

**Course Code and Course Title, M.A. Philosophy
Batch-2024 (CBCS)**

Semester-I

S. No	Course Code	Course Title	Credits	Course Type
1	PHL24101CR	Classical Indian Philosophy – I	4	Core
2	PHL24102CR	Greek Philosophy	4	Core
3	PHL24103CR	Logic -I	4	Core
4	PHL24104CR	Western Ethics	2	Core
5	A	PHL24101DCE	4 + 4	DCE
	B	PHL24102DCE		
	C	PHL24103DCE		
6	PHL24001OE	Basics of Philosophy	2	OE/GE
Total			24	

Semester-II

S. No	Course Code	Course Title	Credits	Course Type
1	PHL24201CR	Classical Indian Philosophy – II	4	Core
2	PHL24202CR	Modern Western Philosophy	4	Core
3	PHL24203CR	Phenomenology and Existentialism	4	Core
4	PHL24204CR	Medieval Philosophy	2	Core
5	A	PHL24201DCE	4 + 4	DCE
	B	PHL24202DCE		
	C	PHL24203DCE		
6	PHL24002OE	Introduction to Epistemology	2	OE/GE
Total			24	

Semester-III

S. No	Course Code	Course Title	Credits	Course Type
1	PHL24301CR	Analytical Philosophy	4	Core
2	PHL24302CR	Hermeneutics and Post Modernism	4	Core
3	PHL24303CR	Research Methodology	4	Core
4	PHL24304CR	Feminism	2	Core
5	A	PHL24301DCE	4 + 4	DCE
	B	PHL24302DCE		
	C	PHL24303DCE		
6	PHL24003OE	Metaphysics	2	OE/GE
Total			24	

Semester-IV

S. No	Course Code	Course Title	Credits	Course Type
1	PHL24401CR	Contemporary Indian Philosophy	4	Core
2	PHL24402CR	Dissertation	4	Core
3	PHL24403CR	Logic - II	4	Core
4	PHL24404CR	Philosophy of Yoga	2	Core
5	A	PHL24401DCE	4 + 4	DCE
	B	PHL24402DCE		
	C	PHL24403DCE		
6	PHL24004OE	Gandhian Philosophy	2	OE/GE
Total			24	

M.A. 1st Semester

Course Type: Core

Credits: 4

Course Title: Classical Indian Philosophy-I

Course Code: PHL24101CR

Course Objective:

The primary aim of this course is to develop a deep understanding of Indian philosophical traditions, including the *Vedas*, the *Upaniṣads*, *Āstika* and *Nāstika Darśana*. This comprehensive study fosters an enriched perspective of the Indian knowledge system. The course is designed to enhance critical engagement with these traditions and their methodological approaches, facilitating an integrated understanding of their contributions to global philosophical discourse.

Course Outcomes:

After completion of this course the students will be able to understand:

1. The philosophy of the *Vedas*, the *Upaniṣads* and their basic messages
2. The philosophical arguments of *Cārvāka*, *Jaina*, *Bauddha*, *Nyāyā – Vaiśeṣika*, and *Sāṅkhya – Yoga Darśana*

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*

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: PHL24102CR

Course Objective: This course aims to provide students with an in-depth understanding of the origins, nature, and progression of philosophical thought, with a particular focus on the foundational questions posed by Greek philosophers. Students will explore the critical methodologies and analytical frameworks established by thinkers such as Socrates, Plato, and Aristotle, understanding how these approaches addressed fundamental questions of existence, knowledge, and ethics. The course emphasizes the lasting influence of Greek philosophical methods, demonstrating how these early insights fostered the development of modern philosophical concepts and practices. This comprehensive study enhances students' ability to analyse and contextualize philosophical evolution scientifically.

Course Outcomes:

1. To develop a thorough understanding of the origin, nature, and evolution of Greek philosophy, appreciating its foundational role in shaping the principles and methods of philosophical inquiry.
2. To critically analyse and scientifically evaluate the profound impact of Greek philosophy on modern-day philosophy, understanding how the ideas and analytical approaches of Greek thinkers from Thales to Aristotle have informed and inspired contemporary philosophical thought and frameworks.

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.

Essential 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*. Routledge Classics.

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

Course Type: Core

Credits: 4
Course Code: PHL24103CR

This course aims to provide students with a comprehensive understanding of the fundamental role of logic in evaluating arguments. Emphasizing both theoretical and practical aspects, the course seeks to elucidate the logical structure underpinning language and reasoning. Through the use of symbols and formal proofs, students will learn to dissect and construct logical arguments, gaining proficiency in deductive reasoning and the principles of sound argumentation. This course extends to explore logic's applications across disciplines, fostering critical thinking and analytical precision. By mastering these concepts, students will enhance their ability to approach complex problems with clarity in western and Indian logic especially in Nyaya, Jainism and Buddhist tradition.

Course Outcomes:

1. To effectively apply principles of logic to practical problem-solving and decision making, enhancing students' analytical abilities to evaluate scenarios with precision and construct well-founded conclusions based on logical analysis.
2. To develop the ability to identify and understand errors in arguments, employing formal rules of reasoning to correct and reconstruct these arguments. This outcome ensures students can critically assess the validity and soundness of various argument forms, improving their capacity for rigorous, objective analysis and fostering the intellectual tools necessary for academic and real-world applications.
3. To develop ability to understand logic in Indian philosophy especially in Nyāyā, Jainism and Buddhism.

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. Nyāyā-logic: Inference
4. Buddhist Logic: Valid Knowledge (Pramana)

Essential Readings:

1. Priest, Graham, (2017), *Logic: A Very Short Introduction*, Oxford University Press.
2. Copi, I.M., (2010), *Symbolic Logic* 8th Edition (PHI Learning Pvt. Ltd.)
3. Copi, I. M, Cohen. C, Jetli. P, Prabhakar (2005). *Introduction to Logic*. 12th ed., New Delhi: Pearson Prentice Hall.
4. Jacquette, D. (2002). *A Companion to Philosophical Logic*. Massachusetts: Blackwell Publishers Ltd.
5. Suppes, P. (1957). *Introduction to logic*. New York: Litton Educational Publishing.
6. Matilal, B.K. and Evans, Robert D. (1986). *Buddhist logic and epistemology: Studies in the Buddhist analysis of inference and language*. Dordrecht: D. Reidel Publishing Company.
7. Matilal, B.K. (1985). *Logic, language, and reality*. Delhi: Motilal Banarsidass.
8. Chatterjee, S.C. (Reprint, 2017). *Nyāya theory of knowledge: A critical study of some problems of logic and metaphysics*. Calcutta.
9. Datta, D.M. (Reprint, 1998). *The six ways of knowing*. Calcutta
10. Prasad, H.S. (2007). *Understanding Buddhist epistemology. The centrality of ethics in Buddhism* (Chapter 10). Delhi: Motilal Banarsidass.

M.A. 1st Semester

Course Type: Core

Credits: 2

Course Title: Western Ethics

Course Code: PHL24104CR

Course Objective:

This course aims to critically examine the nature of moral codes from Western philosophical perspectives. Students will explore foundational ethical theories, including teleology, egoism, utilitarianism, emotivism, deontology, and virtue ethics, fostering a comprehensive understanding of how these moral frameworks inform ethical decision-making and shape societal values within contemporary contexts.

Course Outcomes:

1. To enhance students' understanding of the significance of moral codes within Western ethical traditions, fostering an appreciation for how these codes shape individual and societal values, ethical behaviour, and moral reasoning across diverse contexts.
1. To cultivate ethical awareness by equipping students with the tools to apply ethical principles in day-to-day life, promoting critical thinking and moral discernment in both personal and professional spheres. This outcome aims to empower students to navigate complex ethical dilemmas with informed judgment and integrity.

