

Syllabus & Course Structure for M. A. Philosophy

The syllabus has been designed to impart an all-inclusive, multi-disciplinary and comprehensive understanding of Philosophy at basic and advanced levels. It aims to develop a thorough understanding of the debates and discourses of diverse traditions of philosophy (Indian, Western, Islamic) from the classical to contemporary times. The entire programme will constitute 80 credits, divided evenly (20 credits) across four semesters. The M.A. degree will be awarded to a student who completes a total of 80 credits (20 credits per Semester) in a minimum period of two years.

Programme Objectives:

1. The programme offers a holistic and multidimensional approach to engage with the debates prevalent within global philosophy from the classical to contemporary times.
2. It offers a special focus on the nature of theory-praxis gap and encourages problem-based approaches to explore teaching and research.
3. It offers the learners an opportunity to engage with other disciplines to collaborate on innovative thinking, understanding and ways ahead of philosophical problems.

Programme Outcomes:

1. To inculcate and enhance critical thinking, interrogative propensity, rational apprehension and problem-solving capacities.
2. To understand, analyse and interpret philosophical concepts, thinkers and texts across traditions.
3. To appreciate the diversity of philosophical thinking through the study of thinkers, schools, perspectives from various traditions across space and time.

Examination:

The examinations (Internal assessment and Semester-End) shall be conducted as per the guidelines framed by IUST. The semester-end examination will be a written test conducted by the Department for Theory courses & submission and defense followed by Viva-Voce of Dissertation/Project Report for Research-Based courses.

The pattern for semester-end examination of Theory papers is as follows:

Four Credit Courses: The semester-end examination will carry a maximum of 50 marks. The paper shall consist of five questions in total.

The first Four questions will be long answer type questions with internal choice from all four units carrying 10 marks each. The fifth question shall be short answer type with four options from all four units out of which students will have to attempt two. It shall carry 5 marks for each option, i.e. 10 in total for the two options.

Two Credit Courses: The semester-end examination will carry a maximum of 25 marks. The paper shall consist of three questions in total.

The first two questions will be long answer type questions with internal choice from all two units carrying 10 marks each. The third question shall be short answer type with two options from all two units out of which students will have to attempt one and shall carry 5 marks.

Semester III



Semester III (Autumn Semester, Year 2nd, 20 Credits)

Core Courses: 14 credits

S. No.	Course Code	Course Title	Credits	Course Type	Theory/Practical
1.	PHI-601-C	Modern Indian Philosophy	4	Core	Theory
2.	PHI-602-C	History of Muslim Philosophy	4	Core	Theory
3.	PHI-603-C	Contemporary Debates in Philosophy	2	Core	Theory
4	PHI-604-C	Research in Philosophy	4	Core	Theory

Electives Basket: 04 credits

S. No.	Course Code	Course Title	Credits	Course Type	Theory/Practical	Two to be opted
1	PHI-605-E	Philosophy of Technology	2	DCE	Theory	
2	PHI-606-E	Samkhya Darsana	2	DCE	Theory	
3	PHI-607-E	Modernity: Perspectives and Critiques	2	DCE	Theory	
4	PHI-608-E	Feminist Philosophy	2	DCE	Theory	
5	PHI-609-E	Ethics and AI	2	DCE	Theory and Practical	
6	PHI-610-E	Reading Philosophical Texts	2	DCE	Theory	
7	PHI-611-E	Vedanta Darsana	2	DCE	Theory	

Open Elective: 02 credits (Theory/Practical)

The students will choose a 02 credit Open Elective course (OE) from other Departments/Centres of IUST.

Course Code: PHI-601-C
Credits: 04

Course Title: Modern Indian Philosophy
Course Type: Core

Course Objectives:

- To acquaint students with the philosophical significance of prominent issues, thoughts and activities of some of the major modern Indian thinkers/philosophers.
- To introduce the philosophical thinking and activity prevalent in the 19th and 20th century India.

Course Outcomes:

- At the end of this course, students will have a multidisciplinary understanding of the philosophical significance of above thinkers from a social, cultural, political and national perspective.
- The debates of/among these thinkers and philosophers will help the students in understanding the genesis and trajectory of Indian national consciousness and connect its past, present and future.

Unit-I

- a. Colonialism and the genesis of modern India, Indian modernity
- b. Visions for national identity & consciousness: awakening, revival, reformation, renaissance, enlightenment, modernization

Unit-II

- a. Aurobindo: Religion and spirituality, mind and supermind.
- b. Vivekananda: universal religion, practical *vedanta*
- c. Mohammad Iqbal: Self, God, Man and superman (*insan-i-kamil*)
- d. Rabindranath Tagore: Religion of man, Concept of Nationalism

Unit-III

- a. Jyotiba Phule: views on caste system and the status of women; *sarvajanika satyadharma*
- b. Sarojini Naidu: patriotism, emancipation of women
- c. M. K. Gandhi: *Ahimsa, Satyagraha, Sarvodaya*, critique of modernity
- d. B. R. Ambedkar: Annihilation of caste, principles of social democracy

