṣika

1. *Nyāyā*: Theory of Knowledge
2. *Nyāyā*: *Hetvabhāsa*
3. *Vaiśeṣika*: Concept of *Padārtha*
4. *Vaiśeṣika*: *Asatkāryavāda*

Unit-IV: Sāṅkhya – Yoga

1. *Sāṅkhya*: Theory of Causation
2. *Sāṅkhya*: *Prakṛti* and *Puruṣa*
3. Patañjali's Theory of *Pramāṇa*
4. Concept of *Citta* and *Citta-Vṛitti*

CLO-PLO Matrix for the Course MPHLCIP125 (Classical Indian Philosophy-I)

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO3	PLO4	PLO5	PLO5	PLO7	PLO8	PLO9	PLO10
MPHLCIP125.1	3	3	3	2	2	3	3	3	2	3	3
MPHLCIP125.2	3	2	2	3	2	3	3	3	2	3	3
MPHLCIP125.3	3	2	3	3	3	2	3	3	3	2	3
MPHLCIP125.4	3	2	3	3	3	3	2	2	2	3	2
Average for MPHLCIP125	3	2.25	2.75	2.75	2.5	2.75	2.75	2.75	2.25	2.75	2.75

Suggested Readings:

1. Bartley, C. (2011). *An Introduction to Indian Philosophy*. New York, NY- 10038: Continuum International Publishing Group, 80 Maiden Lane, Suite 704.
2. Chatterjee, S. & Datta, D. (2007). *An Introduction to Indian Philosophy*. New Delhi-110002: Rupa Co.
3. Dasgupta, S. (1922). *A History of Indian Philosophy*, Volume: I, First Edition, Cambridge: Trinity College.
4. Hiriyanna, M. (1949). *The Essentials of Indian Philosophy*. London, U. K: George Allen & Unwin.
5. Hiriyanna, M. (1993). *Outlines of Indian Philosophy*. New Delhi, India: Motilal Banarsidass Publishers Private Limited.
6. Mahadevan, T. M. P. (1974). *Invitation to Indian Philosophy*. New Delhi-11016, India: Arnold Heinemann Publishers, P Ltd.
7. Puligandla, R. (1994). *Fundamentals of Indian Philosophy*. New Delhi: D. K. Printworld (P) Ltd.
8. Radhakrishnan, S. (1923). *Indian Philosophy*. Volume: 1 & 2, New Delhi-110001: Oxford University Press.
9. Sharma, C.D. (1960). *A Critical Survey of Indian Philosophy*. New Delhi-110007: Motilal Banarsidass.
10. Sharma, R. N. (2006). *History of Indian Philosophy*. New Delhi-110007: Surjeet Publications, 7-K, Kolhapur Road, Kamla Nagar.
11. Sinha, J. (1963). *Outlines of Indian Philosophy*. Calcutta: Sinha Publishing House Private Ltd.

M.A. 1st Semester

Course Type: Core

Credits: 4

Course Title: Greek Philosophy

Course Code: MPHLCGP125

Contact Hours: 60

Maximum Marks: 100

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCGP125.1	Students will be able to analyze the earliest naturalistic explanations of reality by examining the fundamental elements (water, air, apeiron, four elements) proposed by Thales, Anaximenes, Anaximander, and Empedocles.
MPHLCGP125.2	Students will be able to critically evaluate rationalist and atomist perspectives on change, being, atomism, and mind through the philosophies of Heraclitus, Parmenides, Democritus, Leucippus, and Anaxagoras.
MPHLCGP125.3	Students will be able to assess the philosophical contributions of Pythagoras, Protagoras, the Stoics, Epicureans, and Socrates in shaping theories of knowledge, relativism, ethics, and dialectical reasoning.
MPHLCGP125.4	Students will be able to interpret and compare the metaphysical and epistemological frameworks of Plato and Aristotle, focusing on universals, knowledge, matter and form, causation, categories, potentiality, and actuality.

Unit- I: Greek Naturalists

1. Thales: Explanation of Water
2. Anaximenes: Explanation of Air
3. Anaximander: Explanation of Apeiron
4. Empedocles: Explanation of Four Elements

Unit-II: Greek Rationalists and Atomists

1. Heraclitus: Concept of Flux, Logos
2. Parmenides, Zeno and Plotinus: Theory of Being
3. Democritus and Leucippus: Concept of Atomism
4. Anaxagoras: Theory of Mind

Unit-III: The Sophists and Socrates

1. Pythagoras: Theory of Numbers
2. Protagoras: Concept of Knowledge, Relativism
3. Epicureanism and Stoics: Ethics
4. Socrates: Dialectic Method

Unit-IV: Plato and Aristotle

1. Plato: Theory of Knowledge
2. Concept of Universals (Plato)
3. Aristotle: Matter and Form, Theory of Causation
4. Concept of Categories, Potentiality and Actuality

CLO-PLO Matrix for the Course MPHL CGP125 (Greek Philosophy)

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHL CGP125.1	3	2	2	3	3	2	3	2	3	2
MPHL CGP125.2	3	2	2	3	3	2	3	2	3	2
MPHL CGP125.3	3	2	2	3	3	3	3	2	3	3
MPHL CGP125.4	3	3	3	2	3	3	3	3	3	3
Average for MPHL CGP125	3	2.25	2.25	2.75	3	2.5	3	2.25	3	2.5

Suggested Readings:

1. Aristotle. (1991). *The Complete Works of Aristotle* (ed.) J. Barnes, (Princeton: Princeton University Press, Vol. 1
2. Barnes, Jonathan. (1979). "Parmenides and the Eleatic One." Reprinted in: J. Barnes, *Method and Metaphysics. Essays in Ancient Philosophy I*, edited by Maddalena Bonelli, New York: Oxford University Press 2011, pp. 262-287.
3. Brumbaugh, Robert S. (1966). *The Philosophers of Greece* (London: George Allen & Unwin Ltd.
4. Cohen, S. Marc, P. Curd, and C. D. C. Reeve. (2011). *Readings in Ancient Greek Philosophy* (Indianapolis, IN: Hackett Publishing Co. 4th edition.
5. Plato. (1961). *The Complete Dialogues of Plato* (eds.) E. Hamilton and H. Cairns (New York: Bollingen Foundation.
6. Stace, W. T. (2011). *A Critical History of Greek Philosophy*. Khosla Publishing House.
7. Tantray, M. A & Khan, T. R. (2021). *Problems of Greek Philosophy*. Rudra Publications.
8. Burnet, J. (2016). *Thales to Plato*. Leopold Classic Library.
9. Russell. B. (2016). *History of Western Philosophy*. Routledge.
10. Kenny, A. (2006). *Ancient Philosophy: A New Introduction to Western Philosophy*. Vol. 01. Oxford University Press.
11. Guthrie, W. K. C. (2012). *The Greek Philosophers: from Thales to Aristotle*.
12. Routledge Classics.

M.A. 1st Semester
Course Title: Logic-I
Contact Hours: 60

Course Type: Core

Credits: 04
Course Code: MPHLCLC125
Maximum Marks: 100

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCLC125.1	Students will be able to explain the nature, scope, and application of logic, analyze propositions and categorical forms, apply the square of opposition, and correctly use logical operations such as conversion, obversion, and contraposition to evaluate arguments.
MPHLCLC125.2	Students will be able to evaluate deductive arguments through syllogistic reasoning, Venn diagrams, and the analysis of denotation and connotation.
MPHLCLC125.3	Students will be able to analyze inductive arguments, assess scientific hypotheses, and apply the laws of thought to develop critical reasoning skills.
MPHLCLC125.4	Students will be able to compare and apply Indian logical systems—Nyāya, Buddhist, and Jain traditions—while identifying and evaluating fallacies (<i>hetvabhāsa</i>).

Unit-I Logic (Introduction)

1. Logic: nature, scope, and application
2. Propositions and Sentences
3. Proposition, Four Categorical Propositions
4. Square of Opposition

Unit-II Deductive Reasoning

1. Inference, Mediate and Immediate inference
2. Kinds of Inference: Conversion, Obversion, Contraposition
3. Syllogism, Types, Figures, Moods, Venn Diagram
4. Denotation and Connotation

Unit-III Inductive Reasoning

1. Inductive reasoning, Inductive arguments
2. Nature of Scientific Hypothesis
3. Truth and Validity, Denotation and Connotation
4. Laws of Thought, Critical Thinking

Unit-IV Indian Logic

1. Fallacy (*Hetvabhāsa*)
2. Seven-valued logic of Jainism
3. Nyāya-logic: Inference
4. Buddhist Logic: Valid Knowledge (Pramana)

CLO-PLO Matrix for the Course MPHLCLC125 (Logic-I)

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCLC125.1	3	3	2	2	2	1	2	3	2	2
MPHLCLC125.2	3	3	3	2	2	2	2	2	2	3
MPHLCLC125.3	3	3	3	2	3	3	3	3	2	3
MPHLCLC125.4	3	2	2	2	3	3	2	2	2	3
Average for MPHLCLC125	3	2.75	2.5	2	2.5	2.25	2.25	2.5	2	2.75

Suggested Readings:

1. Copi, I. M., Cohen, C., & McMahon, K. (2018). *Introduction to logic* (14th ed.). Routledge.
2. Hurley, P. J., & Watson, L. (2018). *A concise introduction to logic* (13th ed.). Cengage Learning.
3. Priest, G. (2008). *An introduction to non-classical logic: From if to is* (2nd ed.). Cambridge University Press.
4. Singh, S. (2006). *A critical survey of Indian philosophy*. Motilal Banarsidass.
5. Chatterjee, S. C. (2009). *An introduction to Indian philosophy*. Motilal Banarsidass.
6. Matilal, B. K. (1998). *The character of logic in India*. State University of New York Press.
7. Ganeri, J. (2001). *Philosophy in classical India: The proper work of reason*. Routledge.
8. Tarkateertha, S. N., & Tarkavachaspati, D. (2002). *A history of Indian logic: Ancient, mediaeval and modern schools*. Motilal Banarsidass.

M.A. 1st Semester

Course Type: Core

Credits: 04

Course Title: Philosophy of Religion

Course Code: MPHLCPR125

Contact Hours: 60

Maximum Marks: 100

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCPR125.1	Students will be able to explain the fundamental concepts of religion by studying its historical background, diversity, major beliefs, and attributes of God.
MPHLCPR125.2	Students will be able to analyze and critically evaluate classical, Indian, and modern philosophical arguments for and against the existence of God.
MPHLCPR125.3	Students will be able to examine the nature of religion through reason, revelation, free will, and address challenges such as evil and modern critiques.
MPHLCPR125.4	Students will be able to interpret religious belief systems, practices, scriptures, and explore their relevance in relation to science and modern society.

Unit-I Fundamental Concepts

1. Historical background of Major Religions (Hinduism, Christianity and Islam)
2. Religion, Diversity and Pluralism. Religious Consciousness
3. Idea of God: Monotheism, Pantheism, Atheism, Deism, Monism.
4. Attributes of God, omniscience, omnipotent, omnibenevolent,

Unit-II Proofs for the Existence of God

1. The Ontological Proof (St. Anselm), Cosmological Proof (Thomas Aquinas)
2. The Design Argument for the Existence of God (William Paley)
3. *Nyāya-Vaiśeṣika*: Logical Argument for the Existence of God
4. Historical Critique (Marx), Psychoanalysis and Religion (Freud)

Unit-III Nature of Religion

1. Reason, Revelation and Faith
2. Free will and Determinism.
3. The Problem of Evil
4. Modern challenges to Religious Traditions.

Unit-IV Belief Systems

1. Nature of belief systems in religion, Belief vs Knowledge
2. Mythology, Religious Languages,
3. Religious Practices, Scriptures and Rituals and their relevance in the modern era.
4. Science and Religion.

CLO-PLO Matrix for the Course MPHLCPR125 (Philosophy of Religion)

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCPR125.1	3	3	3	3	3	3	2	2	3	3
MPHLCPR125.2	3	2	2	3	3	3	3	2	2	3
MPHLCPR125.3	3	2	2	3	3	3	2	3	3	3
MPHLCPR125.4	3	2	2	3	3	3	2	2	2	3
Average for MPHLCPR125	3	3	2.25	3	3	3	2.25	2.25	2.5	3

Suggested Readings:

- Hick, J. (1997). Religious pluralism. In Phillip Quinn and Charles Taliaferro (eds.), A companion to philosophy of religion. Oxford: Blackwell.
- McCloskey, H. J. (1974). God and evil. In B. A. Brody (ed.) Readings in the philosophy of religion: An analytic approach. New Jersey: Englewood Cliffs, Prentice Hall.
- Hick, J. (1974). Faith and knowledge (Chapters 1&2). London: Fontana Books.
- Coward, H. (1997). Pluralism and the future of religions. In Thomas Dean (ed.),
- Religious pluralism and truth (Reprint). Delhi: Sri Satguru Publications.
- Nasr, S. H. (1996). Religion and the Order of Nature. Oxford University Press.
- Dick, T. (1845). The philosophy of religion (Vol. 3). EC & J. Biddle.
- Rowe, W. L., & Baker, R. (1978). Philosophy of religion: An introduction (p. 14). Encino, CA: Dickenson Publishing Company.
- Geisler, N. L., & Corduan, W. (2003). Philosophy of religion. Wipf and Stock Publishers.
- Davies, B., & Davies, B. (1993). An introduction to the philosophy of religion (Vol. 2). Oxford: Oxford University Press.
- Perrett, R. W. (Ed.). (2012). Indian philosophy of religion (Vol. 13). Springer Science & Business Media.
- Stewart, D. (2017). Exploring the philosophy of religion. Routledge.

M.A. 1st Semester

Course Type: Core

Credits: 2

Course Title: Western Ethics

Course Code: MPHLCWE125

Contact Hours: 30

Maximum Marks: 50

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCWE125.1	Students will learn the fundamental meaning, nature and scope of ethics, understand debate on emotivism, prescriptivism, subjectivism and objectivism, and critically analyze the problem of sanctions in ethical theory.
MPHLCWE125.2	Students will learn to compare and critically evaluate major ethical theories and apply them to issues of moral duty and punishment.

UNIT-I: Meaning and Nature of Ethics

1. Meaning, Nature and Scope of Ethics
2. Emotivism, Prescriptivism and Descriptive Ethics
3. Ethical Subjectivism and Objectivism
4. Problem of Sanctions

Unit-II: Thinkers and Theories

1. Teleological and Deontological Theories
2. Kant's Moral theory: Postulates of Morality, Categorical Imperative
3. Bentham, J. S. Mill: Utilitarianism
4. Theories of Punishment

CLO-PLO Matrix for the Course MPHLCWE125 (Western Ethics)

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCGP125.1	3	2	3	3	3	3	3	3	3	3
MPHLCGP125.2	3	3	3	3	3	3	3	3	3	3
Average for MPHLCGP125	3	2.5	3	3	3	3	3	3	3	3

Suggested Readings:

1. Aristotle (1999), Nicomachean Ethics, trans. W.D. Ross, Kitchener: Batoche Books.
2. Ayer, A. J. (1952), "A Critique of Ethics," in Language, Truth and Logic, Dover: 102-13.
3. Fisher, Andrew (2014), Metaethics: An Introduction, Abington: Routledge.
4. Kant, Immanuel (1999), Groundwork of the Metaphysics of Morals, Trans. Mary Gregor, Cambridge University Press.
5. Kant, Immanuel (1909), Critique of Practical Reason and other works in the theory of Ethics, Trans. T. K. Abott, London: Longmans Green and Company.
6. Mill, John Stuart (1863), Utilitarianism, London: Parker, Son & Bourn, West Strand.
7. Singer, Peter (1979) Practical Ethics, Cambridge: Cambridge University Press.
8. Timmons, Mark (2013), Moral Theory: An Introduction, London: Rowman & Littlefield Publishers.
9. Barlingay, S.S. A Modern Introduction to Indian Ethics. Delhi: Penman Publishers, 1998

M.A. 1st Semester

Course Type: DCE

Credits: 2

Course Title: Introduction to Philosophy

Course Code: MPHLDIP125

Contact Hours: 30

Maximum Marks: 50

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLDIP125.1	After the completion of this Unit the students will be able to: Explain the meaning, nature, and scope of philosophy. Differentiate between various branches of philosophy and their areas of inquiry. Students will analyze the concept of Idealism and identify its essential features. They will also compare the different types of Realism and evaluate their philosophical significance.
MPHLDIP125.2	By the end of this unit, students will be able to: Describe the meaning and features of Rationalism as a theory of knowledge. Examine the principles of Empiricism and assess their role in knowledge acquisition. Students will discuss the significance of Intuitionism in the process of knowing. Evaluate the importance of Scepticism in philosophical inquiry and relate it to critical thinking.