Unit-I: Western Ethics

1. Nature, Definition and Scope of Ethics
2. Branches of Ethics (Descriptive, Normative, and Meta-ethics)
3. Teleological Ethics (Consequentialism, Utilitarianism)
4. Deontological Ethics (Kantian ethics)

Unit-II: Ethical Theories

1. Egoism and Cultural Relativism
2. Ethical Realism and Intuitionism
3. Ethical Subjectivism and Objectivism
4. Problem of Sanctions, Free will vs. determinism in ethics

Essential 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), *Meta-ethics: 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. (1998). *A Modern Introduction to Indian Ethics*. Delhi: Penman Publishers

M.A. 1st Semester

Course Type: DCE

Credits: 4

Course Title: Introduction to Philosophy

Course Code: PHL24101DCE

Course Objective:

This course aims to provide a comprehensive understanding of philosophical concepts, theories, and their applications across various disciplines. Students will explore the nature of philosophy, its branches, and its interrelations with different philosophies and philosophical theories.

Course Outcomes:

After completion of this course the students will be able to:

1. Critically analyse and articulate the foundational concepts, theories, and branches of philosophy, demonstrating an understanding of their applications in various Philosophical theories.
2. Engage with and apply advanced philosophical concepts – including meta-philosophy, semantics, syntax, and the philosophy of philosophy – demonstrating enhanced analytical thinking and practical skills relevant to contemporary philosophical discourse.

Unit-I: Basic Concepts

1. Philosophy: Meaning, Nature and Scope
2. Branches of Philosophy
3. Philosophy and Religion
4. Philosophy and Science

Unit-II: Theories of Knowledge

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

Unit-III: Philosophies

1. Idealism: Meaning, Features
2. Realism: Meaning, Types
3. Pragmatism and its Application
4. Naturalism and its Importance

Unit-IV: Applied Philosophy

1. Meta-Philosophy
2. Semantics: An Overview
3. Syntax: An Overview
4. Philosophy of Philosophy

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. Givón, T. (2001). *Syntax: An Introduction* (Volume: 1). John Benjamins Publishing.
4. Kenny, A. (2010). *A New History of Western Philosophy*. Oxford University Press.
5. Masih, Y. (1999). *A critical history of Western philosophy*. Motilal Banarsidass
6. Palmer, F. R., & Frank Robert, P. (1981). *Semantics*. Cambridge University Press.
7. Patrick, G.T.W. *Introduction to Philosophy*
8. Russell, B. (1946). *History of Western Philosophy*. George Allen & Unwin.
9. Scruton, R. (2001). *A Short History of Modern Philosophy*. New York: Routledge Publishers
10. Singh, R.P. (2003). *Applied Philosophy*. New Delhi: Om Publications.
11. Thilly, F. (2005). *A History of Philosophy*. New Delhi: SBW Publishers
12. Warburton, N. (2012). *Philosophy: The basics* (5th ed.). Routledge
13. Williamson, T. (2021). *The Philosophy of Philosophy*. John Wiley & Sons.

M.A. 1st Semester

Course Type: DCE

Credits: 4

Course Title: Philosophy of Science

Course Code: PHL24102DCE

Course Objective:

This course aims to provide students with a comprehensive understanding of the fundamental concepts and central issues in the philosophy of science. Students will explore the nature of scientific inquiry, the demarcation problem, theories of scientific explanation, and the implications of scientific practices for knowledge and society.

Course outcome:

1. To develop the ability to analyse and critically engage with contemporary scholarship in the philosophy of science, fostering skills in evaluating arguments, identifying underlying assumptions, and articulating informed responses to current debates and challenges within the field.
2. To understand the fundamental questions about science and the implications of science for society.
3. To comprehend fundamental questions regarding the nature of science, including its methods, limitations, and epistemological foundations, as well as to assess the broader implications of scientific advancements for investigation and analysis. This outcome aims to cultivate informed citizens who can navigate the intersection of science and societal concerns.

Unit-I Fundamental Concepts in Philosophy of Science

1. Philosophy of Science: Meaning and nature
2. Scientific Knowledge
3. Science and non-science

Unit-II Scientific Method

1. Observation in Science, Theory construction
2. Science and Values.
3. Theory of Falsifiability
4. Incommensurability, Problem of Demarcation.

Unit-II Scientific Explanation

1. Cause-effect relation
2. Non-Causality approach: Quantum Mechanics and Process Philosophy
3. The role of causality in scientific explanations
4. Ethics in Scientific Research

Unit-II Key Philosophers in the Philosophy of Science

1. Darwin's Theory of Evolution and its Critique
2. Putnam: Scientific Realism
3. Thomas Kuhn: Paradigm Shift
4. Daniel Dennett: Evolution of Mind

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.
12. Bub, Jeffrey. (1997). *Interpreting the Quantum World*. Cambridge: Cambridge University Press.

M.A. 1st Semester

Course Type: DCE

Credits: 4

Course Title: Philosophy of Religion

Course Code: PHL24103DCE

Course Objective: This course aims to provide students with a nuanced understanding of seminal questions and critical issues surrounding religious worldviews. Students will explore the philosophical underpinnings of various religious beliefs, the implications for ethics and morality, and the interplay between faith and reason in shaping human experience and understanding.

Course Outcomes:

1. To equip students with the ability to comprehend and critically evaluate the primary philosophical debates concerning the nature and existence of God, as well as the rationality of religious belief. This outcome fosters analytical skills essential for engaging with complex theological and philosophical concepts.
2. To develop students' skills in analyzing both contemporary and historical texts by religious philosophers, facilitating an exploration of various philosophical theories regarding the nature of religion. This outcome encourages a deeper understanding of the evolution of religious thought and its implications for contemporary philosophical discourse.

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.

Essential Readings:

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

M.A. 1st Semester

Course Type: OE/GE

Credits: 2

Course Title: Basics of Philosophy

Course Code: PHL24001OE

Course Objective:

This course aims to introduce students to fundamental philosophical concepts, branches, and inquiries. It will explore key theories, including rationalism and empiricism. Students will learn to synthesize these perspectives, fostering critical thinking and practical application of philosophical reasoning.

Course Outcomes:

After completion of this course the students will be able to:

1. Demonstrate an understanding of fundamental philosophical concepts and branches, articulating the distinctions and connections among metaphysics, epistemology, ethics, and logic.
2. Critically analyze and synthesize key philosophical theories, including rationalism, empiricism, and skepticism.
3. Understand the relationship between philosophy and other disciplines.

Unit-I: Philosophy (Introduction)

1. Philosophy: Meaning, Nature and Scope
2. Branches of Philosophy: Metaphysics, Epistemology, Ethics, Logic
3. Philosophy Inquiry: Rational, Empirical and Skeptic
4. How to do Philosophy: Practice, Dialogue and Scientific reasoning.

Unit-II: Philosophy and Other Disciplines

1. Philosophy and Religion
2. Philosophy and Science
3. Philosophy and Politics
4. Philosophy and Art

Suggested Readings:

1. Bohm, D. (2004). *On dialogue* (L. Nichol, Ed.). Routledge.
2. Carroll, N. (1999). *Philosophy of art: A contemporary introduction*. Routledge.
3. Collingwood, R. G. (1958). *The principles of art*. Oxford University Press.
4. Craig, E. (2002). *Philosophy: A very short introduction*. Oxford University Press.
5. Davies, B. (2004). *An introduction to the philosophy of religion* (3rd Ed.). Oxford University Press.
6. Hick, J. (2004). *Philosophy of religion* (4th Ed.). Prentice Hall.
7. Kenny, A. (2012). *Rationalism, empiricism, and idealism*. Oxford University Press.
8. Kuhn, T. S. (1996). *The structure of scientific revolutions* (3rd Ed.). University of Chicago Press.
9. Rosenberg, A. (2011). *The philosophy of science: A contemporary introduction* (3rd Ed.). Routledge.
10. Russell, B. (1946). *History of Western philosophy*. George Allen & Unwin.
11. Thilly, F. (2005). *A history of philosophy*. SBW Publishers.
12. Warburton, N. (2015). *Philosophy: The basics* (5th Ed.). Routledge.

M.A. 2nd Semester

Course Type: Core

Credits: 4

Course Title: Classical Indian Philosophy-II

Course Code: PHL24201CR

Course Objective:

This course is intended to develop a thorough understanding of *Pūrva-Mīmāṃsā* and *Uttara-Mīmāṃsā*. This comprehensive study fosters an enriched perspective of the other Schools of *Vedānta*. The course encourages critical analysis of these traditions and their interpretative methods, promoting a cohesive grasp of their influence on global philosophical thought.