Unit-IV

- a. K. C. Bhattacharyya: Svaraj in Ideas, Subject as freedom
- b. J. Krishnamurti: Analysis of self, choiceless awareness
- c. M.N. Roy: Critique of Communism, Radical humanism
- d. Maulana Azad: Indian nationality as indivisible unity

Essential Readings:

1. Chakrabarty, Bidyut, and Rajendra K. Pandey. *Modern Indian Political Thought: Text and context*. Taylor & Francis, 2023.
2. Lal Basant Kumar, *Contemporary Indian Philosophy*, Delhi, 1999.
3. Naravane V.S., *Modern Indian Thought*, Popular Press Bombay, 1964.
4. Pantham, Thomas & Deutsch L. K. ed., *Political Thought in Modern India*, Sage, 1986.
5. Tomar, Ankit, and Suratha Kumar Malik, eds. *Reappraising Modern Indian Thought: Themes and Thinkers*. Springer Nature, 2022.

Suggested Readings:

1. Mahadevan T.M.P., & Saroja C.V., *Contemporary Indian Philosophy*, Madras, 1985.
- Ambedkar, Bhimrao Ramji, and Valerian Rodrigues. *The Essential Writings of B. R. Ambedkar*. New Delhi: Oxford University Press, 2015.
2. Bhattacharyya, Krishnachandra. *The Subject as Freedom*. Bombay: G.R. Malkani, Indian Institute of Philosophy, Amalner, 1930.
3. Chakravarty, Amiya Chandra ed. *A Tagore Reader*. Boston: Beacon Press, 1966.
5. Deśapāṇḍe Govind P., and Phule Jotīrāva Govindarāva. *Selected Writings of Jotirao Phule*. New Delhi: Leftword, 2002.
6. Gandhi, Mahatma. *The Gandhi reader: A sourcebook of his life and writings*. Grove Press, 1994.
7. Guha, Ramachandra, ed. *Makers of modern India*. Harvard University Press, 2013.
8. Habib, S. Irfan. *Indian Nationalism: The Essential Writings*. New Delhi: Aleph Book Company, 2017.
9. Malik, Suratha Kumar, and Ankit Tomar, eds. *Revisiting Modern Indian Thought: Themes and Perspectives*. Taylor & Francis, 2021.
10. Mukherji, Gangeya. *An Alternative Idea of India: Tagore and Vivekananda*. Taylor & Francis, 2020.
11. Naidu, Sarojini. *Speeches and Writings of Sarojini Naidu*. GA Natesan & Company, 1925.

12. Radhakrishnan, S., and J. H. Muirhead, eds. *Revival: Contemporary Indian Philosophy (1936)*. Routledge, 2018.
13. Radhakrishnan, Sarvepalli. *Hindu view of life*. George Allen And Unwin Ltd, London, 1926.
14. Raveh, Daniel, and Elise Coquereau-Saouma, eds. *The Making of Contemporary Indian Philosophy: Krishnachandra Bhattacharyya*. Taylor & Francis, 2023.
15. Vivekanand Swami. *Practical Vedanta*, Advaita Ashram, Calcutta, 1964.
16. Habib, S. Irfan. *Maulana Azad: A Life*. India: Aleph, 2023.
17. Maitra, Susil Kumar. *Studies in Sri Aurobindo's Philosophy*. Benares Hindu University, 1945.

Course Code: PHI-602-C

Course Title: History of Muslim Philosophy

Credits: 04

Course Type: Core

Course Objectives:

- To develop an understanding of both classical and contemporary concepts within Muslim Philosophy.
- To study and examine various thinkers and schools of thought of the classical, modern and contemporary Muslim thought with an emphasis on the prevalent debates in theology, epistemology, and metaphysics.

Course Outcomes:

- The learners will have a wide understanding of theories, problems and debates of Muslim Philosophy.
- The learners will be able to evaluate and interrogate scholarly interpretations of classical, modern and contemporary issues of Islamic Philosophy and seek their application and relevance within the contemporary discourses of global philosophy.

Unit-I

Basic concepts in Islamic Philosophy:

- a. 'Ilm-al-Kalām: Mu'tazilism, Ash'arism, Kalam and Falsafa
- b. Concept of Creationism, Problem of Free Will, Determinism and Evil.
- c. Islamic epistemology, Islamic Metaphysics.
- d. Wahdat-al-Wujūd, Wahdat-al-Shuhūd.

Unit-II

Classical Muslim Thinkers:

- a. Al-Kindī: Theory of Intellect
- b. Al-Fārābī: Knowledge and Mysticism
- c. Ibn Sīnā: Theory of Emanation
- d. Al-Ghazālī: Causation

Unit-III

Modern and Contemporary Muslim Philosophers:

- a. Ibn Bajja: Existence and Essence
- b. Seyyed Hossein Nasr, Alam Khundmiri: Critique of Modernism; Religion and modern life
- c. Ibn Tayimiya: Refutation of Logic
- d. Mohammed Arkoun: Revelation, The ideal community

Unit-IV

Contemporary Issues in Islamic Philosophy:

1. Concept of Justice, Position of Women.
2. Ijtihad, Philosophy of Fiqah,
3. Environmental Ethics, Animal rights, and Meezan (balance).
4. Science, Faith and Islam.