Unit-I: Basic Concepts

1. Philosophy: Meaning, Nature and Scope
2. Branches of Philosophy
3. Idealism: Meaning, Features
4. Realism: Meaning, Types

Unit-II: Theories of Knowledge

1. Rationalism: Meaning, Features
2. Empiricism: Meaning, Features
3. Intuitionism and its Significance
4. Scepticism and its Importance

CLO-PLO Matrix for the Course MPHLDIP125 (Introduction to Philosophy)

Unit-wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDIP125.1	3	2	2	2	3	2	3	2	3	3
MPHLDIP125.2	3	2	2	2	3	2	3	3	3	3
Average for MPHLDIP125	3	2	2	2	3	2	3	2.5	3	3

Suggested Readings:

1. Audi, R. (2022). *Philosophy: A brief introduction* (2nd ed.). Routledge
2. Copleston, F. (1994). *A History of Western Philosophy* (Volume: IV), New York: Image, Double Day Publications.
3. Kenny, A. (2010). *A New History of Western Philosophy*. Oxford University Press.
4. Masih, Y. (1999). *A critical history of Western philosophy*. Motilal Banarsidass
5. Patrick, G.T.W. *Introduction to Philosophy*
6. Russell, B. (1946). *History of Western Philosophy*. George Allen & Unwin.
7. Scruton, R. (2001). *A Short History of Modern Philosophy*. New York: Routledge Publishers
8. Thilly, F. (2005). *A History of Philosophy*. New Delhi: SBW Publishers
9. Warburton, N. (2012). *Philosophy: The basics* (5th ed.). Routledge

M.A. 1st Semester
Course Title: Western Social and Political Philosophy
Contact Hours: 30
Course Learning Outcomes (CLOs):

Course Type: DCE

Course Code: MPHLDWS125

Credits: 2

Maximum Marks: 50

Unit-wise CLOs	
MPHLDWS125.1	After the completion of this Unit the students will be able to: Explain Thomas Hobbes' theory of social contract and its implications for authority, order, and human nature. Analyze John Locke's conception of natural rights, government by consent, and the right to resistance. Evaluate Rousseau's notion of the "general will" and its role in the formation of a democratic society. Students will critically assess John Rawls' reinterpretation of the social contract through the principles of justice as fairness. Compare and contrast the approaches of Hobbes, Locke, Rousseau, and Rawls in addressing the legitimacy of political authority.
MPHLDWS125.2	By the end of this unit, students will be able to: Differentiate Isaiah Berlin's concepts of negative and positive liberty and their relevance to modern political thought. Discuss Bernard Williams' idea of equality and its moral and political significance. Examine Rawls' theory of distributive justice and its role in shaping a fair society. Interpret and critique Karl Marx's doctrine of class struggle and his vision of a classless society. Integrate diverse socio-political ideologies to understand contemporary debates on liberty, equality, justice, and social transformation.

Unit-I: Social Contract Theories

1. Thomas Hobbes
2. John Locke
3. Jean-Jacques Rousseau
4. John Rawls

Unit-II: Socio-Political Ideologies

1. Isaiah Berlin: Conceptions of Liberty
2. Bernard Williams: Idea of Equality
3. Rawls: Distributive Justice
4. Marx: Doctrine of Class Struggle and Classless Society

CLO-PLO Matrix for the Course MPHLDWS125 (Western Social and Political Philosophy)

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDWS125.1	3	2	2	2	3	2	3	2	3	3
MPHLDWS125.2	3	2	2	2	3	2	3	3	3	3
Average for MPHLDWS125	3	2	2	2	3	2	3	2.5	3	3

Suggested Readings:

1. Christiano, T., & Christman, J. (Eds.). (2009). *Contemporary debates in political philosophy*. Wiley-Blackwell.
2. Gauba, O. P. (2007). *Social and political philosophy*. New Delhi: National Paperbacks.
3. Hobbes, T. (1996). *Leviathan* (R. Tuck, Ed.). Cambridge University Press. (Original work published 1651)
4. Locke, J. (1988). *Two Treatises of Government* (P. Laslett, Ed.). Cambridge University Press.
5. Mill, J. S. (2001). *On Liberty* (K. Brown, Ed.). Pearson Longman.
6. Rawls, J. (1999). *A Theory of Justice* (Rev. ed.). Harvard University Press.
7. Rousseau, J.-J. (1997). *The Social Contract and Other Later Political Writings* (V. Gourevitch, Ed. & Trans.). Cambridge University Press.

M.A. 1stSemester
Course Title: Metaphysics
Contact Hours: 30

Course Type: DCE

Credits: 2
Course Code: MPHLDMS125
Maximum Marks: 50

Course Learning Outcomes (CLOs):

<i>Unit-wise CLOs</i>	
MPHLDMS125.1	After the completion of this Unit the students will be able to: Explain and differentiate the major conceptions of Ultimate Reality, including Materialism and Idealism. Compare and contrast the metaphysical positions of Monism, Dualism, and Pluralism, highlighting their strengths and limitations. Students will interpret and evaluate the Doctrine of Neutral Monism in relation to other theories of reality. Analyze and discuss the philosophical significance of Space and Time as fundamental categories of metaphysics.
MPHLDMS125.2	By the end of this Unit, students will be able to: Describe the meaning and features of Rationalism as a theory of knowledge. Examine the principles of Empiricism and assess their role in knowledge acquisition. Students will discuss the significance of Intuitionism in the process of knowing. And evaluate the importance of Scepticism in philosophical inquiry and relate it to critical thinking.

Unit-I: Metaphysics-I

1. Nature of Ultimate Reality: Materialism, Idealism
2. Monism, Dualism, Pluralism
3. Neutral Monism
4. Space and Time

Unit-II: Metaphysics-II

1. Mind-Body Problem: Descartes, Spinoza and Leibniz
2. Proofs for the Existence of God
3. Creationism
4. Theory of Evolution

CLO-PLO Matrix for the Course MPHLDMS125 (Metaphysics)

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDMS125.1	3	3	3	2	3	2	3	3	3	3
MPHLDMS125.2	3	2	2	3	3	3	3	3	3	3
Average for MPHLCIP125	3	2.5	2.5	2.5	3	2.5	3	3	3	3

Suggested Readings:

1. Bonjour, L. (2002). *Epistemology: Classic problems and contemporary responses*. Rowman & Littlefield.
2. Ewing, A. C. (1951). *Fundamental questions of philosophy*. London: Routledge & Kegan Paul.
3. Feldman, R. (2003). *Epistemology*. Prentice Hall.
4. Ichikawa, J. J., & Steup, M. (2017). *The epistemology reader*. Routledge
5. Mashih, Y. (2008). *A critical history of Western philosophy*. Motilal Banarsidass Publishers.
6. Moser, P. K. (Ed.). (2002). *The Oxford handbook of epistemology*. Oxford University Press.
7. Nagel, J. (2014). *Knowledge: A very short introduction*. Oxford University Press.
8. Patrick, G. T. W. (1899). *Introduction to philosophy*. New York: Macmillan.
9. Steup, M., Turri, J., & Sosa, E. (Eds.). (2014). *Contemporary debates in epistemology* (2nd edition). Wiley-Blackwell.
10. Thilly, F. (2005). *A History of Philosophy*. New Delhi: SBW Publishers
11. Zagzebski, L. T. (2009). *On epistemology*. Wadsworth Cengage Learning.

M.A. 1st Semester

Course Type: DCE

Course Code: MPHLDPA125

Course Title: Philosophy of Art

Credits: 2

Contact Hours: 30

Maximum Marks: 50

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLDPA125.1	Analyze and critically assess key philosophical concepts and theories related to the nature, scope, and judgment of art, including aesthetics, beauty, subjectivity, and objectivity in aesthetic experience.
MPHLDPA125.2	Compare and evaluate major philosophical theories of art (Mimesis, Expression, Institutional Theory, and Art as Language), and their implications for defining and understanding art. This focuses on Unit II's theories (Plato, Aristotle, Tolstoy, Collingwood, Dickie, Goodman).

Unit I: Introduction to Philosophy of Art

1. Definition, Nature and Scope of Art
2. Origin and Development of Art
3. Art and Philosophy: Relationship
4. Axiological concerns

Unit II: Theories of Art

1. Mimesis Theory (Imitation): Plato, Aristotle
2. Expression Theory: Tolstoy, Croce, Collingwood
3. Institutional Theory of Art: George Dickie
4. Art as Language: Nelson Goodman

CLO-PLO Matrix for the Course MPHLDPA125 (Philosophy of Art)

Unit-wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDPA125.1	3	3	3	3	3	3	3	3	3	3
MPHLDPA125.2	3	3	2	3	3	3	2	2	2	3
Average for MPHLDPA125	3	3	2.5	3	3	3	2.5	2.5	2.5	3

Suggested Readings:

1. Adorno, T. W. (1997). *Aesthetic theory* (R. Hullot-Kentor, Trans.). University of Minnesota Press. (Original work published 1970)
2. Bell, C. (2002). *Art* (R. G. Collingwood, Ed.). Oxford University Press. (Original work published 1914)
3. Carroll, N. (1999). *Philosophy of art: A contemporary introduction*. Routledge.
4. Collingwood, R. G. (1958). *The principles of art*. Oxford University Press. (Original work published 1938)
5. Danto, A. C. (2003). *The abuse of beauty: Aesthetics and the concept of art*. Open Court.
6. Dickie, G. (1974). *Art and the aesthetic: An institutional analysis*. Cornell University Press.
7. Dickie, G. (2000). *Art and value*. Blackwell.
8. Gaut, B. (2007). *Art, emotion and ethics*. Oxford University Press.
9. Goodman, N. (1976). *Languages of art: An approach to a theory of symbols* (2nd ed.). Hackett Publishing Company.
10. Kant, I. (2000). *Critique of the power of judgment* (P. Guyer & E. Matthews, Trans.). Cambridge University Press. (Original work published 1790)

M.A. 2nd Semester

Course Type: Core

Credits: 4

Course Title: Classical Indian Philosophy-II

Course Code: MPHLCIP225

Contact Hours: 60

Maximum Marks: 100

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCIP225.1	After the completion of this Unit the students will be able to: Explain the theory of knowledge in <i>Pūrva-Mīmāṃsā</i> and its epistemological framework. Differentiate between the <i>Mīmāṃsā</i> perspectives on truth and error. Analyze the realist stance of <i>Mīmāṃsā</i> in relation to perception, language, and external reality. Evaluate the metaphysical assumptions of <i>Pūrva-Mīmāṃsā</i> concerning self, world, and <i>dharma</i> .
MPHLCIP225.2	After completing this Unit, students will be able to: Define and interpret the <i>Advaita</i> concepts of <i>Brahman</i> and <i>Ātman</i> . Examine <i>Śaṅkara's</i> conception of the world as dependent on <i>Brahman</i> . Illustrate the principle of <i>Vivartavāda</i> as an explanation of cosmic manifestation. Assess the <i>Advaita</i> theory of error and its philosophical implications.
MPHLCIP225.3	After completing this unit, students will be able to: Describe the nature of <i>Saguṇa Brahman</i> in Rāmānuja's philosophy. Discuss Rāmānuja's conception of the world as a real manifestation of Brahman. Critically analyze Rāmānuja's critique of Śaṅkara's <i>Māyāvāda</i> . Compare and contrast the <i>Viśiṣṭādvaita</i> theory of knowledge and error with other <i>Vedāntic</i> systems.
MPHLCIP225.4	After completing this unit, students will be able to: Explain Madhva's rejection of <i>Nirguṇa Brahman</i> and <i>Māyā</i> . Analyze Madhva's theory of knowledge within the <i>Dvaita</i> framework. Interpret Nimbārka's concept of <i>Jñānasvarūpa</i> in the context of <i>Dvaitādvaita Vedānta</i> . Classify and evaluate the different kinds of inanimate entities (<i>acit</i>) in Nimbārka's metaphysics.

Unit-I: Pūrva-Mīmāṃsā

1. Theory of Knowledge
2. Theory of Truth and Error
3. Realism of *Mīmāṃsā*
4. Metaphysics of *Mīmāṃsā*

Unit-II: Advaita Vedānta

1. Concept of *Brahman* and *Ātman*
2. Śaṅkara's Conception of the World
3. *Vivartavāda*
4. *Advaita* Theory of Error

Unit-III: Viśiṣṭādvaita

1. *Saguṇa Brahman*
2. Rāmānuja's Conception of the World
3. Rāmānuja's Critique of Śaṅkara's *Māyāvāda*
4. Theory of Knowledge and Error

Unit-IV: Madhvā-Vedānta and Nimbārka-Vedānta

1. *Dvaita*: Rejection of *Nirguṇa Brahman* and *Māyā*
2. *Dvaita*: Theory of Knowledge
3. *Dvaitādvaita*: Concept of *Jñānasvarūpa*
4. *Dvaitādvaita*: Kinds of Inanimate

CLO-PLO Matrix for the Course MPHLCIP225 (Classical Indian Philosophy-II):

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCIP225.1	3	2	3	3	3	3	3	3	3	3
MPHLCIP225.2	3	2	2	3	3	3	3	3	3	3
MPHLCIP225.3	3	2	2	3	3	3	3	3	3	3
MPHLCIP225.4	3	2	2	3	3	3	3	3	3	3
Average for MPHLCIP225	3	2	2.25	3	3	3	3	3	3	3

Suggested Readings:

1. Bartley, C. (2011). *An Introduction to Indian Philosophy*. New York, NY- 10038: Continuum International Publishing Group, 80 Maiden Lane, Suite 704.
2. Chatterjee, S. & Datta, D. (2007). *An Introduction to Indian Philosophy*. New Delhi-110002: Rupa Co.
3. Dasgupta, S. (1922). *A History of Indian Philosophy*, Volume: 1 & 2, First Edition, Cambridge: Trinity College.
4. Hiriyanna, M. (1949). *The Essentials of Indian Philosophy*. London, U. K: George Allen & Unwin.
5. Hiriyanna, M. (1993). *Outlines of Indian Philosophy*. New Delhi, India: Motilal Banarsidass Publishers Private Limited.
6. Mahadevan, T. M. P. (1974). *Invitation to Indian Philosophy*. New Delhi-11016, India: Arnold Heinemann Publishers, P Ltd.
7. Puligandla, R. (1994). *Fundamentals of Indian Philosophy*. New Delhi: D. K. Printworld (P) Ltd.
8. Radhakrishnan, S. (1923). *Indian Philosophy*. Volume: 1 & 2, New Delhi-110001: Oxford University Press.
9. Sharma, C.D. (1960). *A Critical Survey of Indian Philosophy*. New Delhi-110007: Motilal Banarsidass.
10. Sharma, R. N. (2006). *History of Indian Philosophy*. New Delhi-110007: Surjeet Publications, 7-K, Kolhapur Road, Kamla Nagar.
11. Sinha, J. (1963). *Outlines of Indian Philosophy*. Calcutta: Sinha Publishing House Private Ltd.