Course Outcomes:

After completion of this course the students will be able to understand:

1. The philosophy of *Karma-Mīmāṃsā* and *Jñāna-Mīmāṃsā*
2. The philosophical arguments of the other Schools of *Vedānta*

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

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: Modern Western Philosophy

Course Code: PHL24202CR

Course Objective:

To develop a systematic and critical understanding of the basic concepts, problems and perspectives of Modern Western Philosophy. To introduce the epistemological theories and standpoints of some influential Western philosophers throughout the history of Western philosophy. It involves major philosophers of 17th, 18th, and 19th Centuries of the West and discusses the main philosophical problems raised by the philosophers starting from Descartes to Foucault.

Course Outcomes:

The student will be able to understand, evaluate and compare classical Western epistemological theories as well as various modern epistemological approaches. The student will be in position to identify the uniqueness and divergences of Western approaches to knowledge vis-a-vis the Indian approaches taught in the previous course. The students will be able to seek applicability of the Western understanding of knowledge to discern, study, interrogate, critique, enrich classical and contemporary discussions about truth and knowledge

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

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. Raffalella 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: PHL24203CR

Course Title: Phenomenology and Existentialism

Credits: 4

Course Objectives:

This course aims to familiarize the students about the historical development of phenomenological movement and existentialism, and the conditions in which the existentialism as a movement evolves.

Course Outcomes:

After the completion of this course the students shall be able to understand:

1. The main views of major phenomenological philosophers.
2. Coherently the history of phenomenology and its influence in various areas of philosophy and its allied fields.
3. Sartre's application of phenomenological method on existential problems.
4. The major themes of existentialism propounded by different existentialists.

Unit-I: Phenomenology-I

1. Origin and Development of Phenomenology
2. Husserl: Phenomenological Method
3. Husserl: Idea of Intentionality
4. Husserl: Concept of Life World

Unit-II: Phenomenology-II

1. Heidegger: Existentialist Orientation of Phenomenology
2. Heidegger: *Dasein* as being-in-the- world
3. Heidegger: Language as the house-of-being
4. Merleau-Ponty: Embodied Consciousness

Unit-III: Existentialism-I

1. Origin and Development of Existentialism
2. Recurring Themes in Existentialism
3. Kierkegaard: Three Stages of Existence
4. Kierkegaard: Truth as Subjectivity

Unit-IV: Existentialism-II

1. Sartre: Existence Precedes Essence
2. Sartre: Freedom and Bad-Faith
3. Nietzsche: Will to Power
4. Camus: The Idea of Absurd

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. Farber, M. (1943). *The foundation of phenomenology: Edmund Husserl and the quest for a rigorous science of philosophy*. Harvard University Press.
7. Flynn, T. R. (2006). *Existentialism: A very short introduction*. Oxford University Press.
8. Kearney, R. (1986). *Modern movements in European philosophy* (2nd ed.). Manchester University Press.
9. Macquarrie, J. (1972). *Existentialism*. Penguin Books.
10. Mehta, J. L. (1971). *The philosophy of Martin Heidegger*. Banarsidass.
11. Solomon, R. C. (1972). *From rationalism to existentialism: The existentialists and their nineteenth-century backgrounds*. Harper & Row.

M.A. 2nd Semester

Course Type: Core

Course Code: PHL24204CR

Course Title: Medieval Philosophy

Credits: 2

Course Objective:

The primary aim of Studying medieval philosophy is important for understanding the historical development of philosophical thought between antiquity and the modern era. It reveals how medieval thinkers, influenced by classical sources such as Plato and Aristotle, addressed profound questions within the context of religious traditions. Philosophers like Augustine, Anselm, Aquinas and William of Ockham developed sophisticated frameworks that remain influential in both religious and secular contexts. Medieval philosophy also played a crucial role in the development of universities and the scholastic method, emphasizing structured argumentation and dialectical reasoning.

Course Outcomes:

1. Medieval philosophy encourages readers to think critically about religion and seeing it as something that can be approached philosophically. This philosophy explores how religious belief and rational thought can support one another. Rather than treating faith and reason as opposites, medieval philosophers argued that reason can be used to understand, explain and even defend faith.
2. Medieval philosophy, enhance appreciation for the preservation and transmission of classical knowledge.

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-2 Medieval 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

Suggested Readings:

1. Copleston, F. (1993). *A history of philosophy: Medieval philosophy* (Vol. 2). Image Books.
2. Davies, B. (1992). *The thought of Thomas Aquinas*. Clarendon Press.
3. Gilson, É. (1991). *History of Christian philosophy in the Middle Ages*. Random House.
4. Gracia, J. J. E., & Noone, T. B. (Eds.). (2003). *A companion to philosophy in the Middle Ages*. Blackwell.
5. Joseph W. Koterski: *An Introduction to Medieval Philosophy*
6. Kenny, A. (2005). *Medieval philosophy*. Oxford University Press.
7. 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.
8. Leff, G. (1958). *Medieval thought: St. Augustine to Ockham*. Penguin
9. Marenbon, J. (2007). *Medieval philosophy: An historical and philosophical introduction*. Routledge.
10. 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
11. Richard N. Bosley, Martin M. Tweedale: *Basic Issues in Medieval Philosophy*
12. Stump, E. (Ed.). (2002). *The Cambridge companion to medieval philosophy*. Cambridge University Press.

M.A. 2nd Semester

Course Type: Core

Course Code: PHL24201DCE

Course Title: Indian Ethics

Credits: 4

Course Objective:

The main objective of this course is to gain a deep understanding of the moral and philosophical foundations that have shaped Indian thought and culture over centuries. Indian ethics explores concepts such as dharma, karma, moksha, and the pursuit of a balanced life through the Purusharthas. It emphasizes the interconnectedness of individual actions and cosmic order, promoting a holistic view of morality that integrates personal, social, and spiritual dimensions. Studying Indian ethics also helps in comparing Eastern and Western moral frameworks, enriching cross-cultural understanding and philosophical dialogue. Additionally, it encourages introspection and personal growth by addressing questions about right conduct, self-discipline, compassion, and the ethical responsibilities of individuals in society.

Course Outcomes:

1. Analyze and critically assess moral arguments and ethical dilemmas using frameworks derived from Indian philosophical systems.
2. Demonstrate a comprehensive understanding of key ethical concepts in Indian philosophy, including *dharma*, *karma*, *moksha*, *ahimsa*, and the *Purusharthas* (goals of life).
3. Apply ethical principles from Indian thought to contemporary issues such as environmental ethics, social justice, non-violence, and personal conduct. To develop enhanced moral reasoning, self-awareness, and character formation through reflection on Indian ethical teachings.

Unit-1: Origin and Sources

1. Indian Ethics: Origin and Sources
2. Vedic Conception of *Rta* and *Rna*
3. The Law of *Karma*: Ethical Implications
4. Concept of *Sreyas* and *Preyas*

Unit-II: Ethics of *Bhagavad-Gītā*

1. *Bhagavad-Gītā*: *Niṣkāmakarma* and *Lokasaṃgraha*
2. *Varanasrama Dharma*, *Ashram Dharma*, *Sadharana Dharma*
3. *Purusarthas*
4. Analysis of *Vidhivākya*, *Nisedhavākya*

Unit-III: Classical Indian Ethics

1. Charvaka Ethics: *Sukhavada* and Importance of Kama and Artha in our life
2. Jaina Ethics: *Vratas, Triratna*
3. Buddhist Ethics: *Silas* and *Brahmaviharas*
4. Yoga Ethics: *Pancaklesa* and *Astangayoga*

Unit-IV: Contemporary Thinkers

1. Ethics of Gandhi: *Sarvodaya*, Concept of Seven Sins, Doctrine of Trusteeship
2. Swami Vivekananda: Humanism and Service
3. Dr. B.R. Ambedkar: Social Justice and Equality
4. M.N. Roy: Humanism

Suggested Readings:

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

M.A. 2nd Semester

Course Type: DCE

Course Code: PHL24202DCE

Course Title: Social and Political Philosophy (Indian and Western)

Credits: 4

Course Objectives:

To learn Socio-Political Philosophy in the view of both Indian and Western philosophers, with a discussion of key concepts such as equality, liberty, justice, democracy, secularism, and pluralism.