Essential Readings:

1. Sheikh, M.S. *Studies in Muslim Philosophy*. India: Adam Publishers & Distributors, 2009.
2. Leaman, O. *An introduction to classical Islamic philosophy*. Cambridge University Press. 2002.
3. Nasr, S. H. *Islamic Philosophy from its Origin to the Present: Philosophy in the Land of Prophecy*. suny Press. 2006.
4. Sharif, M. M. *A History of Muslim philosophy*. Weisbaden: Otto Harrassowitz, 1963. (relevant portions)
5. Qadir, C. A. *Philosophy and science in the Islamic world*. 1988.
6. Ibrahim, Azhar. "Contemporary Islamic thought: A critical perspective." *Islam and Christian-Muslim Relations* 23, no. 3 (2012): 279-294.

Suggested Readings:

1. Corbin, H. *History of Islamic philosophy*. Routledge. 2014.
2. Jackson, R. *What is Islamic Philosophy?* Routledge. 2014.
3. Nasr, S. H., & Leaman, O. *History of Islamic philosophy*. Routledge. (2013).
1. Nasr, S. H., & De Santillana, G. *Science and civilization in Islam* (Vol. 16). Cambridge, MA: Harvard University Press. 1968.
2. Arkoun, Mohammed., Lee, Robert D. *Rethinking Islam: Common Questions, Uncommon Answers*. United Kingdom: Taylor & Francis, 2019.

3. Iqbal, M. *The Development of Metaphysics in Persia: A Contribution to the History of Muslim Philosophy*. Luzac& Company, 1908.
4. Nasr, Seyyed Hossein. *Islamic Philosophy from Its Origin to the Present: Philosophy in the Land of Prophecy*. United States: State University of New York Press, 2006.
5. Griffel, Frank. *Al-Ghazali's Philosophical Theology*. United Kingdom: Oxford University Press, USA, 2009.
6. Lim, Bridget., Viegas, Jennifer. *Al-Kindi: The Father of Islamic Philosophy*. United Kingdom: Rosen Publishing Group, Incorporated, 2016.
7. Fakhry, Majid. *Al-Farabi, Founder of Islamic Neoplatonism: His Life, Works and Influence*. Iran: Oneworld Publications, 2014.
8. Khvundmīrī, 'Ālam, Ansari, M.T.. *Secularism, Islam and Modernity: Selected Essays of Alam Khundmiri*. India: SAGE Publications, 2001.
9. Arkoun, Mohammed. *The Unthought in contemporary Islamic thought*. London: Saqi Books, 2002.

Course Code: PHI-603-C

Course Title: Contemporary Debates in Philosophy

Credits: 02

Course Type: Core

Course Objectives:

- To develop an understanding of some recent and current debates within the discourse of global philosophy.
- To create awareness of the significance of these debates from the perspective of relevant domains in philosophy and allied disciplines.

Course Outcomes:

- The learners will be able to draw connections between the classical and modern approaches in philosophy on one hand and the contemporary debates on the other.
- The learners will be able to explore these emerging debates for further studies and research in philosophy and allied disciplines.

Unit-I

- a. Contemporary Epistemology: The peculiarity of *apriori-posteriori* distinction, Common sense and scepticism
- b. Contemporary Metaphysics: Universal or no universals

Unit-II

- a. Contemporary Socio-Political Philosophy: The ideal-nonideal/fact-norm controversy
- b. Emerging areas of Philosophy: Experimental philosophy, Astroethics, Gender and the History of Philosophy

Essential Readings:

1. Blake Roeber, Ernest Sosa, John Turri, Matthias Steup, *Contemporary Debates in Epistemology*. United Kingdom: Wiley, 2024. (relevant portions)
2. Cowan Steven B., *Problems in Epistemology and Metaphysics: An Introduction to Contemporary Debates*. United Kingdom: Bloomsbury Publishing, 2020. (relevant portions)
3. Kevin Vallier, Michael E. Weber. *Political Utopias: Contemporary Debates*. United States: Oxford University Press, 2017. (relevant portions)
4. O'Neill, Eileen. "Disappearing ink: Early modern women philosophers and their fate in history." *Philosophy in a feminist voice: Critiques and reconstructions* (1998): 17-62.
5. Green, Brian Patrick. *Space Ethics*. United States: Rowman & Littlefield Publishers, 2021. (relevant portions)
6. Sytsma, Justin., Livengood, Jonathan. *The Theory and Practice of Experimental Philosophy*. Broadview Press, 2015. (relevant portions)

Suggested Readings:

1. John Christman, Thomas Christiano. *Contemporary Debates in Political Philosophy*. Germany: Wiley, 2009.
2. Marmodoro, Anna., Mayr, Erasmus. *Metaphysics: An Introduction to Contemporary Debates and Their History*. United Kingdom: Oxford University Press, 2019.
3. Warren, K.J. *An Unconventional History of Western Philosophy: Conversations Between Men and Women Philosophers*. United States: Rowman & Littlefield Publishers, 2009.
4. Howard, Veeena R. *The Bloomsbury Research Handbook of Indian Philosophy and Gender*. Bloomsbury Publishing, 2020.
5. Bhattacharyya, Bhaskar. *Contemporary Issues in Philosophy, Culture, and Value*. United Kingdom: Cambridge Scholars Publishing, 2024.
6. Edouard Machery, Elizabeth O'Neill, *Current Controversies in Experimental Philosophy*. United Kingdom: Taylor & Francis, 2014.
7. Kanchana Mahadevan. *Between Femininity and Feminism: Colonial and Postcolonial Perspectives on Care*. India: Indian Council of Philosophical Research and D.K. Printworld, 2014.

Course Code: PHI-604-C

Course Title: Research in Philosophy

Credits: 04

Course Type: Core

Course Objectives:

- To introduce the students with basic aspects and techniques of academic writing in philosophy.
- To enhance the academic writing and research skills and capabilities of students for taking up future projects in diverse domains of Humanities and Social Sciences.

Course Outcomes:

- The students will have a hands-on academic training for taking up research projects such as writing articles, book reviews, dissertation, and research collaborations.
- The students will develop necessary academic writings skills for future studies.

Unit-I:

- a. Meaning, objectives and significance of research.
- b. Identification of the research problem, Review of literature and its importance in the formulation of research problem
- c. Format and style of a philosophy research proposal.
- c. Identifying scholarly sources, verifying online sources as a practice in research

Unit-II:

- a. Argumentative coherence in philosophical writing
- b. Citations, Paraphrasing, Notes, References and Bibliography
- c. Style Guides: APA seventh edition, Chicago Manual of Style 17th ed.
- d. Plagiarism and ethical issues

Unit-III: Group Research Project (GRP)

The students will form interest based groups of 2-3 students and do a theoretical or applicability based GRP (02 credits) in consultation with faculty members. This will enhance the collaborative spirit for doing research and provide a ready-at-hand link to utilize the learnings from Unit-I and II. Themes from following areas can be considered for the GRP:

- a. Ethics
- b. History of Philosophy
- c. Socio-political Philosophy
- d. Textual studies
- e. Conceptual studies

Essential Readings:

1. Kothari, Chakravanti Rajagopalachari. *Research methodology: Methods and techniques*. New Age International, 2004.
2. Lipson, Charles. *Cite right: a quick guide to citation styles--MLA, APA, Chicago, the sciences, professions, and more*. University of Chicago Press, 2011.
3. Park, Chris. "In other (people's) words: Plagiarism by university students--literature and lessons." *Assessment & evaluation in higher education* 28, no. 5 (2003): 471-488.
4. Pears, Richard, and Graham Shields. *Cite them right*. Bloomsbury Publishing, 2022.

Suggested Readings:

1. American Psychological Association. *Concise Guide to APA Style: The Official APA Style Guide for Students*. United States: American Psychological Association, 2020.

2. Kent, Tracy. "The complete guide to referencing and avoiding plagiarism." *elucidate* 4, no. 5 (2007).
3. Price, Glanville, and Brian Richardson, eds. *MHRA style guide: A handbook for authors, editors, and writers of theses*. MHRA, 2008.
4. The Modern Language Association of America. *MLA Handbook*. Spain, Modern Language Association of America, 2021.
5. Turabian, Kate L., Colomb, Gregory G., Booth, Wayne C., Williams, Joseph M.. *A Manual for Writers of Research Papers, Theses, and Dissertations*, Eighth Edition: Chicago Style for Students and Researchers. United Kingdom: University of Chicago Press, 2013.

Course Code: PHI-605-E

Course Title: Philosophy of Technology

Credits: 02

Course Type: DCE

Course Objectives:

- To introduce the students to diverse debates within philosophy of technology from the Greeks to contemporary times.
- To expose the students to the critical and reflective debates on technology within philosophy and allied disciplines.

Course Outcomes:

- The students will have a critical reflection on technology from the point of view of epistemological, ontological and ethico-political perspectives.
- The students will be able to critically analyse and interrogate the technological world and its relation with and bearings on a humane and co-existent framework of society.

Unit-I

- a. Introduction to Philosophy of Technology
- b. The Greek Concept of *Technē*, Modernity and Technology
- c. Karl Marx: Labor and Technology
- d. Andrew Feenberg: Democratization of Technology

Unit-II

- a. Martin Heidegger: Modern Technology as Understanding of Being
- b. Precolonial Indian Technological Culture,
- c. Gandhi's Technological Dystopia, *Swadeshi* machines
- d. Hubert Dreyfus: Human vs Machine, The AI Debate.

Essential Readings:

1. Aristotle, *Metaphysics*, trans. W. D. Ross. In *The Complete Works of Aristotle: The Revised Oxford Translation*, ed. Jonathan Barnes, Vol. Two, 1552-1728 (Princeton: Princeton University Press, 1984), Book I.2, 982b12-28, 1554-55.
2. Dusek, Val. *Philosophy of Technology: An Introduction*. Malden: Blackwell, 2006.