M.A. 2nd Semester

Course Type: Core

Credits: 4

Course Title: Medieval Philosophy

Course Code: MPHLCMP225

Contact Hours: 30

Maximum Marks: 50

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCMP225.1	After the completion of this Unit the students will be able to: Explain the philosophical debates surrounding free will and determinism in the medieval period. Analyze the doctrine of soul and intellect as discussed in medieval philosophical traditions. Evaluate the significance of divine attributes – omnipotence, omniscience, and omnipresence – in shaping medieval theological thought. Differentiate and assess the role of reason (<i>ratio</i>) and authority (<i>auctoritas</i>) in the construction of medieval knowledge systems.
MPHLCMP225.2	After completing this Unit, students will be able to: Examine St. Augustine's approach to the problem of evil and his theory of knowledge. Interpret St. Anselm's concept of God and ontological argument in the context of medieval theology. Critically evaluate St. Thomas Aquinas' perspectives on the existence of God and the relationship between faith and reason. Assess William of Ockham's contributions to metaphysics and epistemology, especially his principle of parsimony.
MPHLCMP225.3	After completing this Unit, students will be able to: Explain Saadia's theory of creation in contrast to Aristotelian eternalism and evaluate his conception of free will in relation to divine omniscience. Analyze the influence of Neoplatonism on Gabirol's philosophy. Assess the doctrine of universal matter and form as a contribution to medieval metaphysics. Examine Ibn Daud's attempt to harmonize Judaism with Aristotelian philosophy. Interpret Maimonides' approach to reconciling reason with revelation. And critically assess his resolution of the tension between faith and philosophy.
MPHLCMP225.4	After completing this Unit, students will be able to: Explain the ontological distinction between essence and existence. Analyze how this distinction shaped later Islamic and Scholastic philosophy. Discuss Al-Ghazālī's critique of philosophy and his reconciliation of philosophy with Sufism. Evaluate his influence on later Islamic and Christian thought. Explain Ibn Rushd's defense of philosophy in <i>Tahāfut al-Tahāfut</i> . Assess the significance of his arguments for the autonomy of philosophy vis-à-vis theology. Interpret the allegory of Hayy ibn Yaqzān as a dialogue between reason and revelation. Evaluate the relevance of this allegory to debates on knowledge, faith, and human nature.

Unit-1: Medieval Discourse

1. Concept of Free will and Determinism
2. Doctrine of Soul and Intellect
3. Divine Attributes: Omnipotence, Omniscience, and Omnipresence
4. Role of Reason (*Ratio*) and Authority (*Auctoritas*) in Medieval Knowledge Systems

Unit-II: Medieval Christian Philosophers

1. St. Augustine: Problem of Evil; Theory of Knowledge
2. St. Anselm: Concept of God; Ontological Argument
3. St. Thomas Aquinas: The Existence of God; Faith and Reason
4. William of Ockham: Metaphysics and Epistemology

Unit-III: Medieval Jewish Philosophers

1. Saadia Gaon: Theory of Creation, Free Will
2. Solomon Ibn Gabirol: Neoplatonism and the Doctrine of Universal Matter and Form
3. Abraham Ibn Daud: Harmonization of Judaism with Aristotelianism
4. Moses Maimonides: Reason vs. Revelation, Faith vs. Philosophy

Unit-IV: Medieval Islamic Philosophers

1. Ibn Sīnā: Ontology: Distinction between Essence and Existence
2. Al-Ghazālī: Reconciliation of Philosophy and Sufism
3. Ibn Rushd: Defense of Philosophy in *Tahāfut al-Tahāfut*
4. Ibn Ṭufayl: Allegory of Reason and Revelation

CLO-PLO Matrix for the Course MPHLCMP225 (Medieval Philosophy):

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCMP225.1	3	2	2	3	3	3	3	3	3	3
MPHLCMP225.2	3	2	2	3	3	3	3	3	3	3
MPHLCMP225.3	3	2	2	3	3	3	3	3	3	3
MPHLCMP225.4	3	2	2	3	3	3	3	3	3	3
Average for MPHLCMP225	3	2	2	3	3	3	3	3	3	3

Suggested Readings:

1. Al-Ghazālī. (1997). *The Incoherence of the Philosophers*. (M. Marmura, Trans.). Brigham Young University Press.
2. Averroes (Ibn Rushd). (2000). *Decisive Treatise and Epistle Dedicatory*. (C. Butterworth, Trans.). Brigham Young University Press.
3. Avicenna (Ibn Sīnā). (2005). *The Metaphysics of The Healing*. (M. Marmura, Trans.). Brigham Young University Press.
4. Copleston, F. (1993). *A history of philosophy: Medieval philosophy* (Vol. 2). Image Books.
5. Davies, B. (1992). *The thought of Thomas Aquinas*. Clarendon Press.
6. Gilson, É. (1991). *History of Christian philosophy in the Middle Ages*. Random House.
7. Gracia, J. J. E., & Noone, T. B. (Eds.). (2003). *A companion to philosophy in the Middle Ages*. Blackwell.
8. Joseph W. Koterski: *An Introduction to Medieval Philosophy*
9. Judah Halevi. (1964). *The Kuzari: An Argument for the Faith of Israel*. (H. Hirschfeld, Trans.). Schocken Books.
10. Kenny, A. (2005). *Medieval philosophy*. Oxford University Press.
11. Kretzmann, N., Kenny, A., & Pinborg, J. (Eds.). (1982). *The Cambridge history of later medieval philosophy: From the rediscovery of Aristotle to the disintegration of scholasticism, 1100-1600*. Cambridge University Press.
12. Leff, G. (1958). *Medieval thought: St. Augustine to Ockham*. Penguin
13. Maimonides, M. (1963). *The Guide for the Perplexed*. (S. Pines, Trans.). University of Chicago Press.
14. Marenbon, J. (2007). *Medieval philosophy: An historical and philosophical introduction*. Routledge.
15. Pelletier, J. E. (2013). *William Ockham on metaphysics: The science of being and God* (Studien und Texte zur Geistesgeschichte des Mittelalters, Vol. 109). Leiden/Boston: Brill
16. Richard N. Bosley, Martin M. Tweedale: *Basic Issues in Medieval Philosophy*
17. Saadia Gaon. (1948). *The Book of Beliefs and Opinions*. (S. Rosenblatt, Trans.). Yale University Press.
18. Stump, E. (Ed.). (2002). *The Cambridge companion to medieval philosophy*. Cambridge University Press.

M.A. 2nd Semester
Course Title: Modern Western Philosophy
Contact Hours: 60
Course Learning Outcomes (CLOs):

Course Type: Core

Course Code: MPHLCWP225

Credits: 4

Maximum Marks: 100

Unit-wise CLOs	
MPHLCWP225.1	Students will be able to understand and critically assess the central philosophy of Rationalists like Descartes, Spinoza, and Leibniz, and evaluate the significance of Rationalism in the development of modern philosophy.
MPHLCWP225.2	Students will be able to understand the main concepts of Empiricists like Locke, Berkeley, and Hume, and critically evaluate Empiricism as a philosophical approach to knowledge and experience.
MPHLCWP225.3	Students will be able to understand the key concepts of Kant, Hegel, Fichte, Schelling, and Schleiermacher, and evaluate the contribution of transcendental philosophy to modern thought.
MPHLCWP225.4	Students will be able to understand and critically evaluate the philosophical contributions of Marx, Pragmatists, Rawls, Derrida, and Foucault, and assess their relevance for contemporary social and intellectual issues.

Unit-I Continental Rationalist Philosophers

1. **Rationalism:** Meaning, Nature, and Characteristics.
2. **Descartes:** Substance, method of doubt, existence of God, Interactionism
3. **Spinoza:** Substance, Attribute, Modes, Parallelism, Three orders of Knowing,
4. **Leibnitz:** Monodology, Pre-established Harmony, Actual and Possible Worlds.

Unit-II British Empiricist Philosophers

1. **Empiricism:** Meaning, Nature and Characteristics.
2. **Locke:** Tabula Rasa, ideas and their classification, Knowledge, Primary and Secondary Qualities
3. **Berkeley:** Primary and secondary qualities, immaterialism, critique of abstract ideas, esse est percipi, the problem of solipcism; God and self
4. **Hume:** Personal identity, rejection of metaphysics Fallibility and Skepticism.

Unit-III Transcendentalism

1. **Kant:** Classification of judgements, Synthetic a priori judgements, phenomenon and noumenon, the Ideas of Reason,
2. **Hegel:** The conception of Geist (spirit), The dialectical method, absolute idealism, Freedom
3. **Fichte:** Self-Awareness, Schelling: Absolute Identity,
4. **Schleiermacher's:** Doctrine of Knowledge

Unit-IV Thinkers

1. **Karl Marx:** Historical Materialism
2. **Pierce and William James:** Pragmatism
3. **John Rawls:** Theory of Justice
4. **John Dewey:** Concept of Truth

CLO-PLO Matrix for the Course MPHLCWP225 (Modern Western Philosophy)

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCWP225.1	3	2	2	2	3	3	3	2	3	3
MPHLCWP225.2	3	2	2	2	3	3	3	3	3	3
MPHLCWP225.3	3	2	3	3	3	3	2	2	3	3
MPHLCWP225.4	3	2	2	3	3	3	2	2	2	3
Average for MPHLCWP225	3	2	2.25	2.5	3	3	2.5	2.25	2.75	3

Suggested Readings:

1. John Locke (1689) *An Essay Concerning Human Understanding* edited with an Introduction by Peter H. Nidditch, Oxford University Press, London, 197.(Essay)
2. Mark Goldie (2016) "Locke's Life" in Matthew Stuart (2016) (ED.) *A Companion to Locke*, WileyBlackwell, UK. pp. 25-44.
3. Raffarella De Rosa (2016) "Locke's Critique of Innatism " in Matthew Stuart (Ed.) (2016), pp. 157- 174.
4. Nicholas Rescher (1966) "A New Look at the Problem of Innate Ideas" , *British Journal of Philosophy of Science*, vol. 17, No. 3, pp. 205-218.
5. G. Berkeley (1710) *Principles of Human Knowledge*, Edited with an Introduction and Notes by H. Robinson, Oxford University Press, Oxford, 1996. (PHK).
6. David Hume (1739), *A Treatise of Human Nature*, Edited by Ernest C Moosner, Penguin Classics, UK, 1985.
7. Benedict De Spinoza, (1883), *Ethics*, (Tr) William Hale White, Trubner & co., Ludgate Hill, London.
8. Descartes, (1996), *Meditations on First Philosophy*, Cambridge University Press, London.
9. Descartes, (1998), *Discourse on Method*, Hackett Publishing Company.
10. Leibniz, (1985), *New Essays on Human Understanding*. (Tr&ed) Peter Remnant & Jonathan Bennett, Cambridge University Press, London.
11. Bertrand Russell, (1920), *A Critical Exposition of the Philosophy of Leibniz*, Routledge Publisher, New York. 3.8 Substance : Descartes, Spinoza, Leibniz (Readings: Bertrand Russell(1920), *The Conception of Substance*, Pp.47-62) 1 4 Contemporary responses 14 4.1 Matter and Substance (Readings:
12. F. Copleston, (1994) *A History of Western Philosophy (Vol. IV)*, Image, Double Day Publications, New York.
13. Pauline Phemister, (2006), *The Rationalist Descartes, Spinoza, Leibniz*, Polity Press, Malden, USA.
14. R. Scruton, (2001), *A Short History of Modern Philosophy*, Routledge Publishers, New York.
15. Rocco J. Gennaro and Charles Huenemann, (2003), *New Essays on the Rationalists*, Oxford University press. Oxford.

M.A. 2nd Semester

Course Type: Core

Course Code:

MPHLCLC225

Course Title: Logic-II

Credits: 4

Contact Hours: 60

Maximum Marks: 100

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCLC225.1	Students will explain the historical development of symbolic logic, use logical symbols, form simple and compound statements, and test arguments with truth tables.
MPHLCLC225.2	Students will apply common argument forms, use inference and equivalence rules, and evaluate statements for validity, consistency, and completeness.
MPHLCLC225.3	Students will understand predicate logic, use quantifiers, represent statements symbolically, and check the validity of quantified propositions.
MPHLCLC225.4	Students will understand modal logic, use modal operators, apply the modal square, and learn the basics of fuzzy logic with examples.

Unit-I Basic of Symbolic Logic

1. Historical contribution to symbolic logic Symbols
2. Symbolic Logic; Simple and Compound Statements
3. Definitions and Symbols for Conjunction, Negation, Disjunction and Implication, Double negation.
4. Argument forms, decision procedures and Truth Table

Unit-II Sentential Logic

1. Common Argument forms,
2. Rules of inference (Valid argument forms)
3. Rules of Replacement (Logically Equivalent forms)
4. Statement and its forms; Tautology, Contradiction, Contingency, and Axiomatic System, Consistency, Completeness

Unit-III Quantification Logic

1. Predicate logic (Quantification logic), Singular and General Proposition
2. Quantification and rules of quantification, Universal quantification, Existential quantification
3. Symbolic representation and proving validity
4. Quantification square of opposition of propositions

Unit-IV Modal Logic

1. Modal logic, historical background, Types and application
2. Modal propositions, Modal operators and their examples
3. Modal square
4. Basics of Fuzzy Logic

CLO-PLO Matrix for the Course MPHLCLC225 (Logic-II)

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCLC225.1	3	3	2	1	2	0	1	3	2	2
MPHLCLC225.2	3	3	2	2	3	1	2	3	2	3
MPHLCLC225.3	3	3	3	2	2	2	3	3	3	3
MPHLCLC225.4	3	3	3	2	3	1	2	3	2	2
Average for MPHLCLC225	3	3	2.5	1.75	2.5	1	2	3	2.25	2.5

Suggested Readings:

1. Lemmon, E.J., (1980), The “Lemmon Notes”: An Introduction to Modal Logic, (Ed. By Krister Segerberg), Oxford University Press, 1977,
2. Kripke, Saul, (1980), Naming and Necessity, (Harvard University Press)
3. Quine, W. V. O., (1953), “Reference and Modality”, in From a Logical Point of View, Cambridge, Mass.: Harvard University Press,
4. Hugues, G.E., and Cresswell, M.J.,(1972), An Introduction to Modal Logic, Methune And Co LTD.
5. Chellas, Brian F.,(1980), Modal Logic: An Introduction (Cambridge University Press)
6. Cohen, R. Morris, (1944), A Preface to Logic (Dover Publication),
7. Russell, Bertrand and Whitehead, Alfred North, (1963), Principia Mathematica, (Cambridge University Press) Priest,
8. Graham, (2017), Logic: A Very Short Introduction, (Oxford University Press)
9. Jeffrey, R., (1991), Formal Logic: Its Scope and Limits, 3rd Edition, (McGraw Hill)
10. Copi, I.M., (2010), Symbolic Logic 5th Edition (PHI Learning Pvt. Ltd.)
11. Bergmann, M., Moor, J. and Nelson, J, (2003), The Logic Book (McGraw Hill)
12. Copi, I. M, Cohen. C, Jetli. P, Prabhakar (2005). Introduction to Logic. 12th ed., New Delhi: Pearson Prentice Hall.
13. Jacquette, D. (2002). A Companion to Philosophical Logic. Massachusetts: Blackwell Publishers Ltd..
14. Suppes, P. (1957). Introduction to logic. New York: Litton Educational Publishing.
15. Cocchiarella, Nino B. & Max. A. Freund. (2008). Modal Logic: An Introduction to its Syntax and Semantics. Oxford: Oxford University Press.
16. Crassley, J. N. et. al. (1972). What is Mathematical Logic? Oxford: Oxford University Press.
17. Cresswell, M. J. (2001). Modal Logic. In Goble. Lou; Ed., The Blackwell Guide to Philosophical Logic. Basil Blackwell.
18. Enderton, Herbert. (2001). A Mathematical Introduction to Logic. (2nd Ed.), Boston: MA.
19. Hughes, G. E. and Cresswell, M. J. (1996). A New Introduction to Modal Logic. Rutledge.

M.A. 2nd Semester

Course Type: Core

Credits: 2

Course Title: Indian Ethics

Course Code: MPHLCIE225

Contact Hours: 30

Maximum Marks: 50

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCIE225.1	Students will be able to critically examine the Vedic foundations of ethics—Ṛta, Ṛṇa, Karma, Śreyas–Preyas, and Sādhanā—as guiding principles for moral and spiritual life.
MPHLCIE225.2	Students will be able to analyze the ethical vision of the Bhagavad-Gita, with emphasis on Nişkāma-Karma, Lokasaṃgraha, Varṇāśrama-Dharma, Puruṣārthas, and Vidhi–Niṣedha.