Course Outcomes:

After completion of this course, the students shall be able to:

1. Learn select ancient Indian thinkers, social and political view of state administration, economy and external affairs.
2. Understand social and political philosophy of select modern Indian Philosophers.
3. Understand key concepts, such as radical humanism and spiritual democracy.
4. Analyze the important issues of social and political discourse and enabling them to critically address political issues with contemporary political world and its challenges.

Unit-I: *Mahābhārata, Kauṭilya and Kamandaki*

1. *Mahābhārata: Daṇḍa-nīti, Rajdharma*
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-III: Fundamental Concepts in Western Political Philosophy

1. Equality, Liberty, Justice
2. Democracy, Classless Society
3. Socialism, Capitalism
4. State, Sovereignty

Unit-IV: Social Contract Theories

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

Suggested Readings:

1. Ambedkar, B. R. (2014). *Annihilation of caste*. Verso
2. Christiano, T., & Christman, J. (Eds.). (2009). *Contemporary debates in political philosophy*. Wiley-Blackwell.
3. Gauba, O. P. (2007). *Social and political philosophy*. New Delhi: National Paperbacks.
4. Hobbes, T. (1996). *Leviathan* (R. Tuck, Ed.). Cambridge University Press. (Original work published 1651)
5. Kamandaki. (1998). *The Nitisara* (The Elements of Polity) (R. P. Kangle, Trans.). Motilal Banarsidass.
6. *Kauṭilya*. (1992). *Kauṭilya's Arthashastra* (R. Shamasastri, Trans.). Mysore: Mysore Printing and Publishing House. (Original work written ca. 4th century BCE)
7. Locke, J. (1988). *Two Treatises of Government* (P. Laslett, Ed.). Cambridge University Press.
8. Mill, J. S. (2001). *On Liberty* (K. Brown, Ed.). Pearson Longman.
9. Parekh, B. (1989). *Gandhi's political philosophy: A critical examination*. London: Macmillan.
10. Rawls, J. (1999). *A Theory of Justice* (Rev. ed.). Harvard University Press.
11. Rousseau, J.-J. (1997). *The Social Contract and Other Later Political Writings* (V. Gourevitch, Ed. & Trans.). Cambridge University Press.
12. Sharma, R. N. (2000). *Indian political thought: A study in historical perspective*. New Delhi: Atlantic Publishers.

M.A. 2nd Semester

Course Type: DCE

Credits: 4

Course Title: 'Islāmīc Philosophy

Course Code: PHL24203DCE

Course Objective:

This course aims to provide students with a nuanced understanding of seminal questions and critical issues surrounding Islamic worldviews. Students will explore the philosophical underpinnings of various Islamic beliefs, the implications for ethics and morality, and the interplay between faith and reason in shaping human experience and understanding.

Course Outcomes:

1. To equip students with the ability to comprehend and critically evaluate the primary philosophical debates concerning the nature and existence of God, as well as the rationality of religious belief. This outcome fosters analytical skills essential for engaging with complex theological and philosophical concepts.
2. To develop students' skills in analyzing both contemporary and historical texts by religious philosophers, facilitating an exploration of various philosophical theories regarding the nature of religion. This outcome encourages a deeper understanding of the evolution of religious thought and its implications for contemporary philosophical discourse.

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

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

Unit-II Formative period of Islamic Philosophy

1. **Al-Kindī**: Theory of Intellect, **Al-Fārābī**: Knowledge and Mysticism
2. **Ibn Sīnā**: Theory of Emanation and **Ibn Rushd**: Conception of Philosophy.
3. **Al-Ghazālī**: Method of Doubt, Causation, **Mulla Sadrā**: Analysis 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, Ali Shariatī: Critique of Marxism
3. **Ibn Tayimiya**: Refutation of Logic, Ibn Khaldun: Theories of perception, Logic and Knowledge.
4. **Seyyed Hossein Nasr**: Critique of Modernism

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), Tolerance (Sabr)
4. Science, Faith and Islam,

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. 2nd Semester

Course Type: OE

Credits: 2

Course Title: Introduction to Epistemology

Course Code: PHL24002OE/GE

Course Objectives:

This course is designed to provide a comprehensive exploration of fundamental issues in epistemology; concerned with the nature, scope, and limits of knowledge. Students will critically examine key questions such as: What is knowledge? How is it acquired? What are its sources and justifications? Through the lens of major epistemological traditions, the course will engage with the historical and contemporary debates surrounding rationalism and empiricism, emphasizing their foundational principles and contrasting approaches to understanding knowledge. By the end of the course, students will have developed a well-rounded understanding of the central philosophical concerns that shape our conception of knowledge and belief.

Course Outcomes:

After completing this course, the students shall be able to understand:

1. Demonstrate a fine understanding of epistemology, including both its theoretical foundations and its practical implications in areas such as science, ethics, and everyday reasoning.
2. Critically analyze and distinguish between major philosophical positions, particularly the differences between:
3. Realism and Idealism; contrasting views on whether reality exists independently of our perceptions.
4. Skepticism and Solipsism; critical perspectives that question the possibility of certain knowledge or hypothesize that only one's own mind is sure to exist.

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

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. 3rd Semester

Course Title: Analytical Philosophy

Course Type: Core Credits: 4

Course Code: PHL24301CR

Course Objectives:

To explore the origins and development of analytic philosophy – from Frege, Russell, and Wittgenstein to contemporary thinkers; and to recognize key movements such as logical positivism. To critically analyze complex arguments by examining their structure, underlying assumptions, and broader implications. To compare and contrast major philosophical issues, including the picture theory, language game, and the concept of naming and necessity.

Course Outcomes:

After completion of this course the students will be able to understand:

1. The main themes, questions, and methods in analytic philosophy; including clarity, logical analysis etc.
2. The issues and challenges of metaphysics
3. The complex philosophical problems using the tools of logic and language analysis

Unit-I: Historical Milieu

1. Origin, Development, and Significance of Analytic 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

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. 3rd Semester

Course Type: Core

Credits: 4

Course Title: Hermeneutics and Post-Modernism

Course Code: PHL24302CR

Course Objectives:

This course introduces philosophical hermeneutics as a well-organized, systematic independent discipline in philosophy especially in the philosophical discussion of post-modernity. It deals with the complex issues of interpretation and emphasizes the historic and linguistic nature of our world-experience. And to learn about the recent developments in Western philosophical tradition and engage the students in studies from modernism to postmodernism; the course covers some of the major theoretical and critical arguments regarding postmodernism and engage them for advanced literary analysis.

Course Outcomes:

After completion of this course the students will be able to understand:

1. Expose the students to the leading theories, influential positions, varying methods and concepts of the discipline and be aware of the universality of the hermeneutic problem
2. Get acquainted with the hermeneutic traditions of Schleiermacher, Dilthey, Gadamer, and Ricœur
3. The historical background of the movement from modernism to post modernism
4. Realize the fundamentally interpretative character of our being in the world and inculcating creative, critical and insightful thinking
5. The major themes propounded by leading postmodern thinker Foucault and Derrida

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. Ricœur: Hermeneutic of Suspicion

Unit-III: Post-Modernism-I

1. Nietzsche: Critique of Enlightenment
2. Nietzsche: Genealogy of Moral
3. Saussure: Structuralism
4. Paul K. Feyerabend: Farewell to Reason

Unit-IV: Post-Modernism-II

1. Foucault: Archeology of Knowledge
2. Lyotard: Critique of Grand Narratives
3. Derrida: Deconstruction; Logocentrism
4. Rorty: Critique of Representationalism

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
12. Sim, S. (Ed.). *The Routledge companion to postmodernism*. Routledge
13. Watcher Houser, B. R. (Ed.). (1986). *Hermeneutics and modern philosophy*. State University Press

M.A. 3rd Semester

Course Type: Core

Credits: 4

Course Title: Research Methodology

Course Code: PHL24303CR

Course Objectives:

Develop an understanding of the nature, purpose, and significance of research in philosophy, which include the distinction between theoretical and applied research. Introduce key methods used in philosophical research such as conceptual analysis, logical argumentation, and hermeneutic interpretation. Enhance students' ability to critically analyze texts, construct coherent arguments, evaluate theories, and question assumptions in a systematic way.