3. Feenberg, Andrew. "What Is Philosophy of Technology." *A Lecture for the Komaba Undergraduates*, June, 2003.
4. Gandhi, M. K. *Hind Swaraj and other Writings*, ed. Anthony J. Parel (Cambridge: Cambridge University Press, 1997).
5. Heidegger, Martin. *The Question Concerning Technology*. Translated and Introduced by William Lovitt. New York: Harper Perennial, 1977.
6. Dreyfus, Hubert., Dreyfus, Stuart E. *Mind Over Machine*. United Kingdom: Simon & Schuster, 2000.
7. Kaplan, David M. *Readings in the Philosophy of Technology*. United States: Rowman & Littlefield Publishers, 2009. (relevant portions)

Suggested Readings:

1. Gómez, R.J. "What is that Thing called Philosophy of Technology?" *Chicago Unbound: History and Philosophy of Science and Technology*, vol. iv.
2. Mitcham, Carl. *Thinking through Technology: The Path between Engineering and Philosophy*. Chicago: The University of Chicago Press, 1994.
3. Dreyfus, Hubert., Dreyfus, Stuart E. *Mind Over Machine*. United Kingdom: Simon & Schuster, 2000.
4. Feenberg, Andrew. *Between Reason and Experience: Essays in Technology and Modernity*. Ukraine: MIT Press, 2010.
5. Chopra, Rohit. *Technology and Nationalism in India: Cultural Negotiations from Colonialism to Cyberspace*. New York: Cambria Press, 2008.
6. Feenberg, Andrew. *Questioning Technology*. United Kingdom: Taylor & Francis, 2012.
7. Baudrillard, Jean. *The Consumer Society: Myths and Structure*. London: Sage Publications Ltd, 1998.
8. Heidegger, Martin. *Introduction to Metaphysics*, trans. Gregory Fried and Richard Polt. New Haven: Yale University Press, 2000.
9. Bassett, Ross. *The Technological Indian*. Cambridge, MA: Harvard University Press, 2016.
10. Feenberg, Andrew. *Transforming Technology: A Critical Theory Revisited*. New York: Oxford University Press, 2002
11. Arnold, David. *Everyday Technology: Machines and the Making of India's Modernity*. United Kingdom: University of Chicago Press, 2013.
12. Mukhopadhyay, Aparajita. *Imperial Technology and 'Native' Agency: A Social History of Railways in Colonial India, 1850-1920*. United Kingdom: Taylor & Francis, 2018.
13. Dreyfus, Hubert L. *What Computers Cant Do*. Creative Media Partners, LLC, 2018.
14. Ellul, Jacques. *The Technological Society*. Vintage Books, 1964.
15. Coomarswamy, Anand. *Art and Swadeshi*. Ganesh and Co publishers.
16. Singh, Yogendra. *Essays on Modernization in India*. India: Manohar, 1978.
17. Mitcham, Carl. *Thinking through Technology: The Path between Engineering and Philosophy*. Chicago: The University of Chicago Press, 1994.

Course Code: PHI-606-E

Course Title: Samkhya Darsana

Credits: 02

Course Type: DCE

Course Objectives:

- To offer exhaustive knowledge of the fundamental issues, concepts and doctrines of Sāmkhya Darsana.
- To expose students to *Sāmkhyakārikā* and its two commentaries *Gauḍapādabhāṣya* and *Sāmkhyatattvakaumudī*.

Course Objectives:

- The learner will have in depth knowledge of Samkhya epistemology, metaphysics and ethical thought.
- The learner will be able to map the relevance of Samkyha philosophy within IKS and the global philosophical discourse.

Unit-I:

- a. The historical background and early developments
- b. The problem of *Duḥkha* and its solution
- c. Twenty-five Tattvas and their classification, Evolution of Tattvas
- d. Nature, status and relation of *Prakṛti* and *Puruṣa*

Unit- II:

- b. The concept of Mind: *Manas*, *Buddhi*, *Ahaṁkāra*, *Puruṣa* and their role in knowledge.
- c. Proofs for the existence of *Vyakta*, *Avyakta*, *Puruṣa*, Plurality of *Puruṣas*,
- d. *Sāttvika* and *Tāmasa* forms of *Buddhi*, *Pratyayasarga*
- e. Bondage and Liberation, The roles of *Prakṛti*, *Puruṣa* and *Buddhi*

Essential Readings:

1. Sharma, Har Dutta (ed. & tr.), *Sāmkhyakārikā with Gauḍapādabhāṣya*, Oriental Book Agency, Poona, 1933.
2. Bhattacharya, Ramashankar, *Sāmkhyatattvakaumudī*, Motilal Banarsidass, Delhi, 1964.
3. Larson, Gerald, *Classical Sāmkhya*, Motilal Banarsidass, Delhi, 1979.