Unit-1: Origin and Sources

1. Vedic Conception of *Rta* and *Rna*
2. The Law of *Karma*: Ethical Implications
3. Concept of *Sreyas* and *Preyas*
4. *Sādhya-Sādhana*, *Itikartavyata*

Unit-II: Ethics of Bhagavad-Gita

1. *Bhagavad-Gita:Niskama-Karma* and *Lok-Sangraha*.
2. *VaranasramaDharma*, *AshramDharma*, *SadharanaDharma*
3. *Purusarthas*
4. Analysis of *Vidhivākya*, *Nisedhavākya*

CLO-PLO Matrix for the Course MPHLCIE225 (Indian Ethics)

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCIE225.1	3	2	3	3	2	3	3	2	3	3
MPHLCIE225.2	3	3	3	3	3	3	3	3	3	3
Average for MPHLCIE225	3	2.5	3	3	2.5	3	3	2.5	3	3

Suggested Readings:

1. SrimadHariharānanda Āranya, (Beng.)*KāpilaśramīyaPatanjal Yogadarśana*, Paschimbanga Rajya Siksha Parishad, 1988 (6thed.)
2. Swami Bharagananda (Tr.) (Beng.)*Arthasamgraha of laugakṣiBhāṣkara*, Sanskrit Pustak Bhandar, 2004
A.B. Gajendragadkar and R.D. Karmakar.(Eng.),*TheArthasamgraha of laugākṣi Bhaskara*
3. Ratna Dutta Sharma and Indrani Sanyal,*Dharmanīti o Sruti*, Mahabodhi Book Agency with Jadavpur University, 2009
4. Kedar Nath Tiwari,*Classical Indian Ethical Thought: A Philosophical Study of Hindi, Jaina and Buddhist Morals*, Motilal Banarsidass Publishers, 1998
5. R.S Mishra, *Philosophical Foundation of Hinduism*, MunshiramManoharlal Pub, 2002
6. Iyer, R.N. (1973). *The Moral and political thought of Mahatma Ghandi*. Oxford University Press.
7. Badrinath, C. (2006). *Swami Vivekananda: The Living Vedanta*. Penguin Books.
8. Naik, C.D. (2003). *Social Justice: The Ambedkarite perspective*. Authorspress.

M.A. 2nd Semester

Course Type: DCE

Credits: 2

Course Title: Applied Philosophy

Course Code: MPHLDAP225

Contact Hours: 30

Maximum Marks: 50

Course Learning Outcomes (CLOs):

<i>Unit-wise CLOs</i>	
MPHLDAP225.1	Students will be able to critically evaluate key issues in environmental ethics, including the scope of applied ethics, animal rights, climate change, and the moral status of nature.
MPHLDAP225.2	Students will be able to analyze ethical dilemmas in medical practice—such as euthanasia, cloning, abortion, surrogacy, and reproductive technologies—with respect to human dignity and patient rights.

Unit-1: Environmental Ethics

1. Meaning, Nature and Scope of Applied Ethics
2. An Introduction to Environmental Ethics
3. Animal Rights, Climate Change
4. Nature as Means or End

Unit-II: Medical Ethics

1. Euthanasia; Doctor-Patient Relationship
2. Cloning: A Threat to Human Dignity
3. Abortion and Surrogacy
4. Female-Infanticide, IVF and its Ethical Implications

CLO-PLO Matrix for the Course MPHLDAP225 (Applied Philosophy)

Unite-Wise CLOs	PLO 1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDAP225.1	3	3	3	3	2	3	3	3	3	3
MPHLDAP225.2	3	3	3	3	3	3	3	3	3	3
Average for MPHLDAP225	3	3	3	3	2.5	3	3	3	3	3

Suggested Readings:

1. Attfield, R. (2014). *Environmental ethics: An overview for the twenty-first century* (2nd ed.). Polity Press.
2. Gardiner, S. M. (2011). *A perfect moral storm: The ethical tragedy of climate change*. Oxford University Press.
3. Leopold, A. (1968). *A Sand County almanac*. Oxford University Press.
4. Naess, A. (1989). *Ecology, community and lifestyle* (D. Rothenberg, Trans.). Cambridge University Press.
5. Singer, P. (1993). *Practical ethics* (2nd ed.). Cambridge University Press.
6. Beauchamp, T. L., & Childress, J. F. (2019). *Principles of biomedical ethics* (8th ed.). Oxford University Press.
7. Glover, J. (1977). *Causing death and saving lives*. Penguin Books.
8. Harris, J. (1998). *Clones, genes, and immortality: Ethics and the genetic revolution*. Oxford University Press.
9. Kuhse, H., & Singer, P. (Eds.). (2012). *A companion to bioethics* (2nd ed.). Wiley-Blackwell.
10. Sherwin, S. (1992). *No longer patient: Feminist ethics and health care*. Temple University Press.

M.A. 2nd Semester Course Type: DCE

Credits: 2

Course Title: Epistemology

Course Code: MPHLDEY225

Contact Hours: 30

Maximum Marks: 50

Course Learning Outcomes (CLOs):

Unit-wise CLOs

MPHLDEY225.1	After the completion of this Unit, the students will be able to: Define and explain the meaning, nature, and scope of epistemology as a branch of philosophy. Differentiate between Rationalism, Empiricism, and Intuitionism as theories of knowledge. Students will critically analyze the arguments for and against Rationalism and Empiricism. Evaluate the role of intuition in human cognition and justify its relevance in epistemic justification. Apply epistemological doctrines to real-life examples of knowledge acquisition and validation.
MPHLDEY225.2	By the end of this Unit, students will be able to: Describe the central claims of Skepticism, Realism, Idealism, and Solipsism. Compare and contrast different epistemological positions with reference to their treatment of reality and knowledge. Assess the philosophical significance of Skepticism and its impact on the possibility of knowledge. Examine the strengths and limitations of Realism and Idealism as competing metaphysical-epistemological views. Students will critically reflect on Solipsism and its implications for subjectivity, reality, and intersubjective knowledge. And formulate reasoned arguments to defend or challenge these doctrines in academic discussion.

Unit-I: Epistemological Doctrines-I

1. Epistemology: Definition, Nature, and Scope
2. Rationalism
3. Empiricism
4. Intuitionism

Unit-II: Epistemological Doctrines-II

1. Skepticism
2. Realism
3. Idealism
4. Solipsism

CLO-PLO Matrix for the Course MPHLDEY225 (Epistemology):

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDEY225.1	3	2	2	3	3	2	3	3	3	3
MPHLDEY225.2	3	2	2	3	3	2	3	3	3	3
Average for MPHLDEY225	3	2	2	3	3	2	3	3	3	3

Suggested Readings:

1. Bonjour, L. (2002). *Epistemology: Classic problems and contemporary responses*. Rowman & Littlefield.
2. Ewing, A. C. (1951). *Fundamental questions of philosophy*. London: Routledge & Kegan Paul.
3. Feldman, R. (2003). *Epistemology*. Prentice Hall.
4. Ichikawa, J. J., & Steup, M. (2017). *The epistemology reader*. Routledge
5. Mashih, Y. (2008). *A critical history of Western philosophy*. Motilal Banarsidass Publishers.
6. Moser, P. K. (Ed.). (2002). *The Oxford handbook of epistemology*. Oxford University Press.
7. Nagel, J. (2014). *Knowledge: A very short introduction*. Oxford University Press.
8. Patrick, G. T. W. (1899). *Introduction to philosophy*. New York: Macmillan.

M.A. 2nd Semester

Course Type: DCE

Credits: 2

Course Title: Philosophy of Science

Course Code: MPHLDPS225

Contact Hours: 30

Maximum Marks: 50

Course Learning Outcomes (CLOs):

<i>Unit-wise CLOs</i>	
MPHLDPS225.1	Critically evaluate different philosophical perspectives on the nature, scope, and practice of science. Understand and explain key concepts in the philosophy of science and the scientific method.
MPHLDPS225.2	Analyze and evaluate major philosophical positions on the scientific method, such as Popper's falsification theory, Feyerabend's against method, and Kuhn's incommensurability and demarcation problem.

Unit-I Fundamental Concepts in Philosophy of Science

1. Philosophy of Science: Meaning and nature
2. Scientific Temper
3. Scientism
4. Against Method: Paul Feyerabend.

Unit-II Scientific Method

1. Observation in Science, Theory construction
2. Science and Values.
3. Theory of Falsification: Karl Poper
4. Incommensurability, Problem of Demarcation: Thomes Cohen

CLO: PLO Matrix for course MPHLDPS225 (Philosophy of Science)

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDPS225.1	3	3	3	2	3	3	3	2	3	3
MPHLDPS225.2	3	3	2	3	3	3	2	2	3	3
Average for MPHLDPS225	3	3	2.5	2.5	3	3	2.5	2	3	3

Essential Readings:

1. Popper, Karl. (1998). Science: Conjectures and refutations. In Martin Curd and J. A. Cover (Eds.) Philosophy of science: The central issues (pp. 3-10.). New York: W. W. Norton and Company.
2. Kuhn, Thomas. (1998). Logic of discovery or psychology or research? In Martin Curd and J. A. Cover (Eds.) Philosophy of science: The central issues (pp. 11-19). New York: W. W. Norton and Company.
3. Hempel, Carl. (1966). Philosophy of natural science (pp. 237-259). New Jersey: Prentice Hall.
4. Salmon, Wesley. (1998). Scientific explanation: How we got from there to here. In Causation and explanation. Oxford: Oxford University Press.
5. Devitt, Michael. Realism and Truth, Oxford: Blackwell, 1984.
6. Oldroyd, D. R. (1986). Charles Darwin's theory of evolution: A review of our present understanding. *Biology and Philosophy*, 1(2), 133-168.
7. Dennett, D. C. (1993). *Consciousness explained*. Penguin UK.
8. Bird, A. (2004). Philosophy of science. In *Fundamentals of Philosophy* (pp. 309-337). Routledge.
9. Carnap, R. (2012). *An introduction to the philosophy of science*. Courier Corporation.
10. Nasr, S. H. (2006). On the question of biological origins. *Islam & Science*, 4(2), 232-245.
11. Okasha Samir. (2002). Philosophy of Science. A very short introduction. Oxford University Press.

M.A. 2nd Semester Course Type: DCE

Credits: 2

Course Title: Philosophy of Yoga

Course Code: MPHLDPY225

Contact Hours: 30

Maximum Marks: 50

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLDPY225.1	Students will be able to critically analyze the philosophical foundations of Yoga—its meaning, types, epistemology, metaphysics, and practices like Jñāna, Karma, Bhakti, and the Aṣṭāṅga Mārga.
MPHLDPY225.2	Students will be able to evaluate the practical dimensions of Yoga in Vedic, Buddhist, and Jain traditions, its ethical and spiritual relevance, and its contemporary significance including the International Day of Yoga.

Unit-I: Yoga, Meaning and Nature

1. Meaning, Nature and Scope of *Yoga*, Types: *Jnana*, *Karma*, and *BhaktiYoga*
2. *Ashtanga Marga* (Eight-Fold Path), Types of *Samadhi*
3. *Citta-Vrtti* and *Bhumis*
4. Epistemology and Metaphysics of *Yoga*

Unit-II: Yoga Practices

1. *Yoga in Vedas, Upanishads and Bhagavad-Gita*
2. Concept of *Yoga in Buddhism and Jainism*
3. Philosophical Relevance of *Yoga* in Ethics and Spirituality
4. International Day of *Yoga*: Significance, Recent advances in *Yoga*

CLO: PLO Matrix for course MPHLDPY225 (Philosophy of Yoga)

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDPY225.1	3	3	3	3	2	3	3	3	3	3
MPHLDPY225.2	3	3	3	3	3	3	3	3	3	3
Average for MPHLDAP225	3	3	3	3	2.5	3	3	3	3	3

Suggested Readings:

1. Verma, G.L. (2009). *Pātañjala yoga sūtras*. New Delhi: Chowkambha Sanskrit Series.
2. Potter, Karl (ed.) (1977-1993). *Encyclopedia of Indian philosophies, Introduction to Vols. II & VI (Nyāya-Vaiśeṣika)*. Delhi: Motilal Banarsidass.
3. Datta, D.M. (1950). *Six ways of knowing*. Calcutta
4. Bharti, Swami Veda (1986), *Yoga-Sutras of Pātanjali with the Exposition of Vyāsa*, Himalayan Insti- tute, Allahabad.
5. Woods, James Haughton (1966), *The Yoga system of Patanjali (translated into English)*, Motilal Baarsidass, Delhi
6. Dasgupta, S.N. (1992) *A History of Indian Philosophy. Vol.I.*, Motilal Banarsidass, Delhi
7. Connolly, P. (2007). *A Student's Guide to the History and Philosophy of Yoga*.
8. Taimni, I. K. (1961). *The science of yoga*. Quest Books.
9. Chaudhuri, H. (1972). The philosophy and yoga of Sri Aurobindo. *Philosophy east and west*, 22(1), 5-14.
10. Dasgupta, S. (2013). *Yoga as philosophy and religion*. Routledge.
11. Werner, K. (1977). *Yoga and Indian philosophy*. Delhi: Motilal Banarsidass.
12. Chapple, C. K. (Ed.). (2015). *Yoga in Jainism*. Routledge.

M.A. 3rd Semester

Course Type: Core

Credits: 4

Course Title: Buddhism

Course Code: MPHLCBM325

Contact Hours: 60

Maximum Marks: 100

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCBM325.1	After the completion of this Unit the students will be able to: Explain the Four Noble Truths (<i>Catvāryāryasatyāni</i> / <i>Cattāri Ariyasaccāni</i>) and the Eightfold Path (<i>Āṣṭāṅgika Mārga</i>) as foundational teachings of Buddhism. Analyze the <i>Bodhisattva</i> ideal and its significance in the development of Buddhist traditions. Interpret the concepts of <i>Karma</i> and Rebirth in Buddhist philosophy and compare them with other Indian schools. Critically evaluate the Buddhist concept of <i>Nirvāna</i> as the ultimate goal of spiritual practice.
MPHLCBM325.2	By the end of this Unit, students will be able to: Examine the <i>Sautrāntika</i> doctrine of Momentariness (<i>Kṣaṇikavāda</i>) and its implications for Buddhist metaphysics. Assess the <i>Sautrāntika</i> perspective on paths to <i>Nirvāṇa</i> and their practical application in spiritual progress. Explain the <i>Vaibhāṣika</i> theory of <i>Anātman</i> (No-soul) and contrast it with other Indian philosophical positions. Evaluate the <i>Vaibhāṣika Dharma</i> Theory and the <i>Sarvāsti</i> doctrine within the context of Buddhist ontology.
MPHLCBM325.3	By the end of this Unit, students will be able to: Interpret the <i>Mādhyamika</i> doctrine of <i>Śūnyatā</i> (Emptiness) and its philosophical implications. Critically analyze the <i>Mādhyamika</i> rejection of <i>Svabhāva</i> (Inherent Existence) and its role in deconstructing metaphysical absolutes. Explain the <i>Yogācāra</i> doctrine of <i>Vijñapti-mātratā</i> (Consciousness-only) and evaluate its epistemological significance. Distinguish between the three levels of consciousness – <i>Manas</i> , <i>Manovijñāna</i> , and <i>Ālayavijñāna</i> ; and their function in <i>Yogācāra</i> thought.
MPHLCBM325.4	By the end of this Unit, students will be able to: Define and apply the concepts of <i>Pramāṇa</i> , <i>Pramā</i> , <i>Prameya</i> , and <i>Doṣa</i> in the study of knowledge systems. Explain the <i>Vaibhāṣika</i> theory of <i>Pratyakṣa</i> (perception) and <i>Anumāna</i> (inference) in relation to Buddhist logic. Critically assess <i>Nāgārjuna</i> 's critique of <i>Pramāṇa</i> and <i>Prameya</i> within the framework of <i>Mādhyamika</i> philosophy. Evaluate <i>Dignāga</i> 's theory of <i>Pratyakṣa</i> and <i>Anumāna</i> , highlighting its contribution to Buddhist epistemology and later Indian logic.