Course Outcomes:

After completion of this course the students will be able to understand:

1. The philosophical problems and formulate clear research problems, objectives, and hypotheses.
2. How to conduct an effective literature review, evaluate primary and secondary sources, and use academic databases relevant to philosophy.
3. The academic writing standards for philosophy, including structuring arguments, proper citation, and presenting research findings effectively.
4. The ethical considerations in philosophical research, such as plagiarism, intellectual honesty, and respectful engagement with diverse viewpoints.
5. The methodological foundations necessary for writing a research proposal or thesis, and for pursuing further academic research or Ph.D. studies.

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

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 Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*

M.A. Semester 3rd

Course Type: Core

Credit: 02

Course Title: Feminism

Course Code: PHL24304CR

Course Objective:

The objective of this course is to provide students with a deep and critical understanding of feminist contributions to the field of philosophy. The course encourages the development of analytical and argumentative skills, enabling students to engage with complex philosophical texts and debates, and to apply feminist theoretical tools to both historical and contemporary issues in philosophy. Ultimately, the course seeks to cultivate informed, critical, and reflective thinkers who can contribute meaningfully to philosophical discourse from a feminist perspective.

Course Outcome:

Upon successful completion of the course, students will be able to:

- Demonstrate a comprehensive understanding of major feminist philosophical theories and figures.
- Analyze philosophical texts through feminist and intersectional lenses.
- Critically evaluate philosophical arguments concerning gender, identity, and power structures.
- Produce scholarly writing that reflects an informed engagement with feminist philosophical debates.
- Present coherent and well-argued positions in classroom discussions and presentations, integrating feminist perspectives.

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

Suggested Readings:

1. Beauvoir, S. de. (2011). *The second sex* (C. Borde & S. Malovany-Chevallier, Trans.). Vintage Books.
2. Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
3. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.
4. Federici, S. (2004). *Caliban and the witch: Women, the body and primitive accumulation*. Autonomedia.
5. Fraser, N. (1997). *Justice interruptus: Critical reflections on the "postsocialist" condition*. Routledge.
6. Grosz, E. (1994). *Volatile bodies: Toward a corporeal feminism*. Indiana University Press.
7. Harding, S. (2004). *The feminist standpoint theory reader: Intellectual and political controversies*. Routledge.
8. Hooks, b. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
9. Jaggar, A. M. (1983). *Feminist politics and human nature*. Rowman & Littlefield.

M.A. 3rd Semester

Course Type: DCE

Credits: 4

Course Title: Philosophy of Art

Course Code: PHL24301DCE

Course Objectives:

To provide a comprehensive understanding of key philosophical issues in the domain of art and aesthetics; to familiarize students with major theories of art, which include mimetic, expressive, and institutional theories; to critically examine the concepts of beauty, creativity, imagination, and the sublime as explored in both classical and contemporary aesthetics; to analyze the philosophical contributions of major thinkers such as, Plato, Aristotle, Kant, Nelson Goodman to the understanding of art.

Course Outcomes:

After completion of the course the students will be able to understand:

1. The nature and scope of Art and Aesthetic experience
2. Beauty as subjective and objective and its relation to Nature and Art
3. The development of analytical and interpretive skills for evaluating artworks and artistic practices from a philosophical standpoint
4. And investigate the nature and value of aesthetic experience

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

Unit III: Aesthetic Experience and Judgment

1. Nature and Structure of Aesthetic Experience
2. Subjectivity vs. Objectivity in Aesthetic Judgment
3. Kant's Critique of Judgment
4. Aesthetic Attitude and Perception

Unit IV: Art, Values and Contemporary Issues

1. Moral and Political Dimensions of Art
2. Art and Truth: Cognitive Value of Art
3. Art and Ideology: Marxist and Feminist Critiques
4. Aesthetics, Media and Environment

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)
11. Korsmeyer, C. (2004). *Gender and aesthetics: An introduction*. Routledge.
12. Kul-Want, C., & Piero, P. (2010). *Philosophers on art: From Kant to the postmodernists*. Columbia University Press.
13. Levinson, J. (Ed.). (2003). *The Oxford handbook of aesthetics*. Oxford University Press.
14. Plato. (2008). *Republic* (R. Waterfield, Trans.). Oxford University Press. (Original work published ca. 375 BCE)
15. Santayana, G. (1955). *The sense of beauty: Being the outline of aesthetic theory*. Dover Publications. (Original work published 1896)
16. Scruton, R. (2009). *Beauty: A very short introduction*. Oxford University Press.
17. Tolstoy, L. (1995). *What is art?* (R. Pevear & L. Volokhonsky, Trans.). Penguin Books. (Original work published 1897)

M.A. 3rd Semester

Course Type: DCE

Credits: 04

Course Title: Muslim Philosophical Thought.

Course Code: PHL24302DCE

Course Objectives:

1. To introduce students to key classical and modern thinkers in Islamic intellectual tradition – Including Sufi mystics, philosophers, reformers, and socio-political theorists.
2. To critically examine diverse schools of thought within Islam– Such as Sufism, rationalism, modernism, and political Islam, through the works and ideas of major scholars and reformers.
3. To explore the evolution of Islamic thought in response to changing social, political, and epistemological contexts– From medieval mysticism to contemporary reform movements.
4. To analyze and interpret key philosophical, theological, and socio-political ideas– Including concepts like revelation, social justice, interfaith dialogue, ijtiḥād, pan-Islamism, and epistemological pluralism.
5. To encourage comparative and critical engagement with Western and Islamic philosophical traditions– As seen in critiques of Marxism, naturalism, and various political ideologies.
6. To understand the ethical and spiritual dimensions of Islamic thought– Through the teachings of Sufi philosophers and poets on love, divine union, and humanism.
7. To assess the impact of Islamic intellectuals on modern socio-political reform and identity formation– Particularly in South Asia and the broader Muslim world.
8. To foster reflective and analytical skills in engaging with complex religious and philosophical texts– Encouraging students to think critically about faith, reason, and social responsibility.

Course Outcomes:

- By the end of the course, students will be able to: Identify and describe the key contributions of major classical and modern Islamic thinkers– Including figures such as Rumi, Sir Syed Ahmad Khan, Syed Qutb, Fazlur Rahman, and Ali Shariati.
- Analyse major philosophical and theological concepts within Islamic thought – Such as revelation, ijtiḥād, Sufism, social justice, epistemology, and interfaith dialogue.
- Compare and contrast different schools of Islamic thought– Including Sufi mysticism, Islamic modernism, rationalism, and political Islam.
- Evaluate the relevance and application of Islamic intellectual traditions to contemporary issues– Especially in areas like ethics, politics, social reform, and interfaith relations.
- Critically assess how Islamic thinkers have responded to Western ideologies and modernity– Through ideas such as pan-Islamism, critique of Marxism, and Islamic humanism.
- Interpret and reflect on the ethical and spiritual dimensions of Islamic thought – As expressed through the works of mystics and poets such as Mansour al-Hallaj, Amir Khusrou, and Sheikh Noor-ud-Din.
- Develop informed perspectives on the role of religion and philosophy in shaping social and political life– Particularly in the context of South Asia and the broader Muslim world.
- Communicate philosophical and theological ideas clearly and coherently in both oral and written forms– Using critical thinking, textual analysis, and interpretive skills

UNIT-I

1. **Jalāl ad-Dīn Muhammad Balkhī (Rumi):** Sufism
2. **Sir Syed Ahmad Khan :** Theory of Revelation; Rationalism and Naturalism
3. **Syed Jamaluddin Afghani :** Pan-Islamism
4. **Syed Qutb:** Concept of Social Justice

UNIT-II

1. **Syed Amir Ali :** Islamic Modernism
2. **Fazlur Rahman :** Emphasis on Ijtihad
3. **Molana Abdul kalam Azad:** Interfaith dialogue
4. **Abdolkarim Soroush:** Epistemology, Political Philosophy

UNIT-III

1. **Syed Murtada Mutahhari :** Concept of Irfan
2. **Ali Shariati :** Critique of Marxism
3. **Amir Khusrou:** Universalism and Humanism
4. **Mansour al-Hallaj:** Union with the Divine

UNIT-IV

1. **Mir Syed Ali Hamdani:** Ethical Philosophy
2. **Sheikh Noor din wali:** Ethical Philosophy
3. **Gulam Ahmad Mahjoor:** Social Justice, Nature and Spirit
4. **Abdul Ahad Azad:** Socio-Political Philosophy

Suggested Readings.