4. Ballantyne, J R, *The Sāṃkhya Aphorisms of Kapila*, The Chowkhamba Sanskrit Series Office, Varanasi, 1963
5. Potter, K., *The Encyclopedia of Indian Philosophies* United States: Princeton University Press, 2015.(Relevant Volumes and Sections).

Suggested Readings:

1. Sengupta, Anima, *Classical Sāṃkhya: A Critical Study*, Manoranjanasen Gaur Ashram, Lucknow, 1969.
2. Karl Potter, *Encyclopedia of Indian Philosophies* Volume 4, Princeton University Press, New Jersey, 1987.
3. Larson, Gerald James. *Classical Sāṃkhya: An Interpretation of Its History and Meaning*. India: Motilal Banarsidass, 2001.
6. Keith, Arthur Berriedale. *A History of the Samkhya Philosophy*. India: Repro India Limited, 2023.
7. Date, V H, *Vedānta Explained* vol. 1), Book Sellers' Publishing Company, Bombay, 1954. (Śaṅkara criticism of Sāṃkhya)
8. Ballantyne, J R, *The Sāṃkhya Aphorisms of Kapila*, The Chowkhamba Sanskrit Series Office, Varanasi, 1963
9. Bhattacharya, Ramashankar, *Sāṃkhyatattvakaumudī*, Motilal Banarsidass, Delhi, 1964.

Course Code: PHI-607-E

Course Title: Modernity: Perspectives and Critiques

Credits: 02

Course Type: DCE

Course Objectives:

- To introduce the students with the critical debates on the philosophical aspects of Western modernity from within and outside the western discourse
- To initiate the students to understand and situate the 20th century critiques of modernity and the emergence of postmodernism, decolonialization and other trends of thought.

Course Outcomes:

- The students will be able to connect the recent and contemporary debates around modernity in North-South theories with proper philosophical justifications.
- The students will be grounded in the pitfalls of acultural modernity and prepare requisite responses to defend and argue on the discontents of modernity.

Unit-I:

- a. Enlightenment and the project of modernity, Charles Taylor's Cultural vs Acultural modernity
- b. Husserl: critique of the modern subject, Disproportionality between the natural and the human sciences
- c. Habermas: Modernity as an unfinished project, post-metaphysical rationality

Unit-II:

- a. Foucault and the postmodern turn, The incompatibility of discipline and liberation
- b. Lyotard: Critique of Enlightenment's universalist claims
- c. The North-South dichotomy: multiple modernities, Westoxification, Decolonization of theory and the need for epistemologies of South

Course Outcomes:

- The students will be able to connect the recent and contemporary debates around modernity in North-South theories with proper philosophical justifications.
- The students will be grounded in the pitfalls of acultural modernity and prepare requisite responses to defend and argue on the discontents of modernity.

Essential Readings:

1. Kant, Immanuel. *An Answer to the Question "What Is Enlightenment"* by Immanuel Kant-Delphi Classics (Illustrated). Vol. 6. Delphi Classics, 2017.
2. Taylor, Charles. "Modernity and the Rise of the Public Sphere." *The Tanner lectures on human values* 14 (1992): 203-60.
3. Habermas, Jurgen. *The Philosophical Discourse of Modernity: Twelve lectures*. MIT press, 1990. (relevant chapters)
4. Videla, Daniel. "On the narratives of science: The critique of modernity in Husserl and Heidegger." *Human Studies* (1994): 189-202.
5. O'Neill, John. "The Disciplinary Society: from Weber to Foucault." *British Journal of Sociology* (1986): 42-60.
6. Steuerman, Emilia. "Habermas vs Lyotard: Modernity vs Postmodernity?." In *Judging Lyotard*, pp. 99-118. Routledge, 2012.
7. Nigam, Aditya. *Decolonizing theory: Thinking across traditions*. Bloomsbury Publishing, 2021.

Suggested Readings:

1. Natoli, Joseph, and Linda Hutcheon, eds. *A Postmodern Reader*. SUNY Press, 1993.
2. Moran, Dermot. "Husserl and the Crisis of the European Sciences." In *Proper Ambition of Science*, pp. 130-158. Routledge, 2013.
3. Husserl, Edmund. *The crisis of European sciences and transcendental phenomenology: An introduction to phenomenological philosophy*. Northwestern University Press, 1970.
4. Habermas, Jürgen. *Postmetaphysical thinking: Philosophical essays*. MIT Press, 1992.
5. Rorty, Richard. "Habermas and Lyotard on post-modernity." *Praxis International* 4, no. 1 (1984): 32-44.

6. Lyotard, Jean-François. *The postmodern condition: a report on knowledge*. United Kingdom: University of Minnesota Press, 1984.
7. Uberoi, JP Singh. *Mind and society: From Indian studies to general sociology*. Oxford University Press, 2019.
8. Del Noce, Augusto. *The Crisis of Modernity*. Canada: McGill-Queen's University Press, 2014.
9. Bauman, Zygmunt. *Postmodernity and Its Discontents*. Germany: Polity Press, 2013.
10. Rabinow, Paul. *The Foucault Reader*. Pantheon, 1984.

