

Syllabus & Course Structure for M. A. Philosophy

The M.A. Philosophy syllabus is meticulously designed to provide a comprehensive and immersive understanding of philosophy as both a classical and evolving discipline. It is structured to encompass key philosophical traditions and periods, from ancient to contemporary thought. Students will explore foundational ideas in Western, Indian, and Islamic philosophy, ensuring a well-rounded grasp of diverse intellectual legacies. The curriculum balances fundamental teachings with advanced exploration, fostering critical thinking and analytical skills. It delves into the significant philosophical debates from antiquity, such as metaphysics and ethics, to modern discussions surrounding existentialism, phenomenology, Post-modernism and political theory. The inclusion of Islamic and Indian philosophical traditions ensures that students appreciate non-Western perspectives, promoting a global understanding of philosophical inquiry. This program emphasizes engaging with profound questions and contemporary debates that challenge conventional wisdom and spark intellectual discourse. By exploring topics such as consciousness, metaphysics, ethics, logic, and epistemology, students will develop the ability to reason deeply, argue cogently, and reflect on pressing human concerns. Designed to cultivate an insightful and articulate perspective, the M.A. Philosophy syllabus enables students to not only understand historical and current philosophical paradigms but also to apply this knowledge to practical and theoretical challenges in various interdisciplinary contexts.

Programme Objectives:

1. The programme is designed to foster an empirical and critical understanding of core concepts within Western, Indian, and Islamic philosophical traditions, equipping students with a nuanced perspective on diverse philosophical frameworks.
2. It offers a holistic and multidimensional approach, enabling students to engage with reality through various philosophical paradigms, encouraging deep analysis and interdisciplinary connections.
3. The curriculum seeks to impart thorough knowledge of major philosophical schools spanning ancient, medieval, and modern periods, nurturing an appreciation of the historical evolution and current relevance of philosophical ideas.
4. The programme prepares students for advanced academic pursuits and research in philosophy, equipping them with the skills needed for careers in teaching, academia, writing, or interdisciplinary fields that require critical thinking and analytical depth.

Programme Outcomes:

1. To cultivate critical thinking, rational understanding, and effective problem-solving capacities, enabling students to approach complex issues with a clear, logical mindset.
2. To enhance the ability to understand, analyse, and interpret intricate philosophical concepts and challenging texts, fostering deeper insight into theoretical and practical dimensions of philosophy.
3. To equip students with the skills to engage with questions of logical and analytical reasoning, as well as value-based inquiries, developing a robust philosophical approach to ethical and intellectual challenges.
4. To instill a respect for and appreciation of diversity by studying various philosophical schools, nurturing an inclusive worldview that values different cultural and intellectual traditions.

List of Courses:

SEMESTER I:

Course Code	Course Title	Number of Units	Credits
<b style="color: red;">CORE COURSES			
PHL24101CR	Classical Indian Philosophy-I	4	4
PHL24102CR	Greek Philosophy	4	4
PHL24103CR	Logic-I	4	4
PHL24104CR	Ethics-I	4	4
<b style="color: red;">Discipline Centric Electives (DCE)			
PHL24101DCE	Introduction to Philosophy	4	4
PHL24102DCE	Philosophy of Science	4	4
PHL24103DCE	Philosophy of Religion	4	4
<b style="color: red;">Generic/Open Elective (GE/OE)			
PHL24001OE	Basics of Philosophy	2	2

Course Code: PHL24101CR**Course Title: Classical Indian
Philosophy-I****Credits: 04****Course Type: Core**

Course Objective: The primary aim of this course is to develop a deep understanding of significant Indian philosophical traditions, including the Vedas, Upanishads, Nyāya-Vaiśeṣika, Sāṃkhya-Yoga, Pūrva-Mimāṃsā, and Vedānta. This comprehensive study extends to the six Astik (orthodox) schools of Indian philosophy, fostering 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:

1. To gain an in-depth understanding of the philosophical doctrines of the six Astik schools, appreciating their unique methodologies, metaphysical insights, and logical structures.
2. To critically examine and scientifically analyse Indian philosophical systems, correlating their principles and contributions with Western philosophical thought. This comparative study aims to reveal convergences and divergences, promoting a holistic perspective that underscores the relevance and universality of Indian philosophy in the broader philosophical landscape.

Unit-I Vedic and Upanisadic Philosophy

1. Origin and development of Indian Philosophy
2. Four Vedas: Rig Veda, Yajur Veda, Sama Veda, Artharva Veda.
3. Upanishadic Concepts through Translation (God, Knowledge)
4. Philosophy of BaghavadGita: Loksamgraha, Nishkama Karma.