1. M. M. Sharif: History of Muslim Philosophy
2. Mir Waliuddin: Qur'anic Sufism
3. Syed Amir Al: Spirit of Islam
4. Fazlur Rahman: Islam
5. Syed Qutb: Social Justice in Islam
6. Arberry, A. J. (Trans.). (1961). Discourses of Rumi (Fihi Ma Fihi). London: John Murray
7. Barks, C. (Trans.). (1995). The essential Rumi. HarperOne.
8. Khan, S. S. A. (2006). Essays on the life of Muhammad. Adam Publishers.
9. Khan, S. S. A. (2005). The causes of the Indian revolt. Sang-e-Meel Publications.
10. 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

11. Qutb, S. (2000). *Milestones* (M. M. Ahsan, Trans.). Islamic Book Service.
12. Qutb, S. (2000). *Social justice in Islam* (J. B. Hardie, Trans.). Islamic Book Trust.
13. Ali, S. A. (2002). *The spirit of Islam*. Adam Publishers.
14. Ali, S. A. (2001). *A short history of the Saracens*. Adam Publishers.
15. Rahman, F. (1982). *Islam and modernity: Transformation of an intellectual tradition*. University of Chicago Press.
16. Rahman, F. (1970). *Revival and reform in Islam: A study of Islamic fundamentalism*. Oneworld Publications.
17. Azad, A. K. (1959). *India wins freedom*. Orient Longman.
18. Azad, A. K. (2003). *Tarjuman al-Qur'an* (Urdu & English edition). Kitab Bhavan.
19. Soroush, A. (2000). *Reason, freedom, and democracy in Islam: Essential writings of Abdolkarim Soroush* (M. Sadri & A. Sadri, Eds. & Trans.). Oxford University Press.
20. Soroush, A. (2009). *The expansion of prophetic experience*. Brill.
21. Shariati, A. (1980). *Marxism and other Western fallacies*. Mizan Press.
22. Shariati, A. (1979). *On the sociology of Islam*. Mizan Press.
23. Mutahhari, M. M. (1985). *Man and universe*. Islamic Seminary Publications.
24. Mutahhari, M. M. (1987). *Understanding Islamic sciences*. World Organization for Islamic Services.
25. Arberry, A. J. (Trans.). (1931). *The Tawasin of Mansur al-Hallaj*. Cambridge University Press.
26. Khusrau, A. (2007). *Sayings of Amir Khusrau* (R. G. Khazeni, Trans.). Rupa Publications.
27. Hamadani, S. A. (2002). *Zakhirat al-Muluk* (excerpts translated in academic compilations). Institute of Islamic Studies.
28. Wali, N. (Sheikh Nooruddin). (2008). *Kalam-i-Sheikh-ul-Alam* (G. M. Lone, Trans.). Kashmir Book Trust.
29. Mahjoor, G. A. (2006). *Selected poems of Mahjoor* (T. Raina, Trans.). Sahitya Akademi.
30. Azad, A. A. (2004). *Poems of Abdul Ahad Azad* (M. Amin, Trans.). Gulshan Books.

M.A. 3rd Semester

Course Type: DCE

Credit: 04

Course Title: Philosophy of Mind

Course Code: PHL24303DCE

Course objective:

The Philosophy of Mind course aims to provide students with a comprehensive understanding of the fundamental questions and theories concerning the nature of the mind, consciousness, and their relation to the physical world. Through the study of classical texts and contemporary debates, students will engage with issues such as dualism, behaviorism, functionalism, and the problem of consciousness. By exploring both historical and current perspectives, students will gain a deeper appreciation of the complexity of mental phenomena and the ongoing philosophical effort to understand the mind.

Course Outcome:

- By the end of the course, students will be able to: Identify and explain major theories in the philosophy of mind, including dualism, behaviourism, identity theory, functionalism, and eliminative materialism.
- Critically evaluate classical and contemporary arguments related to mental phenomena.
- Critically evaluate classical and contemporary arguments related to mental phenomena.
- Apply philosophical theories to current issues in technology, neuroscience, and cognitive science.
- Construct clear, well-reasoned written and oral arguments about complex philosophical topics.
- Engage in respectful and informed discussion on controversial issues in the philosophy of mind.

Unit-1 Foundations and Methodologies

- 1 Introduction to Philosophy of Mind: Scope and Problems
- 2 Comparative Study of consciousness between Hussrel and Sankara
- 3 The Role of Experience and Introspection in Philosophy of Mind
- 4 Different forms of Dreaming

Unit-2 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-3 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)

Unit-4 Contemporary Issues and Cross-Cultural Synthesis

1. Mind and Artificial Intelligence: Philosophical Perspectives
2. Neuroscience and the Philosophy of Mind
3. Comparative Analysis of Consciousness and Selfhood
4. Ethical Implications of Mind Theories in a Global Context

Suggested Readings:

1. Chalmers, D. J. (Ed.). (2002). *Philosophy of mind: Classical and contemporary readings*. Oxford University Press.
2. Kim, J. (2011). *Philosophy of mind* (3rd ed.). Westview Press.
3. Descartes, R. (1641/1996). *Meditations on first philosophy* (J. Cottingham, Trans.). Cambridge University Press. (Original work published 1641)
4. Ryle, G. (1949). *The concept of mind*. Hutchinson.
5. Smart, J. J. C. (1959). Sensations and brain processes. *Philosophical Review*, 68(2), 141–156.
6. Putnam, H. (1967). Psychological predicates. In W. H. Capitan & D. D. Merrill (Eds.), *Art, mind, and religion* (pp. 37–48). University of Pittsburgh Press.
7. Block, N. (1978). Troubles with functionalism. In C. W. Savage (Ed.), *Perception and cognition: Issues in the foundations of psychology* (Vol. 9, pp. 261–325). University of Minnesota Press.
8. Churchland, P. M. (1981). Eliminative materialism and the propositional attitudes. *The Journal of Philosophy*, 78(2), 67–90.

M.A. 3rd Semester

Course Type: OE/GE

Credits: 2

Course Title: Metaphysics

Course Code: PHL24003OE

Course Objectives:

To introduce students to the fundamental questions of metaphysics, such as the nature of being, reality, materialism, idealism, monism, dualism, pluralism and time, space. To explore how metaphysical problems have been addressed historically from ancient Greek philosophy through medieval and modern thought. To critically engage students with the essential metaphysical topics including; ontology, the mind-body problem, and the existence of God.