Course Code: PHI-608-E

Course Title: Feminist Philosophy

Credits: 02

Course Type: DCE

Course Objectives:

- To introduce the feminist perspectives with reference to main movements, and areas of philosophical thought.
- To introduce various perspectives within feminist philosophy with a focus on its key thinkers to the students ranging from modern to the contemporary variants of feminist thought.

Course Outcomes:

- The students will understand major concepts and trends within feminist thought. The course will help them forge an alternative/feminist understanding of some mainstream philosophers.
- The students will have a fair knowledge of the work of important feminist philosophers/thinkers within different feminisms. The students will also have a recognition of the issues around which Indian feminisms have evolved.

Unit I:

- a. Nature, genesis and significance of feminist philosophy.
- b. Waves of feminism (first to fourth wave)
- c. Major concepts in feminism: misogyny, patriarchy, gender, sex, marriage
- d. Feminism in India: Relation between patriarchy and religion, Gender and caste
- e. Dalit Feminism: (Sharmila Rege)

Unit II

- a. Indigenous Feminism: (Rajeswari Sunder Rajan)
- b. Postcolonial Feminism: (Chandra Talpade Mohanty)
- c. Liberal Feminism (Mary Wollstonecraft)
- d. Existential Feminism: (Simone de Beauvoir)
- e. Radical Feminism: (Shulamith Firestone)

Essential Readings:

1. Tong, Rosemarie. *Feminist Thought. A Comprehensive Introduction*, Rutledge, Oxon 1992.

2. Arya, Sunaina, and Aakash Singh Rathore, eds. *Dalit Feminist Theory: A Reader*. Taylor & Francis, 2019. (relevant sections)
3. Humm, Maggie. *The Dictionary of Feminist Theory*. Edinburgh: Edinburgh University Press, 2003. (relevant sections)
4. Humm, Maggie. *Feminisms: A Reader*. United Kingdom: Taylor & Francis, 2014. (relevant sections)
5. Lewis, Reina, Sara Mills. *Feminist Postcolonial Theory: A Reader*. United Kingdom: Routledge, 2003. (relevant sections)
6. John, Mary. *Women's Studies in India: A Reader*. India: Penguin Books, 2008. (relevant sections)

Suggested Readings:

1. Clack, Beverley. *Misogyny in the Western Philosophical Tradition: A Reader*. Springer, 1999.
2. Code, Lorraine, ed. *Encyclopedia of feminist theories*. Routledge, 2002.
3. Abraham, Kochurani. *Persisting patriarchy: Intersectionalities, negotiations, subversions*. New York: Palgrave Macmillan, 2019.
4. Bailey, Alison., Cuomo, Chris. *The Feminist Philosophy Reader*. United Kingdom: McGraw-Hill Companies, Incorporated, 2008.
5. Mann, Susan Archer, and Ashly Suzanne Patterson. *Reading feminist theory: From modernity to postmodernity*. Oxford University Press, USA, 2016.
6. Chaudhuri, Maitrayee. *Feminism in India*, London: Zed Books, 2004.
7. de Beauvoir, Simone. *The Second Sex*, Constance Borde and Sheila Malovany-Chevallier (trs.), Random House, 2010.
8. Firestone, Shulamith. *The dialectic of sex: The case for feminist revolution*. Farrar, Straus and Giroux, 2003.
9. Green, Joyce, ed. *Making space for Indigenous feminism*. Fernwood Publishing, 2020.
10. Jain, Jasbir. *Indigenous Roots of Feminism: Culture, subjectivity and agency*. SAGE Publications India, 2011.
11. Mahon, J.. *Existentialism, Feminism and Simone de Beauvoir*. United Kingdom: Palgrave Macmillan UK, 2015.
12. Rege, Sharmila. *Writing caste, writing gender: Reading Dalit women's Testimonios*. Zubaan, 2006.
13. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. Vani Prakashan, 2016.
14. Landau, Iddo. *Is Philosophy Androcentric?* Penn State Press, 2010.
15. Tuana, Nancy, *Woman and the History of Philosophy*, Paragon Press, New York, 1992.
16. Indra, Pandit, and Vijaya Lakshmi. *The Status of Women in Ancient India*. Motilal Banarsidas, 1955.
17. Chaudhuri, Maitrayee. *Feminism in India*, London: Zed Books, 2004.
18. Fricker Miranda and Hornsby Jennifer, *The Cambridge Companion to Feminism in philosophy*, Cambridge, 2004.
19. Genevieve Lloyd, *Feminism and History of Philosophy*, Oxford University Press.
20. A.S.L Altekar, *The position of women in Hindu civilization*, Motilal Banarasidass, Delhi, 1956.
21. Tuana, Nancy. *Feminism And Philosophy: Essential Readings In Theory, Reinterpretation, And Application*. United Kingdom: Taylor & Francis, 2018.

Course Code: PHI-609-E

Course Title: Ethics and AI

Credits: 02

Course Type: DCE

Course Objectives:

- To promote the understanding and applications of ethical perspectives to AI related issues
- To explore the interface of ethics and Ai from the perspective of contemporary technological challenges.
- To discuss the role of policy and regulation in mitigating AI risks.