Unit-II Nyāya- Vaiśeṣika

1. Nyaya Theory of Knowledge.
2. Fallacy (Hetvabhas)
3. Vaiśeṣika : Concept of padārtha,
4. Theory of Causation.

Unit-III Sāṃkhya-Yoga

1. Sāṃkhya: Satkāryavāda.
2. Nature of Puruṣa and Prakṛti
3. Patañjali: Theory of Knowledge.
4. ċitta-vṛtti, Eight-fold path of Yoga

Unit-IV Purva Mimamsa-Vedanta

1. Mimamsa: Theory of Knowledge
2. Mimamsa: Theory of truth and error

3. Advaitavada: Brahman, Atman, Causation, Liberation
4. Vishishtadvaita: Metaphysics

Essential Readings:

1. Sharma, C.D. (1987). *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarsidass.
2. Potter, K.H (ed). (1996). *Encyclopaedia of Indian Philosophies*, Vol.VII. Delhi: Motilal Banarsidass.
3. Chatterjee S. & Dutta, D. (1984). *An Introduction to Indian Philosophy*. University of Calcutta. (Chatterjee S. & Dutta)
4. Kalupahana, David J. (1984). *Buddhist Philosophy: A Historical Analysis.*, Honolulu: the University of Hawaii Press. (Kalupahana).
5. Dasgupta, S.N. (1992) *A History of Indian Philosophy*. Vol.I, Motilal Banarsidass, Delhi.
6. Hiriyana, M. (1951), *Outlines of Indian Philosophy*, Allen & Unwin, London.
7. Mohanty, J.N. (2000), *Classical Indian Philosophy*, Rowman & Littlefield Publishers, Oxford.
8. Muller, F.M. (1928). *The Six Systems of Indian Philosophy*, Longmans, London.
9. Perrett, Roy W. (2016). *An Introduction to Indian Philosophy*, Cambridge University Press, United Kingdom.
10. Radhakrishnan, S. (2008). *Indian Philosophy*, Vol. I & II, 2nd Ed., Oxford University Press.
11. Bilimoria, P. (ed). (2018). *History of Indian philosophy*, Routledge.

Course Code: PHL24102CR
Credits: 04

Course Title: Greek Philosophy
Course Type: Core

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 *Aperion*
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.

Course Code: PHL24103CR
Credits: 04

Course Title: Logic-I
Course Type: Core

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.
3. To develop ability to understand logic in Indian philosophy especially in Nyaya, Jainism and Buddhism.

Unit-I Logic (Introduction)

1. Logic: nature, scope, and application
2. Proposition, Four Categorical Propositions
3. Inductive and Deductive, Square of Opposition
4. Laws of Thought

Unit-II Deductive Reasoning

1. Inference, Mediate and Immediate inference
2. Syllogism, Types, Figures, Moods, Venn Diagram
3. Truth and Validity
4. Denotation and Connotation

Unit-III Inductive Reasoning

1. Inductive reasoning, Inductive arguments
2. Nature of Scientific Hypothesis
3. Induction and its Paradoxes

4. Critical Thinking

Unit-IV Indian logic

1. Fallacy (Hetvabhasa)
2. Seven-valued logic of Jainism
3. Nyāya-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. Tantray, M. A. (2021). *Remarks on Logic and Critical Thinking*. Rudra Publications.
10. Datta, D.M. (Reprint, 1998). *The six ways of knowing*. Calcutta
11. Prasad, H.S. (2007). *Understanding Buddhist epistemology. The centrality of ethics in Buddhism* (Chapter 10). Delhi: Motilal Banarsidass.

Course Code: PHL24104CR
Credits: 04

Course Title: Ethics-I
Course Type: Core

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.
2. 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 and definition of Ethics, Teleological and Deontological Theories.
2. Egoism, and Cultural Relativism
3. Ethical Subjectivism and Objectivism
4. Problem of Sanctions

Unit-II Thinkers and Theories

1. Kant's Moral theory: Postulates of Morality, Categorical Imperative
2. Bentham, J. S. Mill: Utilitarianism
3. Theories of Punishment
4. Emotivism, Prescriptivism and Descriptive 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), *Metaethics: An Introduction*, Abington: Routledge.
4. Kant, Immanuel (1999), *Groundwork of the Metaphysics of Morals*, Trans. Mary Gregor, Cambridge University Press.

5. Kant, Immanuel (1909), *Critique of Practical Reason and other works in the theory of Ethics*, Trans. T. K. Abott, London: Longmans Green and Company.
6. Mill, John Stuart (1863), *Utilitarianism*, London: Parker, Son & Bourn, West Strand.
7. Singer, Peter (1979) *Practical Ethics*, Cambridge: Cambridge University Press.
8. Timmons, Mark (2013), *Moral Theory: An Introduction*, London: Rowman & Littlefield Publishers.
9. Barlingay, S.S. *A Modern Introduction to Indian Ethics*. Delhi: Penman Publishers, 1998
10. Rajendra Prasad (ed.). *A Historical-Developmental Study of Classical Indian Philosophy of Morals*. New Delhi: CSC and Concept Publishing Co., 2009.
11. Sharma, C.D. *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarsidass.

Course Code: PHL24101DCE **Course Title: Introduction to Philosophy**
Credits: 04 **Course Type: DCE**

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:

1. Students will be able to critically analyse and articulate the foundational concepts, theories, and branches of philosophy, demonstrating an understanding of their applications in various Philosophical theories.
2. Learners will gain the ability to engage with and apply advanced philosophical concepts, such as meta-philosophy, semantics, syntax, and philosophy of philosophy, fostering analytical thinking and practical skills relevant to contemporary philosophical discussions.