Course Outcomes:

After completion of this course the students will be able to understand:

1. What is being?
2. What is existence?
3. Nature of the Ultimate Reality
4. Mind-body dualism discussed by Descartes, Spinoza and Leibnitz
5. Creationism and the proofs for the existence of God

Unit-I: Metaphysics-I

1. Definition, Scope and Types of Metaphysics
2. Historical Development of Metaphysics
3. Materialism, Idealism, Neutralism
4. Monism, Dualism, Pluralism

Unit-II: Metaphysics-II

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

Suggested Readings:

1. Aristotle. (2000). *Metaphysics: Book I* (H. Lawson-Tancred, Trans.). Penguin Classics
2. Bergson, H. (1911). *Creative evolution* (A. Mitchell, Trans.). Henry Holt and Company (Original work published 1907)
3. Descartes, R. (1996). *Meditations on first philosophy* (J. Cottingham, Trans.). Cambridge University Press (Original work published 1641)
4. Kim, J., & Sosa, E. (Eds.). (1999). *A companion to metaphysics* (2nd Ed.). Blackwell
5. Leibniz, G. W. (2000). *The monadology and other philosophical writings* (R. Latta, Trans.). Kessinger Publishing (Original work published 1714)
6. Loux, M. J. (2006). *Metaphysics: A contemporary introduction* (3rd Ed.). Routledge
7. Lowe, E. J. (2002). *A survey of metaphysics*. Oxford University Press
8. McDaniel, K. (2017). *The structure of being*. Oxford University Press
9. Spinoza, B. (1996). *Ethics* (E. Curley, Trans.). Penguin Classics (Original work published 1677)
10. Stace, W. T. (1920). *A critical history of Greek philosophy*. Macmillan.
11. Taylor, R. (1992). *Metaphysics* (4th Ed.). Prentice Hall.
12. Van Inwagen, P. (2002). *Metaphysics* (2nd Ed.). Westview Press

M.A. 4th Semester

Course Type: Core

Credits: 4

Course Title: Contemporary Indian Philosophy

Course Code: PHL24401CR

Course Objectives:

To identify some of the foundational problems and issues of contemporary Indian philosophy and its socio-political context and shall critically engage with select Indian philosophers of the contemporary era. To critically examine the philosophical contributions of major Indian philosophers such as Rabindranath Tagore, Swami Vivekananda, Mahātmā Gandhi, Sri Aurobindo, Muhammad Iqbal, B.R. Ambedkar, Sarvepalli Radhakrishnan, J. Krishnamurti, and others.

Course Outcomes:

After completion of this course the students will be able to understand:

1. Identify and understand the philosophical positions of select philosophers of Modern India
2. How contemporary Indian philosophers approach to make philosophy more practical as a way of life
3. The philosophical foundations of social justice, non-violence, and spirituality in the works of contemporary Indian philosophers.

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-Ethnical 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

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. IV Semester

Course Type: Core

Credits: 2

Course Title: Logic II

Course Code: PHL24403CR

Course Objective:

This course aims to provide students with a comprehensive understanding of the fundamental role of logic in evaluating arguments. Emphasizing both theoretical and practical aspects, the course seeks to elucidate the logical structure underpinning language and reasoning. Through the use of symbols and formal proofs, students will learn to dissect and construct logical arguments, gaining proficiency in deductive reasoning and the principles of sound argumentation. This course extends to explore logic's applications across disciplines, fostering critical thinking and analytical precision. By mastering these concepts, students will enhance their ability to approach complex problems with clarity in western and Indian logic especially in Nyaya, Jainism and Buddhist tradition.

Course Outcomes: 1. To effectively apply principles of logic to practical problem-solving and decision making, enhancing students' analytical abilities to evaluate scenarios with precision and construct well-founded conclusions based on logical analysis.

2. To develop the ability to identify and understand errors in arguments, employing formal rules of reasoning to correct and reconstruct these arguments. This outcome ensures students can critically assess the validity and soundness of various argument forms, improving their capacity for rigorous, objective analysis and fostering the intellectual tools necessary for academic and real-world applications.

Unit-I Basic of Symbolic Logic

1. Introduction to symbolic logic
2. Symbolic Logic; Simple and Compound Statements
3. Definitions and Symbols for Conjunction, Negation, Disjunction and Implication, Double negation.
4. Argument forms, Valid, Invalid 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

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. 4th Semester

Course Type: Core

Credit: 02

Course Title: Philosophy of Yoga

Course Code: PHL 24404CR

Course Objective:

1. Provide an in-depth understanding of the meaning, nature, and scope of Yoga, along with its different types such as Jnana, Karma, and Bhakti Yoga.
2. Introduce the philosophical and practical dimensions of Yoga through the study of Ashtanga Marga (Eight-Fold Path) and the concept of Samadhi.
3. Analyze the concepts of Citta-Vrtti and Bhumis to understand the dynamics of the human mind and consciousness.
4. Examine the epistemological and metaphysical foundations of Yoga philosophy.
5. Explore the practice and relevance of Yoga in Vedic, Upanishadic, Buddhist, and Jain traditions.
6. Evaluate the philosophical significance of Yoga in ethics, spirituality, and contemporary global contexts.
7. Promote awareness of Yoga's relevance in modern life through the study of International Yoga Day and recent advances in Yoga.

Course Outcome:

By the end of the course, students will be able to:

1. Explain the meaning, nature, and scope of Yoga along with its various types (Jnana, Karma, Bhakti).
2. Demonstrate understanding of the Ashtanga Marga and different stages of Samadhi.
3. Analyze the concepts of Citta-Vrtti and Bhumis in relation to human psychology and self-realization.
4. Critically assess the epistemological and metaphysical dimensions of Yoga philosophy.
5. Compare and contrast the concept of Yoga as represented in Vedas, Upanishads, Bhagavad-Gita, Buddhism, and Jainism.
6. Evaluate the ethical and spiritual relevance of Yoga in both traditional and modern contexts.
7. Reflect on the global importance of Yoga by discussing International Yoga Day and recent developments in Yoga research and practice.

Unit-I: Yoga, Meaning and Nature

1. Meaning, Nature and Scope of Yoga, Types: Jnana, Karma, and Bhakti Yoga
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

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 Institute, Allahabad.
5. Woods, James Haughton (1966), The Yoga system of Patanjali (translated into English), Motilal Banarsidass, 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.
13. Thurman, R. A. (2011). Freeing the body, freeing the mind: Writings on the connections between yoga and Buddhism. Shambhala Publications.
14. Levine, M. (2011). The positive psychology of Buddhism and yoga: Paths to a mature happiness. Routledge.
15. Newcombe, S. (2009). The development of modern yoga: A survey of the field. Religion Compass, 3(6), 986-1002.
16. Roy, A. (Ed.). (1938). The message of the Gita. Allen & Unwin.
17. Pradhan, B. (2015). Yoga: Original concepts and history. In Yoga and Mindfulness Based Cognitive Therapy (pp. 3-36). Springer, Cham.
18. Miller, J. YOGA IN THE VEDAS. This course will explore foundational ethical theories, including, Ethical Cognitivism and Non-Cognitivism, virtue-based approaches, and examine how each theory addresses questions of right and wrong, duty, and moral values. Students will gain in-depth knowledge of virtue ethics, focusing particularly on the works of Socrates, Plato, Aristotle and Alasdair MacIntyre, understanding how virtue is linked to human flourishing, character development, and social practices.

M.A. IV Semester

Course Type: DCE

Credits: 04

Course Title: Kashmir Shaivism

Course Code: PHL24401DCE

Course Objectives:

1. To introduce students to the historical origins and evolution of Kashmir Shaivism, with emphasis on foundational systems like Trika and Pratyabhijñā.
2. To explore key metaphysical and theological concepts such as Universal Consciousness, Ultimate Reality (Parama Shiva), God, Liberation (Moksha), and the interrelation of Siva, Shakti, and Nara.
3. To provide a critical understanding of the epistemology and ontology of Kashmir Shaivism, including the nature and means of knowledge (pramana), self-recognition (pratyabhijñā), and the concept of divine autonomy (svātantrya).
4. To explain the metaphysical framework of the tradition, focusing on the theory of the 36 tattvas, the dynamic principles of spanda, and the processes of cosmic manifestation through Pancha Kritya.
5. To familiarize students with the contributions of major Shaiva philosophers, such as Vasugupta, Abhinavagupta, and Kshemaraja, and their role in shaping the intellectual landscape of Indian philosophy.
6. To facilitate comparative analysis between Kashmir Shaivism and other philosophical systems, such as Advaita Vedanta and Buddhism, to highlight their points of convergence and divergence.
7. To assess the contemporary relevance of Kashmir Shaivism, especially in the context of modern spiritual movements, interfaith dialogue, and philosophical inquiry into consciousness.