Unit-I: Introduction to Buddhism

1. *Catvāryāryasatyāni* or *Cattāri Ariyasaccāni*; *Āṣṭāṅgika Mārga*
2. *Bodhisattva*
3. *Karma* and Rebirth
4. *Nirvāṇa*

Unit-II: Hīnayāna

1. *Sautrāntika*: Theory of Momentariness (*Kṣaṇikavāda*)
2. *Sautrāntika*: Paths to *Nirvāṇa*
3. *Vaibhāṣika*: Concept of No-soul (*Anātman*)
4. *Vaibhāṣika*: Doctrine of *Dharma* Theory and All-Exist (*Sarvāsti*)

Unit-III: Mahāyāna

1. *Mādhyamika*: Doctrine of *Śūnyatā* (Emptiness)
2. *Mādhyamika*: Denial of *Svabhāva* (Inherent Existence)
3. *Yogācāra*: *Vijñapti-mātratā* (Consciousness-only Doctrine)
4. *Yogācāra*: Three *Vijñānas*: *Manas*, *Manovijñāna*, and *Ālayavijñāna*

Unit-IV: Buddhist Epistemology

1. *Pramāṇa, Pramā, Prameya, Doṣa*
2. Vaibhāṣika: Theory of *Pratyakṣa* and *Anumāna*
3. Nāgārjuna's Critique of *Pramāṇa* and *Prameya*
4. Dignāga's Theory of *Pratyakṣa* and *Anumāna*

CLO-PLO Matrix for the Course MPHLCBM325 (Buddhism):

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCBM325.1	3	2	3	3	3	3	3	3	3	3
MPHLCBM325.2	3	2	2	3	3	3	3	3	3	3
MPHLCBM325.3	3	2	2	3	3	3	3	3	3	3
MPHLCBM325.4	3	2	2	3	3	3	3	3	3	3
Average for MPHLCBM325	3	2	2.25	3	3	3	3	3	3	3

Suggested Readings:

1. Bartley, C. (2011). *An Introduction to Indian Philosophy*. New York, NY- 10038: Continuum International Publishing Group, 80 Maiden Lane, Suite 704.
2. Chatterjee, S. & Datta, D. (2007). *An Introduction to Indian Philosophy*. New Delhi-110002: Rupa Co.
3. Dasgupta, S. (1922). *A History of Indian Philosophy*, Volume: 1 & 2, First Edition, Cambridge: Trinity College.
4. Edelglass, W., & Garfield, J. (Eds.). (2009). *Buddhist Philosophy: Essential Readings*. Oxford University Press.
5. Hiriyanna, M. (1949). *The Essentials of Indian Philosophy*. London, U. K: George Allen & Unwin.
6. Hiriyanna, M. (1993). *Outlines of Indian Philosophy*. New Delhi, India: Motilal Banarsidass Publishers Private Limited.
7. Mahadevan, T. M. P. (1974). *Invitation to Indian Philosophy*. New Delhi-11016, India: Arnold Heinemann Publishers, P Ltd.
8. Puligandla, R. (1994). *Fundamentals of Indian Philosophy*. New Delhi: D. K. Printworld (P) Ltd.
9. Radhakrishnan, S. (1923). *Indian Philosophy*. Volume: 1 & 2, New Delhi-110001: Oxford University Press.
10. Sharma, C.D. (1960). *A Critical Survey of Indian Philosophy*. New Delhi-110007: Motilal Banarsidass.
11. Sharma, R. N. (2006). *History of Indian Philosophy*. New Delhi-110007: Surjeet Publications, 7-K, Kolhapur Road, Kamla Nagar.
12. Sinha, J. (1963). *Outlines of Indian Philosophy*. Calcutta: Sinha Publishing House Private Ltd.

M.A. 3rd Semester

Course Type: Core

Credits: 4

Course Title: Islamic Philosophy

Course Code: MPHLCIP325

Contact Hours: 60

Maximum Marks: 100

Course Learning Outcomes (CLOs):

Course Learning Outcomes (CLOs):

<i>Unit-wise CLOs</i>	
MPHLCIP325.1	Students will be able to analyze the historical evolution, theological debates, and epistemological foundations of Islamic philosophy to understand its originality and interaction with broader philosophical traditions.
MPHLCIP325.2	Students will be able to critically evaluate the contributions of major classical Muslim philosophers and schools of thought, comparing their theories of intellect, being, causation, and mysticism.
MPHLCIP325.3	Students will be able to interpret and assess the philosophical responses of modern Muslim thinkers to existential, social, and intellectual challenges of their times.
MPHLCIP325.4	Students will be able to apply Islamic philosophical concepts to contemporary issues such as justice, gender, environment, science, and interfaith dialogue for developing a holistic worldview.

Unit-I: Origin, development and sources of Islamic Philosophy.

1. Origin and development of Islamic Philosophy
2. Introduction to Islamic Metaphysics and Epistemology
3. Concept of God, Soul, Creationism, Problem of Free Will and Determinism.
4. 'Ilm-al-Kalām: Mu'tazilism and Ash'arism

Unit-II: Formative period of Islamic Philosophy

1. **Al-Kindī**: theory of Intellect, **Al-Fārābī**: Ideal state
2. **Ibn Sīnā**: Theory of Emanation and **Ibn Rushd**: Conception of Philosophy.
3. **Al-Ghazālī**: Method of Doubt, Refutation of theory of Emanation **Mulla Sadrā**: Concept of Being
4. **Ibn Arabī**: Wahdat-al-Wujūd; Shaikh Ahmad Sirhindī: Wahdat-al-Shuhūd, **Shah Walī Allah**: Reconciliation between Wujūd and Shuhūd

Unit-III: Contemporary Muslim Philosophers

1. **Ibn Bajja**: Existence and Essence, **Ibn Tufail**: Self-education
2. **Mohammad Iqbal**: Existentialism, Critique of Modernism,
3. **Ibn Tayimiya**: Refutation of Logic, **Ibn Khaldun**: Theories of perception; Logic.
4. **Seyyed Hossein Nasr**: Critique of Modernism, **Ali Shariati**: Critique of Marxism

Unit-IV: Contemporary Issues in Islamic Philosophy

1. Islamophobia, Concept of Justice, Status of Women
2. Ijtihad, Philosophy of Fiqah,
3. Environmental Ethics, Animal rights, Excessive usage of Natural resources and things (Israf),
4. Science, Faith and Islam,

CLO: PLO Matrix

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCIP325.1	3	2	3	2	3	3	3	2	3	3
MPHLCIP325.2	3	3	2	3	3	3	2	2	2	3
MPHLCIP325.3	3	2	3	2	3	3	3	2	3	3
MPHLCIP325.4	3	3	3	3	3	3	3	3	3	3
Average for MPHLCIP325	3	2.5	2.75	2.5	3	3	2.75	2.25	2.75	3

Suggested Readings:

1. Nasr, S. H., & Leaman, O. (2013). History of Islamic philosophy. Routledge.
2. Leaman, O. (2009). Islamic philosophy. Polity.
3. Corbin, H. (2014). History of Islamic philosophy. routledge.
4. Groff, P. (2007). Islamic philosophy AZ. Edinburgh University Press.
5. Leaman, O. (2002). An introduction to classical Islamic philosophy. Cambridge University Press.
6. Sheikh, M. S. (1982). Islamic philosophy.
7. Tantray, M. A., & Khan, T. R. (2021). Concepts In Muslim Philosophy.
8. Nasr, S. H. (2006). Islamic Philosophy from its Origin to the Present: Philosophy in the Land of Prophecy. suny Press.
9. Jackson, R. (2014). What is Islamic philosophy?. Routledge.
10. Sharif, M. M. (1963). A History of muslim philosophy. Wiesbaden, 1, 304-305.
11. Sharif, M. M. (1963). Muslim Philosophy and Western Thought.
12. Naseem, H. (2001). Muslim philosophy: science and mysticism. Sarup & Sons.
13. Iqbal, M. (1908). The Development of Metaphysics in Persia: A Contribution to the History of Muslim Philosophy. Luzac & Company.
14. Qadir, C. A. (1988). Philosophy and science in the Islamic world.
15. Nasr, S. H. (2007). The Essential Seyyed Hossein Nasr. World Wisdom, Inc.
16. Nasr, S. H., & De Santillana, G. (1968). Science and civilization in Islam (Vol. 16). Cambridge, MA: Harvard University Press.
17. Hahn, L. E., Umar, M. S., Auxier, R. E., McLean, G. F., Stone Jr, L. W., Khuri, R. K., ... & Stone Jr, L. W. (2003). The Philosophy of Seyyed Hossein Nasr. Chicago, Open court, The Library of Living Philosophers vol. XXVIII, 2001, 1001 p. Abstracta Iranica. Revue bibliographique pour le domaine irano-aryen, (Volume 24).

M.A. 3rd Semester

Course Type: Core

Course Code: MPHLCPY325

Course Title: Phenomenology

Credits: 4

Contact Hours: 60

Maximum Marks: 100

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCPY325.1	After the completion of this Unit the students will be able to: Explain the historical origin and development of phenomenology. Describe phenomenology as a philosophical method. Analyze the role of the phenomenological attitude and the concept of <i>epoché</i> in suspending presuppositions. Discuss the significance of the transcendental ego in Husserlian phenomenology.
MPHLCPY325.2	By the end of this Unit, students will be able to: Evaluate Husserl's idea of philosophy as a rigorous science. Apply the concepts of intentionality and phenomenological reduction to philosophical problems. Examine the notion of inter-subjectivity in Husserl's thought. Interpret the meaning of the life-world (<i>Lebenswelt</i>) and its philosophical relevance.
MPHLCPY325.3	By the end of this Unit, students will be able to: Explain the existential orientation of Heidegger's phenomenology. Analyze the concept of <i>Dasein</i> as being-in-the-world. Compare and contrast Heidegger's idea of man as being-in-the-world with Husserl's transcendental ego. Critically assess Heidegger's critique of technological civilization.
MPHLCPY325.4	By the end of this Unit, students will be able to: Apply phenomenological insights to existentialist philosophy. Interpret hermeneutical approaches through phenomenology. Evaluate the role of phenomenology in aesthetics and the experience of art. Discuss the ethical implications of phenomenological approaches.

Unit-I: Introduction to Phenomenology

1. Origin and Development of Phenomenology
2. Phenomenology as a Method
3. The Phenomenological Attitude: *Epoché*
4. Transcendental Ego

Unit-II: Husserl

1. Philosophy as a Rigorous Science
2. Intentionality, Phenomenological Reduction
3. Inter-subjectivity
4. Concept of Life World

Unit-III: Heidegger

1. Existentialist Orientation of Phenomenology
2. *Dasein* as being-in-the-world
3. Man as being in the world
4. Critique of Technological Civilization

Unit-IV: Applications and Phenomenological Approaches in:

1. Existentialism
2. Hermeneutics
3. Aesthetics
4. Ethics

CLO: PLO Matrix

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCPY325.1	3	3	3	2	3	2	3	3	3	3
MPHLCPY325.2	3	2	2	3	3	3	3	3	3	3
MPHLCPY325.3	3	3	2	3	3	3	3	3	3	2
MPHLCPY325.4	3	2	2	2	3	3	3	2	3	2
Average for MPHLCPY325	3	2.5	2.25	2.5	3	2.75	3	2.75	3	2.5

Suggested Readings:

1. Bhadra, M. K. (1990). *A critical survey of phenomenology and existentialism*. ICPR/Indian Books Centre.
2. Farber, M. (1943). *The foundation of phenomenology: Edmund Husserl and the quest for a rigorous science of philosophy*. Harvard University Press.
3. Kearney, R. (1986). *Modern movements in European philosophy* (2nd ed.). Manchester University Press.
4. Mehta, J. L. (1971). *The philosophy of Martin Heidegger*. Banarsidass.

M.A. 3rd Semester **Course Type: Core**
Course Title: Research Methodology
Contact Hours: 60
Course Learning Outcomes (CLOs):

Credits: 4
Course Code: MPHLCRM325
Maximum Marks: 100

Unit-wise CLOs	
MPHLCRM325.1	After the completion of this Unit, the students will be able to: Explain the meaning and objectives of research with special reference to philosophy. Differentiate between various types of research (theoretical, empirical, applied, etc.). Assess the scope and importance of research in the development of philosophical knowledge. Compare and contrast philosophical research with scientific research in terms of method, purpose, and outcomes.
MPHLCRM325.2	After completing this Unit, students will be able to: Apply the dialectical method to philosophical problem-solving and debates. Demonstrate the analytic method by clarifying concepts and arguments. Employ the phenomenological method to describe lived experiences and essences. Interpret texts and ideas using the hermeneutic method for deeper understanding.
MPHLCRM325.3	After completing this Unit, students will be able to: Formulate a clear and researchable statement of the problem. Conduct a literature review to identify research gaps and scholarly contributions. Construct strong argumentation and counter-argumentation in philosophical writing. Develop a coherent and systematic line of thought in research papers or dissertations.
MPHLCRM325.4	After completing this Unit, students will be able to: Identify and evaluate ethical issues in research, particularly in philosophy. Uphold principles of originality, objectivity, and honesty in their work. Understand and follow publication ethics in academic writing. Detect, prevent, and avoid plagiarism in research activities.

Unit-I: Introduction to Research Methodology

1. Meaning and Objectives of Research
2. Types of Research
3. Scope and Importance of Research in Philosophy
4. Philosophical Research vs Scientific Research

Unit-II: Philosophical Methods

1. Dialectical Method
2. Analytic Method
3. Phenomenological Method
4. Hermeneutic Method

Unit-III: Writing and Structuring Research Work

1. Statement of the Problem
2. Literature Review
3. Argumentation and Counter-Argumentation in Philosophy
4. Developing a Coherent Line of Thought

Unit-IV: Research Ethics

1. Ethical Issues in Research
2. Originality, Objectivity, and Honesty in Research
3. Publication Ethics
4. Plagiarism

CLO-PLO Matrix for the Course MPHLCBM325 (Research Methodology):

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCRM325.1	3	3	3	3	3	3	3	3	3	3
MPHLCRM325.2	3	3	3	3	3	3	3	3	3	3
MPHLCRM325.3	2	3	3	3	3	3	3	3	3	3
MPHLCRM325.4	3	3	3	3	3	3	3	3	3	3
Average for MPHLCRM325	2.75	3	3	3	3	3	3	3	3	3

Suggested Readings:

1. Babbie, E. R. (2020). *The practice of social research* (15th Ed.). Cengage Learning
2. Beebe, H., & Beebe, S. J. (2018). *Basic concepts and models for the philosophical inquiry*. Oxford University Press
3. Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices* (2nd Ed.). University of South Florida Scholar Commons
4. Bryman, A. (2016). *Social research methods* (5th Ed.). Oxford University Press
5. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th Ed.). SAGE Publications
6. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th Ed.). SAGE Publications
7. Fairbairn, G., & Winch, C. (2006). *Reading, writing and reasoning: A guide for students* (3rd Ed.). Open University Press.
8. Hacker, P. M. S. (2019). *Philosophical methodology: The armchair or the laboratory?* Oxford University Press.
9. Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd Ed.). New Age International
10. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th Ed.). SAGE Publications
11. Mohapatra, P. K. (2013). *Research methodology in philosophy*. DK Printworld
12. Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th Ed.). SAGE Publications
13. Punch, K. F. (2013). *Introduction to social research: Quantitative and qualitative approaches* (3rd Ed.). SAGE Publications
14. Resnik, D. B. (2020). *The ethics of research with human subjects: Protecting people, advancing science, promoting trust*. Springer
15. Toulmin, S. (2003). *The uses of argument*. Cambridge University Press
16. Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*

M.A. 3rd Semester

Course Type: CORE

Credits: 2

Course Title: Kashmir Shaivism

Course Code: MPHLCKS325

Contact Hours: 30

Maximum Marks: 50

Course Learning Outcomes (CLOs):

<i>Unit-wise CLOs</i>	
MPHLCKS325.1	Demonstrate an in-depth understanding of the origin, historical development, and foundational doctrines of Kashmir Shaivism, including the Trika system and key contributions of thinkers like Abhinavagupta.
MPHLCKS325.2	Critically analyze the metaphysical and epistemological frameworks of Kashmir Shaivism, with a focus on concepts such as Pratyabhijñā, Parama Shiva, self-awareness, and the theory of the 36 Tattvas.