Unit-I Basic Concepts

1. Philosophy, Meaning, Nature
2. Applications of Philosophy
3. Branches of Philosophy
4. Philosophy as a Practice,

Unit-II Theories of Knowledge

1. Rationalism: Meaning, Features, Applications
2. Empiricism: Meaning, Features, Applications
3. Intuitionism and its significance
4. Scepticism and its importance

Unit-III Philosophies

1. Idealism: Meaning, features, application
2. Realism: Meaning, types and modern relevance
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. Archard, D. (2016). The methodology of applied philosophy. *A companion to applied philosophy*, 18-33.
2. Givón, T. (2001). *Syntax: an introduction* (Vol. 1). John Benjamins Publishing.
3. Palmer, F. R., & Frank Robert, P. (1981). *Semantics*. Cambridge university press.
4. Sloman, A. (1971). Interactions between philosophy and artificial intelligence: The role of intuition and non-logical reasoning in intelligence. *Artificial intelligence*, 2(3-4), 209-225.
5. Singh, R.P. (2003). *Applied Philosophy*. New Delhi: Om Publications.
6. F. Copleston, (1994) *A History of Western Philosophy* (Vol. IV), Image, Double Day Publications, New York.
7. R. Scruton, (2001), *A Short History of Modern Philosophy*, Routledge Publishers, New York.
8. Russell, B. (1946). *History of Western Philosophy*. George Allen & Unwin.
9. Copi, I.M., (2010), *Symbolic Logic* 5th Edition (PHI Learning Pvt. Ltd.)
10. Okasha Samir. (2002). *Philosophy of Science. A very short introduction*. Oxford University Press.
11. Kenny, Anthony. (2010). *A New History of Western Philosophy*. Oxford University Press.
12. Thilly, Frank. (2005). *A History of Philosophy*, New Delhi: SBW Publishers
13. Williamson, T. (2021). *The philosophy of philosophy*. John Wiley & Sons.

Course Code: PHL24102DCE Course Title: Philosophy of Science
Credits: 04 Course Type: DCE

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. Putnum: 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.

Course Code: PHL24103DCE Course Title: Philosophy of Religion
Credits: 04 Course Type: DCE

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 analysing 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. Religion, Diversity and Pluralism.
2. Religious Consciousness
3. Idea of God: Monotheism, Pantheism, Atheism, Deism
4. Attributes of God

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

3. Historical background of Major Religions (Hinduism, Buddhism, Christianity and Islam)
4. Religious Practices, Scriptures and Rituals and their relevance in modern era.

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*. Routledge.

Course Code: PHL24001OE
Credits: 02

Course Title: Basics of Philosophy
Course Type: OE/GE

Course Objective: This course aims to introduce students to fundamental philosophical concepts, branches, and inquiries. It will explore key theories, including idealism and realism, as well as rationalism and empiricism. Students will learn to synthesize these perspectives through a Kantian lens, fostering critical thinking and practical application of philosophical reasoning.

Course Outcomes:

1. Students will demonstrate an understanding of fundamental philosophical concepts and branches, articulating the distinctions and connections among metaphysics, epistemology, ethics, and logic.
2. Learners will critically analyse and synthesize key philosophical theories, including idealism, realism, rationalism, and empiricism, applying Kantian perspectives to understand epistemological issues.

Unit-I Philosophy (Introduction)

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

Unit-II Conceptual Theories in Philosophy

1. Idealism: History, Characteristics and Types
2. Realism: Historical background, types, applications
3. Rationalism and Empiricism: Key concepts and practical implications
4. Synthesis of Rationalism and Empiricism: Kantian perspective

Suggested Readings:

1. Craig, Edward. (2002). *Philosophy: A Very Short Introduction*. Oxford: Oxford University Press.
2. Russell, B. (1946). *History of Western Philosophy*. George Allen & Unwin.
3. Devitt, M., 1991a. *Realism and Truth*, Princeton: Princeton University Press, 2nd edition.
4. Goldschmidt, T. and Pearce, K. (eds.), 2017. *Idealism: New Essays in Metaphysics*, Oxford: Oxford University Press.
5. Greenough, P. and Lynch, M. (eds.), 2006. *Truth and Realism* (Oxford: Oxford University Press).
6. Putnam, H., 1983. *Realism and Reason*, Cambridge: Cambridge University Press.
7. Allison, H. (1983), *Kant's Transcendental Idealism*, New Haven, Yale University Press.

8. Beiser, Frederick (2002), *German Idealism: The Struggle Against Subjectivism, 1781-1801*, Cambridge MA, Harvard University Press
9. Pippin, Robert B. (1989), *Hegel's Idealism: Satisfactions of Self-consciousness*, Cambridge University Press.
10. Thilly, Frank. (2005). *A History of Philosophy*, New Delhi: SBW Publishers.