Course Outcomes:

By the end of this course, students will be able to:

1. Describe the historical evolution and foundational schools of Kashmir Shaivism, including the influence of Shaiva Siddhanta and the emergence of Trika philosophy.
2. Explain the key philosophical constructs of Pratyabhijñā and Trika systems, especially the triad of Siva, Shakti, and Nara, and their implications for understanding universal consciousness and liberation.
3. Analyze the epistemological framework of Kashmir Shaivism, focusing on the concept of pramana (valid knowledge), self-awareness, and recognition (pratyabhijñā).
4. Evaluate the ontological doctrines of Kashmir Shaivism, such as the nature of self, subject-object transcendence, and the notion of divine freedom (svātantrya), especially in the works of Kshemaraja.
5. Interpret the metaphysical structure of the tradition, including the concept of Parama Shiva, the 36 tattvas, spanda (vibration), prakasha-vimarsha (light and reflection), and Shiva's five cosmic acts (pancha kritya).
6. Identify and assess the contributions of major Kashmiri Shaiva philosophers, such as Vasugupta, Abhinavagupta, and Kshemaraja, to the development of Indian philosophical thought.
7. Compare and contrast Kashmir Shaivism with other Indian philosophical systems, particularly Advaita Vedanta and Buddhist thought, highlighting areas of similarity, divergence, and mutual influence.
8. Critically assess the relevance of Kashmir Shaivism in contemporary spiritual and philosophical discourse, including its impact on modern interpretations of consciousness, self-realization, and interfaith understanding.

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 Epistemology and Ontology

1. Nature of knowledge (*Pramana*) and means of knowledge
2. Concept of self-awareness and *Pratyabhijñā* (Recognition)
3. Kshemaraja's notion of *Svātantrya* (Divine Freedom)
4. Subject-object distinction and transcendence.

Unit-III Metaphysics of Kashmir Shaivism

1. Concept of *Parama Shiva* (Ultimate Reality)
2. Theory of the 36 *Tattvas* (Principles of Existence)
3. The nature of *Spanda* (Vibration) and *Prakasha-Vimarsha*
4. The five acts (*Pancha Kritya*) of Shiva

Unit IV: Comparative and Contemporary Perspectives

1. Key thinkers: Vasugupta, Abhinavagupta, Kshemaraja
2. Kashmir Shaivism vs. Advaita Vedanta.
3. Shaivism and Buddhism: Influence and criticism.
4. Kashmir Shaivism and Rashism

Suggested Readings:

1. Brooks, D. R. (1990). The Secret of the Three Cities: An Introduction to Hindu Shakti 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.
8. Singh, J. (Trans.). (1992). Spanda Kārikās: The Divine Creative Pulsation. Motilal Banarsidass.
9. Singh, J. (Trans.). (1980). Pratyabhijñāhṛdayam: The Secret of Self-Recognition (by Kshemaraja). Motilal Banarsidass.
10. Swami Lakshman Joo. (1994). Kashmir Shaivism: The Secret Supreme. Edited by John Hughes. Universal Shaiva Fellowship.

M.A. IV Semester
Course Title: Sufism

Course Type: DCE
Course Code: PHL24402DCE

Credits: 04

Course Objectives:

1. To understand the historical evolution of Sufism, tracing its roots, key developments, and the formation of various Sufi orders.
2. To explore the spiritual dimensions and stages of the Sufi path, including concepts such as mystical experience and inner transformation.
3. To analyze the foundational metaphysical and ethical concepts in Sufism, including the nature of God, the soul, the world, divine love, marifa (gnosis), and moral teachings.
4. To critically study the contributions of major classical and medieval Sufi thinkers, such as Ibn Arabi, Sheikh Ahmad Sirhindi, Shah Waliullah, and Suhrawardi, with attention to their philosophical and theological doctrines.
5. To examine the distinctive features of Kashmiri Sufi thought, focusing on figures like Mir Syed Ali Hamadani, Lal Ded, and Sheikh Nooruddin Wali, and the regional synthesis of Sufism with local spiritual traditions.
6. To compare and contrast Sufism with Kashmiri Shaivism, identifying philosophical convergences and divergences to better understand interfaith and intercultural spiritual dialogues.
7. To foster critical thinking about the role of Sufism in shaping ethical, social, and religious thought across different historical and regional contexts.

Course Outcomes:

By the end of this course, students will be able to:

1. Explain the historical development of Sufism and describe the emergence and features of major Sufi orders and stages of the spiritual path.
2. Interpret core philosophical and theological concepts of Sufism, including the relationship between God, the world, and the soul, as well as key ideas such as divine love, marifa (gnosis), and ethical teachings.
3. Critically evaluate the teachings and influence of major Sufi figures such as Ibn Arabi, Sheikh Ahmad Sirhindi, Shah Waliullah, and Suhraward Maqtul, especially in relation to their mystical and metaphysical insights.
4. Demonstrate an understanding of Kashmiri Sufi thinkers, including Mir Syed Ali Hamadani, Lal Ded, and Sheikh Nooruddin Wali, and assess their contributions to the spiritual and social fabric of Kashmir.
5. Analyze the philosophical and theological intersections between Sufism and Kashmiri Shaivism, identifying both similarities and distinctions to appreciate their dialogical relationship.
6. Apply Sufi ethical and spiritual principles to broader discussions of interfaith understanding, personal development, and social harmony.
7. Engage with Sufi texts and ideas with a critical and reflective approach, enhancing their ability to participate in scholarly and cultural discussions on Islamic mysticism.

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. Ethical Teachings

Unit-III Major Sufi Figures

1. Ibn Arabi: Wahdat al-wujud, "unity of being"
2. Sheikh Ahmad Sirhindi: Wahdat al-Shuhud
3. Shah Waliullah: Reconciliation
4. Suhraward Maqtul, Doctrine of Light

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. Similarities and Differences of Kashmiri Shaivism and Sufism.

Suggested Readings:

1. Grierson, G., & Barnett, L. D. (2013). Lalla-Vakyani 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. IV Semester

Course Type: DCE

Credits: 04

Course Title: Applied Philosophy

Course Code: PHL24403DCE

Course Objectives:

This paper aims to introduce to the students the essence of Applied Ethics through an analysis of its various applications in real-life situations. The students are expected to appreciate and understand how moral philosophy is being employed for the resolution of ethical dilemmas in areas as diverse as ecology, medicine, law and so on.

Course Outcome:

By the end of this course, students will be able to:

1. Identify and analyze ethical issues in real-world contexts such as bioethics, environmental ethics, business ethics, media ethics, and technology ethics.
2. Develop critical thinking and argumentation skills to articulate well-reasoned ethical positions both orally and in writing.
3. Recognize the ethical dimensions of professional and personal decision-making and demonstrate ethical sensitivity and responsibility.
4. Reflect on their own values, assumptions, and moral responsibilities as individuals and members of a wider society.

Unit 1 Introduction to Applied Ethics

1. Meaning and Nature
2. Origin and Development
3. Branches of Applied Ethics
4. The application of Ethics in Media

Unit 2 Environmental Ethics

1. Deep Ecology
2. Rights of Future Generations
3. Animal Rights
4. Nature as means or end

Unit 3 Medical Ethics

1. Euthanasia: Its ethical implications
2. Cloning: A threat to human dignity and freedom
3. Abortion/ Surrogacy
4. Female-infanticide/ IVF: Its ethical implications

Unit 4 Theories of Punishment

1. Retributive Theory
2. Deterrent Theory
3. Reformatory Theory
4. Preventive Theory

Suggested Readings:

1. Environmental Ethics (An Introduction to Environmental Philosophy) - Joseph R. DesJardins
2. Contemporary Debates in Applied Ethics - A. Cohen, C.H. Wellman
3. Ethics in Practice (An Anthology) – Hugh LaFollette
4. A Companion to Applied Ethics – R. G. Frey, Christopher Heath Wellman
5. Understanding Ethics – Vibha Chaturvedi, Pragati Sahni

M.A. 4th Semester

Course Type: OE/GE

Credit: 02

Course Title: Gandhian Philosophy

Course Code: PHL24004OE

Course Objective: The objective of this course is to provide students with an in-depth understanding of Mahatma Gandhi's social and political philosophy, focusing on his vision of a just, non-violent, and equitable society. The course examines Gandhi's core concepts such as swaraj (self-rule), sarvodaya (welfare of all), and satyagraha (truth-force), and their application in both political resistance and social reform.

Course Outcome: By the end of the course, students will be able to:

- Understand the foundational concepts of Gandhian philosophy
- Examine Gandhi's contributions to social and political thought
- Reflect on the relevance of Gandhian values in today's world

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

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.