Unit-I Origin and development of Kashmiri Shaivism

1. Origin and development of Kashmir Shaivism.
2. Pratyabhijñā, (Trika): Siva, Shakti and Nara.
3. Ultimate reality, God, and Liberation, Universal consciousness.
4. Rise of Trika philosophy. Abhinavagupta

Unit-II Shaivism Metaphysics And Epistemology

1. Nature of knowledge (*Pramana*) and means of knowledge
2. Concept of self-awareness and *Pratyabhijñā* (Recognition)
3. Concept of *Parama Shiva* (Ultimate Reality)
4. Theory of the 36 *Tattvas* (Principles of Existence)

CLO: PLO Matrix

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCKS325.1	3	3	3	2	3	3	3	2	3	3
MPHLCKS325.2	3	3	2	3	3	3	2	2	3	3
Average for MPHLCKS325	3	3	2.5	2.5	3	3	2.5	2	3	3

Suggested Readings:

1. Brooks, D. R. (1990). The Secret of the Three Cities: An Introduction to Hindu Shakta Tantrism. University of Chicago Press.
2. (Includes translation and commentary on the Parātrīśikā, relevant to Trika philosophy.)
3. Dyczkowski, M. S. G. (1987). The Doctrine of Vibration: An Analysis of the Doctrines of Kashmir Shaivism. State University of New York Press.
4. Hughes, J. (Ed.). (1994). Self-Realization in Kashmir Shaivism: The Oral Teachings of Swami Lakshmanjoo. Universal Shaiva Fellowship.
5. Joo, S. L., & Hughes, J. (Trans.). (2007). Shiva Sutras: The Supreme Awakening. Universal Shaiva Fellowship.
6. Pandey, K. C. (1963). Abhinavagupta: An Historical and Philosophical Study. Chowkhamba Sanskrit Series Office.
7. Sensharma, D. (1994). The Philosophy of Sādhana: With Special Reference to the Trika Philosophy of Kashmir. Munshiram Manoharlal Publishers.

M.A. 3rd Semester **Course Type: DCE**

Course Title: Muslim Socio-political Thought.

Contact Hours: 30

Course Learning Outcomes (CLOs):

Credits: 2

Course Code: MPHLDMS325

Maximum Marks: 50

<i>Unit-wise CLOs</i>	
MPHLDMS325.1	Critically analyze the key philosophical, theological, and socio-political contributions of prominent Muslim thinkers in the modern era.
MPHLDMS325.2	Evaluate the role of modern Muslim thinkers in shaping contemporary Islamic thought through concepts such as Ijtihad, Islamic modernism, Pan-Islamism, and Irfan.

UNIT-I Muslim Thinkers-I

1. **Sir Syed Ahmad Khan:** Theory of Revelation; Rationalism and Naturalism
2. **Molana Abdul Kalam Azad:** Interfaith dialogue
3. **Abdul Ahad Azad:** Socio-Political Philosophy
4. **Fazlur Rahman:** Emphasis on Ijtihad

UNIT-II Muslim Thinkers-II

1. **Syed Amir Ali:** Islamic modernism
2. **Syed Qutb:** Concept of social justice
3. **Syed Murtada Mutahhari:** concept of Irfan
4. **Syed Jamal Uddin Afghani:** Pan-Islamism

CLO: PLO Matrix

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDMS325.1	3	2	3	2	3	3	3	2	3	3
MPHLDMS325.2	3	3	2	3	3	3	2	2	3	3
Average for MPHLDMS325	3	2.5	2.5	2.5	3	3	2.5	2	3	3

Suggested Readings.

1. M. M. Sharif: History of Muslim Philosophy
2. Mir Waliuddin: Qur'anic Sufism
3. Arberry, A. J. (Trans.). (1961). Discourses of Rumi (Fihi Ma Fihi). London: John Murray.
4. Barks, C. (Trans.). (1995). The essential Rumi. HarperOne.
5. Keddie, N. R. (Ed. & Trans.). (1983). An Islamic response to imperialism: Political and religious writings of Sayyid Jamal ad-Din "al-Afghani". University of California Press.
6. Azad, A. K. (1959). India wins freedom. Orient Longman.
7. Azad, A. K. (2003). Tarjuman al-Qur'an (Urdu & English edition). Kitab Bhavan.
8. Soroush, A. (2000). Reason, freedom, and democracy in Islam: Essential writings of Abdolkarim Soroush (M. Sadri & A. Sadri, Eds. & Trans.). Oxford University Press.
9. Arberry, A. J. (Trans.). (1931). The Tawasin of Mansur al-Hallaj. Cambridge University Press.
10. Hamadani, S. A. (2002). Zakhirat al-Muluk (excerpts translated in academic compilations). Institute of Islamic Studies.
11. Wali, N. (Sheikh Nooruddin). (2008). Kalam-i-Sheikh-ul-Alam (G. M. Lone, Trans.). Kashmir Book Trust.
12. Mahjoor, G. A. (2006). Selected poems of Mahjoor (T. Raina, Trans.). Sahitya Akademi.
13. Azad, A. A. (2004). Poems of Abdul Ahad Azad (M. Amin, Trans.). Gulshan Books.

M.A. 3rd Semester **Course Type: DCE**
Course Title: Philosophy of Mind
Contact Hours: 30
Course Learning Outcomes (CLO's):

Credits: 2
Course Code: MPHLDPM325
Maximum Marks: 50

Unit-wise CLOs	
MPHLDPM325.1	Students will be able to critically evaluate major Western theories of mind and personal identity, including Cartesian dualism, empiricist accounts, materialism, and Hume's bundle theory of the self.
MPHLDPM325.2	Students will be able to analyze and compare the contributions of Gilbert Ryle, Hilary Putnam, Jerry Fodor, and Paul Churchland to contemporary debates on mind, consciousness, and materialism.

Unit-1 Western Traditions in Philosophy of Mind

- 1 Cartesian Dualism
- 2 Locke, Berkeley, Hume on Mind and Personal Identity
- 3 The Rise of Materialism: Hobbes
- 4 Hume's Bundle Theory of the Self

Unit-2 key Figures of Philosophy of Mind

1. Gilbert Ryle (Behaviorism/Critique of Dualism)
2. Hilary Putnam (Functionalism)
3. Jerry Fodor (Computational Theory of Mind)
4. Paul Churchland (Eliminative Materialism)

CLO: PLO Matrix

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDPM325.1	3	2	3	3	2	2	3	3	3	3
MPHLDPM325.2	3	3	3	3	3	3	3	3	3	3
Average for MPHLDPM325	3	2.5	3	3	2.5	2.5	3	3	3	3

Suggested Readings:

1. Descartes, R. (1996). *Meditations on first philosophy* (J. Cottingham, Trans.). Cambridge University Press. (Original work published 1641)
2. Hobbes, T. (1994). *Leviathan* (E. Curley, Ed.). Hackett Publishing. (Original work published 1651)
3. Locke, J. (1975). *An essay concerning human understanding* (P. H. Nidditch, Ed.). Oxford University Press. (Original work published 1690)
4. Berkeley, G. (1998). *Principles of human knowledge and three dialogues* (J. Dancy, Ed.). Oxford University Press. (Original work published 1710)
5. Hume, D. (2000). *A treatise of human nature* (D. F. Norton & M. J. Norton, Eds.). Oxford University Press. (Original work published 1739)
6. Ryle, G. (2009). *The concept of mind*. Routledge. (Original work published 1949)
7. Putnam, H. (1975). *Mind, language and reality: Philosophical papers (Vol. 2)*. Cambridge University Press.
8. Fodor, J. A. (1975). *The language of thought*. Harvard University Press.
9. Fodor, J. A. (1983). *The modularity of mind: An essay on faculty psychology*. MIT Press.

M.A. 3rd Semester

Course Type: DCE

Credits: 2

Course Title: Hermeneutics

Course Code: MPHLDHS325

Contact Hours: 30

Maximum Marks: 50

Course Learning Outcomes (CLOs):

<i>Unit-wise CLOs</i>	
MPHLDHS325.1	After the completion of this Unit the students will be able to: Explain the historical origin and development of hermeneutics as a philosophical method. Analyze Schleiermacher's theory of interpretation and its relevance to modern hermeneutical studies. Differentiate between Dilthey's concepts of "meaning" and "explanation" in the context of human sciences. Interpret the role of the hermeneutic circle in Dilthey's methodology and its implications for understanding texts.
MPHLDHS325.2	After completing this unit, students will be able to: Evaluate Nietzsche's perspective on truth and its impact on hermeneutic philosophy. Examine Gadamer's dialogical hermeneutics and its emphasis on the fusion of horizons. Apply Gadamer's theory of understanding to philosophical and literary texts. Critically assess Ricoeur's hermeneutic of suspicion and its role in uncovering hidden meanings within texts and ideologies.

Unit-I: Hermeneutics-I

1. Origin and Development of Hermeneutics
2. Schleiermacher: Theory of Interpretation
3. Dilthey: Meaning and Explanation
4. Dilthey: The Hermeneutic Circle

Unit-II: Hermeneutics-II

1. Nietzsche: Perspective on Truth
2. Gadamer: Dialogical Hermeneutics
3. Gadamer: Theory of Understanding
4. Ricoeur: Hermeneutic of Suspicion

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDHS325.1	3	3	3	2	3	3	3	3	3	3
MPHLDHS325.2	3	2	2	3	3	3	3	3	3	3
Average for MPHLDHS325	3	2.5	2.5	2.5	3	3	3	2.5	3	2.5

Suggested Readings:

1. Anderson, P. (1998). *The origins of postmodernity*. Verso
2. Bauman, Z. (1992). *Intimations of postmodernity*. Routledge
3. Bleicher, B. (Ed.). (1980). *Contemporary hermeneutics*. Routledge
4. Dilthey, W. (1976). *Selected writings* (H. Rickman, Trans.). Cambridge University Press
5. Eagleton, T. (1996). *The illusion of postmodernism*. Blackwell
6. Gadamer, H. G. (1989). *Truth and method* (W. Glen- Dipole, Trans.). London: Continuum
7. Hassan, I. (1987). *The postmodern turn: Essays in postmodern theory and culture*. The University of Chicago Press
8. Lyotard, J. F. (1984). *The postmodern condition: A report on knowledge* (G. Bennington & B. Massumi, Trans.). University of Minnesota Press
9. Lyotard, J.-F. (1991). *The inhuman: Reflections on time*. Stanford University Press
10. Palmer, R. E. (1969). *Hermeneutics*. Northwestern University Press
11. Rorty, R. (1989). *Contingency, irony, and solidarity*. Cambridge University Press

M.A. 3rd Semester **Course Type: DCE**
Course Title: Pragmatism
Contact Hours: 30
Course Learning Outcomes (CLOs):

Credits: 2
Course Code: MPHLDPM325
Maximum Marks: 50

Unit-wise CLOs	
MPHLDPM325.1	After the completion of this course/paper the Students will be able to critically evaluate William James's pragmatism, including his theory of truth, religious experience, and his use of pragmatism as a method for resolving philosophical disputes.
MPHLDPM325.2	Students will be able to analyze John Dewey's philosophy of truth, democracy, education, and experience, and assess its impact on social reform and inquiry.

Unit-I William James

1. Introduction to Pragmatism
2. Pragmatism as a method of resolving metaphysical disputes
3. Theory of truth as "what works"
4. Religious experience and pragmatism

Unit-II John Dewey

1. Concept of Truth
2. Democracy as a way of life
3. Experience, inquiry, and growth
4. Education and social reform

CLO: PLO Matrix

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDPM325.1	3	3	3	3	3	3	3	3	3	3
MPHLDPM325.2	3	3	3	3	3	3	3	3	3	3
Average for MPHLDPM325	3	3	3	3	3	3	3	3	3	3

Suggested Readings:

1. James, W. (1907). *Pragmatism: A new name for some old ways of thinking*. New York, NY: Longmans, Green, and Co.
2. James, W. (1909). *The meaning of truth: A sequel to "Pragmatism"*. New York, NY: Longmans, Green, and Co.
3. James, W. (1902). *The varieties of religious experience: A study in human nature*. New York, NY: Longmans, Green, and Co.
4. Putnam, H. (1997). *William James's ideas*. Cambridge, MA: Harvard University Press.
5. Dewey, J. (1925). *Experience and nature*. Chicago, IL: Open Court Publishing.
6. Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York, NY: Macmillan.
7. Dewey, J. (1929). *The quest for certainty: A study of the relation of knowledge and action*. New York, NY: Minton, Balch & Company.
8. Bernstein, R. J. (1966). *John Dewey*. New York, NY: Washington Square Press.

M.A. 4th Semester Course Type: Core
 Course Title: Analytical Philosophy
 Contact Hours: 60
 Course Learning Outcomes (CLOs):

Credits: 4
 Course Code: MPHLCAP425
 Maximum Marks: 100

<i>Unit-wise CLOs</i>	
MPHLCAP425.1	After the completion of this Unit the students will be able to: Explain the origin, development, and significance of Analytic Philosophy in its historical context. Analyze the Verification Theory of Meaning and its implications for philosophical inquiry. Critically evaluate Logical Positivism's elimination of metaphysics and its redefinition of the concept of philosophy. Interpret and assess Russell's Logical Atomism and its role in shaping early analytic thought.
MPHLCAP425.2	By the end of this <i>Unit</i> , students will be able to: Demonstrate understanding of Frege's distinction between sense and reference and its relevance to language and meaning. Analyze Russell's theory of definite descriptions as a response to problems in reference and meaning. Explain Moore's distinction between sense and reference, and compare it with Frege's formulation. Critically evaluate Moore's defense of commonsense in contrast to philosophical skepticism.
MPHLCAP425.3	By the end of this unit, students will be able to: Interpret Early Wittgenstein's Picture Theory and its relation to logical structure and reality. Analyze Later Wittgenstein's concept of Language Games, highlighting the shift from picture theory to use-theory of meaning. Explain and critically assess Austin's Speech-Act Theory as a development in philosophy of language. Evaluate Ryle's critique of Cartesian dualism through the notions of systematically misleading expressions and category mistakes.
MPHLCAP425.4	By the end of this unit, students will be able to: Discuss Ayer's approach to the problem of knowledge in the analytic tradition. Critically analyze Quine's critique of the two dogmas of empiricism and its implications for analytic philosophy. Assess Grice and Strawson's Defense of meaning and dogma against Quine's criticisms. Interpret and evaluate Kripke's theory of naming and necessity as a challenge to descriptivist theories of reference.

Unit-I: Historical Milieu

1. Origin, Development, and Significance of Analytical Philosophy
2. Logical Positivism: Verification Theory of Meaning
3. Logical Positivism: Elimination of Metaphysics; Concept of Philosophy
4. Logical Atomism: Russell

Unit-II: Founders of Analytic Philosophy

1. Frege: Sense and Reference
2. Russell: Definite Descriptions
3. Moore: Distinction Between Sense and Reference
4. Moore: Defense of Commonsense

Unit-III: Post-Positivism

1. Early Wittgenstein: Picture Theory
2. Later Wittgenstein: Language Game
3. Austin: Speech-Act Theory
4. Ryle: Systematically Misleading Expressions; Category Mistake

Unit-IV: Contemporary Analytic Philosophy

1. Ayer: The Problem of Knowledge
2. Quine: Two Dogmas of Empiricism
3. Grice and Strawson: In Defense of a Dogma
4. Kripke: Naming and Necessity

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCAP425.1	3	3	3	3	3	3	3	3	3	3
MPHLCAP425.2	3	2	2	3	3	3	3	3	3	3
MPHLCAP425.3	3	2	3	3	3	3	3	3	3	2
MPHLCAP425.4	3	2	3	3	3	3	3	2	3	2
Average for MPHLCAP425	3	2.25	2.75	3	3	3	3	2.75	3	2.5

Suggested Readings:

1. Ammerman, R. R. (Ed.). (1965). *Classics of analytic philosophy*. McGraw-Hill
2. Ayer, A. J. (1982). *Philosophy in the twentieth century*. London: Weidenfeld and Nicolson
3. Dutta, D. M. (1954). *The chief currents of contemporary philosophy*. Calcutta University Press
4. Martinich, A. P., & Sosa, D. (Eds.). (2001). *Analytic philosophy: An anthology*. Blackwell Publishers
5. Kripke, S. A. (1980). *Naming and necessity*. Harvard University Press
6. Quine, W. V. O. (1960). *Word and object*. MIT Press
7. Russell, B. (1912). *The problems of philosophy*. Williams and Norgate
8. Ryle, G. (1949). *The concept of mind*. Hutchinson.
9. Searle, J. R. (1969). *Speech acts: An essay in the philosophy of language*. Cambridge University Press.
10. Wittgenstein, L. (1953). *Philosophical investigations* (G. E. M. Anscombe, Trans.). Blackwell.
11. Ayer, A. J. (1952). *Language, truth and logic* (2nd Ed.). Dover Publications. (Original work published 1936)
12. Frege, G. (1980). *The foundations of arithmetic: A logico-mathematical enquiry into the concept of number* (J. L. Austin, Trans.). Northwestern University Press. (Original work published 1884)

M.A. 4th Semester
Course Title: Sufism
Contact Hours: 30

Course Type: Core

Course Code: MPHLCSM425

Credits: 04

Maximum Marks: 50

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCSM425.1	Explain the historical development and major stages of Sufism, including its foundational principles, spiritual practices, and organizational structures (Tariqas).
MPHLCSM425.2	Interpret and analyze key Sufi concepts such as God, the soul, the world, love, marifa (gnosis), and the relationship between Sufism and Shariah.
MPHLCSM425.3	Critically assess the philosophical, spiritual, and ethical teachings of major classical and medieval Sufi figures, including their influence on Islamic thought and society.
MPHLCSM425.4	Evaluate the contributions of Kashmiri Sufi thinkers, including their perspectives on interfaith dialogue, spirituality, and comparisons with local philosophical traditions like Kashmir Shaivism.

Unit-I Sufism

1. Historical development of Sufism.
2. Orders of Sufism.
3. Stages of Sufism.
4. Mystical Experience.

Unit-II Key Concepts

1. God, World and Soul
2. Concept of Love
3. Concept of Marifa
4. Sufism and Shariah

Unit-III Major Sufi Figures

1. Jalāl ad-Dīn Muhammad Balkhī (Rumi): Sufism
2. Mansour al-Hallaj: Union with the Divine
3. Suhraward Maqtul, Dsoctrine of Light, Shaikh Ali Hujweri: Sufi ethics.
4. Nizam al-Din Auliya and Farid Al-Din Ganj-I-Shakar: Ethical teachings

Unit-IV Kashmiri Sufi Thinkers

1. Lal Ded: Existence/Non-existence, Interfaith, God-Consciousness
2. Mir Syed Ali Hamadani: Spiritual and Social aspect of Islam
3. Sheikh Noorudin Wali: God, Self and World
4. Comparison between Kashmir Shaivism and Sufism

CLO: PLO Matrix

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCSM425.1	3	2	3	2	3	3	3	2	3	3
MPHLCSM425.2	3	3	2	3	3	3	2	2	2	3
MPHLCSM425.3	3	2	3	2	3	3	3	2	3	3
MPHLCSM425.4	3	3	3	3	3	3	3	3	3	3
Average for MPHLCSM425	3	2.5	2.75	2.5	3	3	2.75	2.25	2.75	3

Suggested Readings:

1. Grierson, G., & Barnett, L. D. (2013). *Lalla-Vakyanī Or the Wise Sayings of Lal-Ded-A Mystic Poetess of Ancient Kashmir*. Read Books Ltd.
2. Razi. *Development of Sufism in India*.
3. Adul Haq A. *Sufism and shariya*.
4. Chittick, W. C. (2000). *Sufism: A Short Introduction*. Oneworld Publications.
5. (A concise and accessible introduction to major Sufi concepts and practices.)
6. Ernst, C. W. (1997). *The Shambhala Guide to Sufism*. Shambhala Publications.
7. (Good for historical development, orders, and mystical experience.)
8. Nasr, S. H. (2007). *The Garden of Truth: The Vision and Promise of Sufism, Islam's Mystical Tradition*. HarperOne.
9. (A theological and philosophical exploration of Sufi spirituality.)
10. Schimmel, A. (1975). *Mystical Dimensions of Islam*. University of North Carolina Press.
11. (A comprehensive and scholarly resource on the stages, concepts, and experience of Sufism)
12. Chittick, W. C. (1989). *The Sufi Path of Knowledge: Ibn al-'Arabi's Metaphysics of Imagination*. State University of New York Press.
13. (Explores core ideas such as God, the soul, love, and marifa.)
14. Lings, M. (1975). *What is Sufism?* University of California Press.

M.A. 4th Semester **Course Type: Core**
Course Title: Contemporary Indian Philosophy
Contact Hours: 60

Credits: 4
Course Code: MPHLCCI425
Maximum Marks: 100

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCCI425.1	After the completion of this Unit the students will be able to: Explain Swami Dayanand Saraswati's concept of <i>Traitavada</i> and its implications for understanding God, Self, and Nature. Critically analyze Jyotiba Phule's interpretation of the caste system and its social consequences. Evaluate the socio-ethical teachings of Sant Kabi Bhima Bhoi in the context of <i>Mahima Dharma</i> . Discuss Narayana Guru's philosophy of spiritual freedom, social equality, and his doctrine of One Caste, One Religion, One God.
MPHLCCI425.2	By the end of this Unit, students will be able to: Interpret Rabindranath Tagore's philosophy of the Religion of Man in relation to humanism and spirituality. Examine Swami Vivekananda's idea of Universal Religion and its relevance to religious experience. Assess Mahatma Gandhi's concepts of Truth, Non-violence, and Satyagraha as tools of socio-political transformation. Analyze Sri Aurobindo's views on Evolution and Integral <i>Yoga</i> for personal and collective growth.
MPHLCCI425.3	By the end of this unit, students will be able to: Explain K. C. Bhattacharyya's idea of <i>Swaraj</i> in Ideas and his concept of philosophy. Evaluate Muhammad Iqbal's philosophical insights on Self, God, Man, and Superman. Analyze M. N. Roy's principles of Radical Humanism and their relevance to modern society. Examine Sarvepalli Radhakrishnan's understanding of Intellect and Intuition and his notion of a Universal Religion.
MPHLCCI425.4	By the end of this unit, students will be able to: Discuss Maulana Azad's humanism and its contribution to interfaith harmony. Critically assess B. R. Ambedkar's philosophy of Hinduism and his transformation of Buddhism into Neo-Buddhism. Interpret J. Krishnamurti's conception of thought and his idea of Freedom from the Known. Analyze Deendayal Upadhyaya's doctrine of Integral Humanism in the context of Indian political and social thought.

Unit-I: Saraswati, Phule, Bhima and Guru

1. Swami Dayanand Saraswati: *Traitavada*: God, Self and Nature
2. Jyotiba Phule: Critical Understanding of Caste-System
3. Sant Kabi Bhima Bhoi: Socio-Ethnic Perspective of *Mahima Dharma*
4. Narayana Guru: The Spiritual Freedom and Social Equality; One Caste, One Religion, One God

Unit-II: Tagore, Vivekananda, Gandhi, Aurobindo

1. Rabindranath Tagore: Religion of Man
2. Swami Vivekananda: Universal Religion and Religious Experience
3. Mahātmā Gandhi: Truth, Non-Violence, *Satyāgraha*
4. Sri Aurobindo: Evolution, Integral *Yoga*

Unit-III: Bhattacharyya, Iqbāl, Roy and Radhakrishnan

1. K. C. Bhattacharyya: *Swaraj* in Ideas, Concept of Philosophy
2. Muḥammad Iqbāl: Self, God, Man and Superman
3. M. N. Roy: Radical Humanism
4. Sarvepalli Radhakrishnan: Intellect and Intuition, Concept of Universal Religion

Unit-IV: Azad, Ambedkar, Krishnamurti and Upadhyaya

1. Maulānā Azad: Humanism
2. B. R. Ambedkar: Philosophy of Hinduism, Neo-Buddhism
3. J. Krishnamurti: Conception of Thought, Freedom from the Known
4. Deendayal Upadhyaya: Integral Humanism

CLO-PLO Matrix for the Course MPHLCCI425 (Contemporary Indian Philosophy):

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCCI425.1	3	2	2	3	3	3	3	3	3	3
MPHLCCI425.2	3	2	2	3	3	3	3	3	3	3
MPHLCCI425.3	3	2	2	3	3	3	3	3	3	3
MPHLCCI425.4	3	2	2	3	3	3	3	3	3	3
Average for MPHLCCI425	3	2	2	3	3	3	3	3	3	3

Suggested Readings:

1. Ambedkar, B. R. (2014). *Annihilation of caste* (Annotated Critical Edition by A. Roy). Verso Books
2. Bhattacharyya, K. K. (1983). *Contemporary Indian philosophy*. Progressive Publishers
3. Gangopadhyaya, M. (2003). *Contemporary Indian philosophy*. Motilal Banarsidass
4. Hasan, I. (1983). *Metaphysics of Iqbāl*. Islamic Book Foundation
5. Iyer, R. N. (1991). *The moral and political thought of Mahatma Gandhi*. Oxford University Press
6. Jha, G. (2012). *Comparative and contemporary Indian philosophy*. Bharatiya Vidya Bhavan
7. Lal, B. K. (1978). *Contemporary Indian philosophy*. Motilal Banarsidass
8. Narvane, V. S. (1978). *Modern Indian thought*. Orient Longman
9. Rafique, M. *Sri Aurobindo and Iqbāl*
10. Roy, D. (2003). *Contemporary Indian philosophy: A critical exposition*. Punthi Pustak
11. Roy, M. N. *New humanism: A manifesto*
12. Tiwari, K. N. (1998). *Dimensions of contemporary Indian philosophy*. Motilal Banarsidass

M.A. 4th Semester

Course Type: Core

Credits: 4

Course Title: Post-Modernism

Course Code: MPHLCPM425

Contact Hours: 60

Maximum Marks: 100

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCPM425.1	After the completion of this Unit the students will be able to: Explain the meaning and key characteristics of Post-Modernism in contrast to earlier movements. Analyze the historical background and socio-cultural conditions that led to the rise of Post-Modernism. Differentiate between Modernism and Post-Modernism in terms of worldview, aesthetics, and philosophy. Examine how Post-Modernism engages with the philosophy of language and challenges notions of meaning and truth.
MPHLCPM425.2	By the end of this unit, learners will be able to: Evaluate Nietzsche's critique of Enlightenment rationality and its implications for modern thought. Interpret Nietzsche's genealogy of morals and its impact on moral philosophy. Critically assess Foucault's critique of Sartrean humanism and its relevance in post-modern debates. Explain Foucault's concept of power relations and their role in shaping knowledge, institutions, and subjectivity.
MPHLCPM425.3	By the end of this unit, learners will be able to: Analyze Lyotard's critique of representationalism and its challenge to traditional epistemology. Explain Lyotard's opposition to epistemological method and his idea of philosophy as edification. Examine Levinas's notion of ethics as first philosophy and its departure from metaphysics. Interpret Levinas's philosophy of the "Other" as central to ethical responsibility.
MPHLCPM425.4	By the end of this unit, learners will be able to: Demonstrate an understanding of Derrida's concept of deconstruction as a method of textual analysis. Critically evaluate Derrida's critique of logocentrism and its implications for Western philosophy. Explain Baudrillard's theories of simulacra and hyperreality in the context of media and culture. Assess Baudrillard's critique of media and consumer culture in shaping contemporary society.

Unit-I: Introduction to Post-Modernism

1. Meaning and Characteristics of Post-Modernism
2. Historical Background of Post-Modernism
3. Modernism vs. Post-Modernism
4. Post-Modernism and Philosophy of Language

Unit-II: Nietzsche, Foucault and Derrida

1. Nietzsche: Critique of Enlightenment
2. Nietzsche: Genealogy of Moral
3. Foucault: Critique of Sartrean Humanism
4. Foucault: The Nature of Power

Unit-III: Lyotard and Levinas

1. Lyotard: Critique of Representationalism
2. Lyotard: Against Epistemological Method, Edifying Philosophy
3. Levinas: Ethics as a First Philosophy
4. Levinas: Philosophy of 'Other'

Unit-IV: Derrida and Baudrillard

1. Derrida: Deconstruction
2. Derrida: Logocentrism
3. Baudrillard: Simulacra, Hyperreality
4. Baudrillard: Media and Consumer Culture

CLO-PLO Matrix for the Course MPHLCPM425 (Post-Modernism):

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCPM425.1	3	2	2	3	3	3	3	3	3	3
MPHLCPM425.2	3	2	2	3	3	3	3	3	3	3
MPHLCPM425.3	3	2	2	3	3	3	3	3	3	3
MPHLCPM425.4	3	2	2	3	3	3	3	3	3	3
Average for MPHLCPM425	3	2	2	3	3	3	3	3	3	3

Suggested Readings:

1. Anderson, P. (1998). *The origins of postmodernity*. Verso
2. Bauman, Z. (1992). *Intimations of postmodernity*. Routledge
3. Eagleton, T. (1996). *The illusion of postmodernism*. Blackwell
4. Gadamer, H. G. (1989). *Truth and method* (W. Glen- Dipole, Trans.). London: Continuum
5. Hassan, I. (1987). *The postmodern turn: Essays in postmodern theory and culture*. The University of Chicago Press
6. Lyotard, J. F. (1984). *The postmodern condition: A report on knowledge* (G. Bennington & B. Massumi, Trans.). University of Minnesota Press
7. Lyotard, J.-F. (1991). *The inhuman: Reflections on time*. Stanford University Press
8. Sim, S. (Ed.). *The Routledge companion to postmodernism*. Routledge

M.A. 4th Semester
 Course Title: Existentialism
 Contact Hours: 30

Course Type: Core

Course Code: MPHLCEM425

Credits: 2

Maximum Marks: 50

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLCEM425.1	After the completion of this Unit the students will be able to: Explain the historical origin and development of existentialist thought. Identify and analyze the recurring themes of existentialism such as freedom, choice, authenticity, and anxiety. Interpret the relationship between existentialism and humanism, and evaluate their implications for understanding human existence. Examine and assess the influence of existentialist ideas on literature, psychology, and theology with relevant examples.
MPHLCEM425.2	After completing this Unit, students will be able to: Describe and differentiate Kierkegaard's three stages of existence (aesthetic, ethical, religious). Discuss Kierkegaard's notion of truth as subjectivity and its role in personal faith and commitment. Analyze Sartre's principle that "existence precedes essence" and its implications for human freedom and responsibility. Critically evaluate Sartre's concepts of freedom and bad faith, and apply them to contemporary human situations.

Unit-I: Introduction to Existentialism

1. Origin and Development of Existentialism
2. Recurring Themes in Existentialism
3. Existentialism and Humanism
4. Influence on Literature, Psychology, and Theology

Unit-II: Kierkegaard and Sartre

1. Kierkegaard: Three Stages of Existence
2. Kierkegaard: Truth as Subjectivity
3. Sartre: Existence Precedes Essence
4. Sartre: Freedom and Bad-Faith

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCEM425.1	3	3	3	2	3	3	3	3	3	3
MPHLCEM425.2	3	2	2	3	3	3	3	3	3	3
Average for MPHLCEM425	3	2.5	2.5	2.5	3	3	3	3	3	3

Suggested Readings:

1. Blackham, H. J. (1952). *Six existentialist thinkers*. Routledge.
2. Barrett, W. (1962). *Irrational man: A study in existential philosophy*. Doubleday.
3. Bhadra, M. K. (1990). *A critical survey of phenomenology and existentialism*. ICPR/Indian Books Centre.
4. Blackham, H. J. (1959). *Sartre*. Viking Press.
5. Collins, J. (1952). *The existentialists: A critical study*. Henry Regnery Company.
6. Kearney, R. (1986). *Modern movements in European philosophy* (2nd ed.). Manchester University Press.
7. Macquarrie, J. (1972). *Existentialism*. Penguin Books.
8. Solomon, R. C. (1972). *From rationalism to existentialism: The existentialists and their nineteenth-century backgrounds*. Harper & Row.

M.A. 4th Semester

Course Type: DCE

Credits: 2

Course Title: Gandhian Philosophy

Course Code: MPHLDGP425

Course Learning Outcomes (CLOs):

Unit-wise CLOs	
MPHLDGP425.1	After the completion of this course/paper the students will be able to critically evaluate Gandhi's concepts of Satyagraha, Swaraj, and constructive programs to understand their role in shaping the Indian National Movement and models of self-governance.
MPHLDGP425.2	Students will be able to analyze Gandhi's philosophy of Truth, Non-violence, and Sarvodaya to assess his vision of social justice, equality, and the role of women in building an inclusive society.

Unit-I Political Philosophy

1. Satyagraha and Civil Disobedience
2. Swaraj and Self-Governance
3. Gandhi and Indian National Movement
4. Constructive Program and Village Economy

Unit -II Social Philosophy

1. Truth and Non-Violence, Ahimsa, God
2. Views on Caste, Untouchability, and Social Justice
3. Sarvodaya (Welfare of All)
4. Role of Women in Society

CLO: PLO Matrix

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDGP425.1	3	3	3	3	2	3	3	3	3	3
MPHLDGP425.2	3	2	3	3	3	2	3	3	3	3
Average for MPHLDGP425	3	2.5	3	3	2.5	2.5	3	3	3	3

Suggested Readings:

1. Gandhi, M. K. (1997). *Hind swaraj and other writings*. Cambridge University Press. (Original work published 1909)
2. Gandhi, M. K. (2001). *The story of my experiments with truth*. Beacon Press. (Original work published 1927)
3. Iyer, R. N. (1973). *The moral and political thought of Mahatma Gandhi*. Oxford University Press.
4. Parekh, B. (1989). *Gandhi's political philosophy: A critical examination*. Palgrave Macmillan.
5. Brown, J. M. (1989). *Gandhi: Prisoner of hope*. Yale University Press.
6. Parel, A. J. (Ed.). (2006). *Gandhian political philosophy: A critical and comprehensive introduction*. Lexington Books.
7. Dalton, D. (1993). *Mahatma Gandhi: Nonviolent power in action*. Columbia University Press.
8. Chatterjee, M. (1983). *Gandhi's religious thought*. University of Notre Dame Press.
9. Nanda, B. R. (1995). *Mahatma Gandhi: A biography*. Oxford University Press.

M.A. 4th Semester
 Course Title: *Vedānta*
 Contact Hours: 30
 Course Learning Outcomes (CLOs):

Course Type: DCE

Credits: 2
 Course Code: MPHLDVA425
 Maximum Marks: 50

Unit-wise CLOs

MPHLDVA425.1	After the completion of this Unit the students will be able to: Explain the relation between Brahman and <i>Ātman</i> in Advaita Vedānta, and critically evaluate the concept of non-duality. Analyze the three grades of reality (<i>Sattā</i>) in Advaita, and interpret the roles of <i>Adhyāsa</i> , <i>Māyā</i> , and <i>Jīva</i> in the system. Describe and assess the doctrine of <i>Aprthaksiddhi</i> and <i>Pariṇāmavāda</i> in <i>Viśiṣṭādvaita</i> , highlighting their philosophical significance. Discuss the concepts of <i>Jīva</i> , <i>Bhakti</i> , and <i>Prapatti</i> in <i>Viśiṣṭādvaita</i> , and appraise their practical implications for religious experience and liberation.
MPHLDVA425.2	After completing this Unit, students will be able to: Interpret the concepts of <i>Māyā</i> and <i>Bheda</i> in Madhva's <i>Dvaita Vedānta</i> and evaluate their differences from Advaita and <i>Viśiṣṭādvaita</i> . Explain the role of <i>Sākṣī</i> and <i>Bhakti</i> in Madhva Vedānta, and assess their theological and epistemological importance. Analyze the doctrine of <i>Dvaitādvaita</i> in Nimbārka Vedānta with special reference to the kinds of inanimate entities. Examine the concept of <i>Avikṛta-pariṇāmavāda</i> in Vallabha's <i>Śuddhādvaita Vedānta</i> and distinguish it from other theories of causation in <i>Vedānta</i> .

Unit-I: Advaita Vedānta and Viśiṣṭādvaita

1. *Advaita Vedānta*: Relation between Brahman and *Ātman*
2. *Advaita Vedānta*: Three Grades of *Sattā*; *Adhyāsa*, *Māyā*, *Jīva*
3. *Viśiṣṭādvaita*: *Aprthaksiddhi*, *Pariṇāmavāda*
4. *Viśiṣṭādvaita*: *Jīva*; *Bhakti* and *Prapatti*

Unit-II: Madhvā-Vedānta, Nimbārka-Vedānta and Śuddhādvaita-Vedānta

1. *Dvaita*: *Māyā*, *Bheda*
2. *Dvaita*: *Sākṣī*, *Bhakti*
3. *Dvaitādvaita*: Kinds of Inanimate
4. *Śuddhādvaita*: Concept of *Avikṛta-pariṇāmavāda*

CLO-PLO Matrix for the Course MPHLDVA425 (*Vedānta*):

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDVA425.1	3	2	2	3	3	3	3	3	3	3
MPHLDVA425.2	3	2	2	3	3	3	3	3	3	3
Average for MPHLCPM425	3	2	2	3	3	3	3	3	3	3

Suggested Readings:

1. Bartley, C. (2011). *An Introduction to Indian Philosophy*. New York, NY- 10038: Continuum International Publishing Group, 80 Maiden Lane, Suite 704.
2. Chatterjee, S. & Datta, D. (2007). *An Introduction to Indian Philosophy*. New Delhi-110002: Rupa Co.
3. Dasgupta, S. (1922). *A History of Indian Philosophy*, Volume: 1 & 2, First Edition, Cambridge: Trinity College.
4. Hiriyanna, M. (1949). *The Essentials of Indian Philosophy*. London, U. K: George Allen & Unwin.
5. Hiriyanna, M. (1993). *Outlines of Indian Philosophy*. New Delhi, India: Motilal Banarsidass Publishers Private Limited.
6. Mahadevan, T. M. P. (1974). *Invitation to Indian Philosophy*. New Delhi-11016, India: Arnold Heinemann Publishers, P Ltd.
7. Puligandla, R. (1994). *Fundamentals of Indian Philosophy*. New Delhi: D. K. Printworld (P) Ltd.

M.A. 4th Semester
 Course Title: Indian Social and Political Philosophy
 Contact Hours: 30
 Course Learning Outcomes (CLOs):

Course Type: DCE

Course Code: MPHLDIS425

Credits: 2

Maximum Marks: 50

Unit-wise CLOs	
MPHLDIS425.1	After the completion of this Unit the students will be able to: Explain the concepts of <i>Daṇḍa-nīti</i> and <i>Rajdharmā</i> as depicted in the <i>Mahābhārata</i> . Identify and describe the concept of sovereignty in Kauṭilya's <i>Arthśāstra</i> . And discuss the Seven Pillars (<i>Saptāṅga</i>) of statecraft and their interrelations. Apply Kauṭilya's framework to critically assess contemporary political institutions. Explain Kamandaki's perspectives on social order and state harmony. Assess the contribution of Kamandaki's ideas to the broader tradition of Indian political thought.
MPHLDIS425.2	After the completion of this Unit the students will be able to: Describe Gandhi's principles of <i>Ahimsā</i> and <i>Satyāgraha</i> . Critically evaluate the applicability of Gandhian methods in present-day socio-political movements. Explain Ambedkar's critique of caste discrimination and social exclusion. Analyze Ambedkar's vision of constitutional democracy and social justice. Outline M.N. Roy's philosophy of Radical Humanism. Assess the relevance of Roy's humanist ideals in the context of global democratic thought. Explain Iqbal's concept of Spiritual Democracy. Analyze the synthesis of religion, philosophy, and politics in Iqbal's vision. Evaluate Iqbal's political philosophy in relation to modern debates on democracy and identity.

Unit-I: Mahābhārata, Kauṭilya and Kamandaki

1. *Mahābhārata*: *Daṇḍa-nīti*, *Rajdharmā*
2. *Kauṭilya*: Sovereignty, Seven Pillars of State-Craft
3. *Kauṭilya*: State Administration, State Economy
4. *Kamandaki*: Social Order, State Elements

Unit-II: Modern Indian Political Philosophy

1. *Mahātmā* Gandhi: *Ahimsā* and *Satyāgraha*
2. B.R. Ambedkar: Caste Discrimination, Constitutionalism
3. M.N. Roy: Radical Humanism, Critique of Communism
4. Sir Muhammad Iqbal: Spiritual Democracy

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDIS425.1	3	2	2	2	3	3	3	3	3	3
MPHLDIS425.2	3	2	2	3	3	3	3	3	3	3
Average for MPHLDIS425	3	2	2	2.5	3	3	3	3	3	3

Suggested Readings:

1. Ambedkar, B. R. (2014). *Annihilation of caste*. Verso
2. Kamandaki. (1998). *The Nitisara (The Elements of Polity)* (R. P. Kangle, Trans.). Motilal Banarsidass.
3. *Kauṭilya*. (1992). *Kauṭilya's Arthashastra* (R. Shamasastri, Trans.). Mysore: Mysore Printing and Publishing House. (Original work written ca. 4th century BCE)
4. Parekh, B. (1989). *Gandhi's political philosophy: A critical examination*. London: Macmillan.
- Sharma, R. N. (2000). *Indian political thought: A study in historical perspective*. New Delhi: Atlantic Publishers.

M.A. 4th Semester

Course Type: DCE

Credits: 2

Course Title: Feminism

Course Code: MPHLDFM425

Course Learning Outcomes (CLOs):

<i>Unit-wise CLOs</i>	
MPHLDFM425.1	After the completion of this course/paper the Students will be able to critically examine the foundations of feminist thought, including the social construction of gender, feminist ethics, and the historical waves of feminism.
MPHLDFM425.2	Students will be able to analyze and compare different strands of feminist theory—liberal, radical, Marxist, and socialist—highlighting their perspectives on rights, patriarchy, class, and gender.

Unit-I: Introduction to Feminism

1. Definition, Scope, and Significance of Feminism
2. Patriarchy, Gender, and the Social Construction of Sex/Gender
3. Feminist Ethics and Care Ethics
4. Waves of Feminism

Unit-II: Liberal, Radical, Marxist and Socialist Feminism

1. Liberal Feminism: Freedom, Equality, and Rights
2. Radical Feminism: Patriarchy, Sexuality, and Reproductive Rights
3. Marxist Feminism: Capitalism and Women's Oppression
4. Socialist Feminism: Intersection of Class and Gender

CLO: PLO Matrix

Unite-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLDFM425.1	3	2	3	3	2	2	3	3	3	3
MPHLDFM425.2	3	3	3	3	3	3	3	3	3	3
Average for MPHLDFM425	3	2.5	3	3	2.5	2.5	3	3	3	3

Suggested Readings:

1. Hooks, b. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
2. Wollstonecraft, M. (1792). *A Vindication of the Rights of Woman*. (Reprint edition).
3. Millett, K. (1970). *Sexual Politics*. Doubleday.
4. Lorde, A. (1984). *Sister Outsider: Essays and Speeches*. Crossing Press.
5. Collins, P. H. (1990). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Unwin Hyman.

M.A. 4th Semester **Course Type: Core**
Course Title: Research and Publication Ethics
Contact Hours: 60
Option-II (CW+R) option
Course Learning Outcomes (CLOs):

Credits: 4
Course Code: MPHLCRP425
Maximum Marks: 100

Unit-wise CLOs	
MPHLCRP425.1	After the completion of this Unit the students will be able to: Explain the concepts of ethics and their application in research. Demonstrate intellectual honesty and research integrity in academic practices. Differentiate between falsification, fabrication, and plagiarism (FFP) with relevant examples. Identify and analyze unethical practices such as redundant publications, salami-slicing, selective reporting, and misrepresentation of data.
MPHLCRP425.2	By the end of this unit, learners will be able to: Define and justify the importance of publication ethics in research dissemination. Examine the role of conflicts of interest in scholarly communication. Evaluate violations of publication ethics and determine proper criteria for authorship and contributorship. Identify and differentiate predatory publishers and journals from authentic and reputable sources.
MPHLCRP425.3	By the end of this unit, learners will be able to: Describe the principles of Open Access publishing, including OER and open licensing. Utilize SHERPA/RoMEO to verify publisher copyright and self-archiving policies. Apply available software and tools to detect predatory publications. Employ journal finder/suggestion tools such as JANE, Elsevier Journal Finder, and Springer Journal Suggester for selecting appropriate journals.
MPHLCRP425.4	By the end of this unit, learners will be able to: Participate in group discussions to analyze and resolve ethical dilemmas in research. Apply various referencing styles (APA, MLA, Chicago) correctly in academic writing. Use reference management software (Mendeley, EndNote, Zotero) effectively for citation and bibliography management. Operate plagiarism detection software (Turnitin, Urkund) to ensure originality and ethical research writing.

Unit-I: Scientific Conduct

1. Ethics and Research
2. Intellectual Honesty and Research Integrity
3. Scientific Misconducts: Falsification, Fabrication, and Plagiarism (FFP)
4. Redundant Publications: Duplicate and Overlapping Publications, Salami-slicing, Selective Reporting, Misrepresentation of Data.

Unit-II: Publication Ethics

1. Publication Ethics: Definition and Importance
2. Conflicts of Interest
3. Violation of Publication Ethics, Authorship and Contributorship
4. Predatory Publishers and Journals

Unit-III: Open Access Publishing

1. Principles of Open Access: OER, Open Licensing
2. SHERPA/RoMEO Online Resource to Check Publisher Copyright and Self-archiving Policies
3. Software and Tools to Identify Predatory Publications
4. Journal Finder/Journal Suggestion Tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester

Unit-IV: Publication Misconduct, Databases and Research Metrics

1. Group Discussions Analyzing Ethical Dilemmas
2. Referencing Style: APA, MLA, Chicago
3. Reference Management Software: Mendeley, EndNote, Zotero
4. Use of Plagiarism Software: Turnitin, Urkund

CLO-PLO Matrix for the Course MPHLCRP425 (Research and Publication Ethics):

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
MPHLCRP425.1	3	3	3	3	3	3	3	3	3	3
MPHLCRP425.2	3	3	3	3	3	3	3	3	3	3
MPHLCRP425.3	2	3	3	3	3	3	3	3	3	3
MPHLCRP425.4	3	3	3	3	3	3	3	3	3	3
Average for MPHLCRP425	2.75	3	3	3	3	3	3	3	3	3

Suggested Readings:

1. Babbie, E. R. (2020). *The practice of social research* (15th Ed.). Cengage Learning
2. Beebe, H., & Beebe, S. J. (2018). *Basic concepts and models for the philosophical inquiry*. Oxford University Press
3. Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices* (2nd Ed.). University of South Florida Scholar Commons
4. Bryman, A. (2016). *Social research methods* (5th Ed.). Oxford University Press
5. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th Ed.). SAGE Publications
6. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th Ed.). SAGE Publications
7. Fairbairn, G., & Winch, C. (2006). *Reading, writing and reasoning: A guide for students* (3rd Ed.). Open University Press.
8. Hacker, P. M. S. (2019). *Philosophical methodology: The armchair or the laboratory?* Oxford University Press.
9. Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd Ed.). New Age International
10. Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th Ed.). SAGE Publications
11. Mohapatra, P. K. (2013). *Research methodology in philosophy*. DK Printworld
12. Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th Ed.). SAGE Publications
13. Punch, K. F. (2013). *Introduction to social research: Quantitative and qualitative approaches* (3rd Ed.). SAGE Publications
14. Resnik, D. B. (2020). *The ethics of research with human subjects: Protecting people, advancing science, promoting trust*. Springer
15. Toulmin, S. (2003). *The uses of argument*. Cambridge University Press