Course Outcomes:

- The learners will have a basic understanding of the relationship between ethical theories and concepts and AI-related issues.
- The learners will be able to analyse, interrogate, evaluate or study the ethical implications of AI in various contexts, especially on society and individual autonomy.

Unit-I

- a. **Overview of AI:** Definition, types, the difference between AI, Machine Learning, Deep Learning and current applications. Historical Context: Development of AI and its ethical considerations over time. Foundational Ethical Theories: Utilitarianism, deontology, virtue ethics, and their application to AI. Ethical Issues in AI: Introduction to key ethical dilemmas in AI, such as transparency, fairness, and accountability.
- b. **AI Autonomy:** Defining autonomy in AI and its implications. Moral Agency: Can AI be considered a moral agent? Theoretical perspectives. Responsibility: Who is accountable for AI decisions and actions? Case Studies: Autonomous vehicles, medical decision-making systems. LLMs and their Applications: Understanding large language models and their societal impacts.

Unit-II

- a. **Understanding Bias:** Types of bias in AI systems and their sources. Fairness: Concepts of fairness and justice in AI. Mitigating Bias: Techniques and strategies to reduce bias in AI. Case Studies: Facial recognition technology, predictive policing. Generative AI: Applications, benefits, and ethical challenges.
- b. **Privacy Concerns:** The impact of AI on privacy rights. Surveillance: Ethical implications of AI-driven surveillance. Data Protection: Legal frameworks and ethical practices for protecting data. Case Studies: Social media monitoring, government surveillance programs. Explainable AI (XAI): Importance of interpretability in AI models and ethical implications.
- c. **AI Governance:** Developing ethical guidelines and policies for AI. Global Perspectives: International approaches to AI ethics. Future Challenges: Emerging ethical issues in AI. Policy Development: Creating and implementing ethical AI policies. Reinforcement Learning: Ethical considerations in AI systems that learn from rewards and penalties.

Essential Readings:

1. Mitchell, Melanie. "Artificial Intelligence: A Guide for Thinking Humans." Farrar, Straus and Giroux, 2019.

2. Bostrom, Nick, and Eliezer Yudkowsky. "The Ethics of Artificial Intelligence." Cambridge Handbook of Artificial Intelligence. Ed. William Ramsey and Keith Frankish. Cambridge University Press, 2014. 316-334.
3. Anderson, Michael, and Susan Leigh Anderson, editors. "Machine Ethics." Cambridge University Press, 2011.
4. Lane, Julia, Victoria Stodden, Stefan Bender, and Helen Nissenbaum, editors. "Privacy, Big Data, and the Public Good: Frameworks for Engagement." Cambridge University Press, 2014.
5. Floridi, Luciano. "Ethics and Governance of Artificial Intelligence." *Minds and Machines* 28.4 (2018): 689-707.
6. Pasquale, Frank, Markus D. Dubber, Sunit Das, *Oxford Handbook of Ethics of AI*. United Kingdom: Oxford University Press, 2020.

Suggested Readings:

1. Boddington, Paula. *AI Ethics: A Textbook*. Germany: Springer Nature Singapore, 2023.
2. Stahl, Bernd Carsten. *Artificial Intelligence for a Better Future: An Ecosystem Perspective on the Ethics of AI and Emerging Digital Technologies*. Germany: Springer International Publishing, 2021.
3. Dignum, Virginia. *Responsible Artificial Intelligence: How to Develop and Use AI in a Responsible Way*. Germany: Springer International Publishing, 2019.
4. Vieweg, Stefan H. *AI for the Good: Artificial Intelligence and Ethics*. Germany: Springer International Publishing, 2021.
5. Pasquale, Frank, Markus D. Dubber, Sunit Das, *Oxford Handbook of Ethics of AI*. United Kingdom: Oxford University Press, 2020.
6. Liao, S. Matthew. *Ethics of Artificial Intelligence*. United States: Oxford University Press, 2020.

Course Code: PHI-610-E

Course Title: Reading Philosophical Texts

Credits: 02

Course Type: DCE

Course Objectives:

- To inculcate the process of reading, interpretation and analysis of primary texts in relation to the relevant contexts.
- To expose students to diverse frameworks of argumentation in the history of philosophy and to relate the text to contemporary issues and texts in Philosophy.

Course Outcomes:

- The learners will be in a better position to study and interpret textual meanings for their future studies.
- The learners will be equipped with reading and deciphering the multiple meanings of thick philosophical texts.

The students will study a text from any of the following philosophical texts from diverse times and traditions of philosophical thought:

Apology by Plato; *Nicomachean Ethics* by Aristotle; *Of the Standard of Taste* by David Hume; *Sketch for a Theory of the Emotions* by Jean Paul Sartre; *On the Harmony of Religions and Philosophy* by Averroes; *Moral Law: Groundwork of the Metaphysics of Morals* by Immanuel Kant; *The Secrets of the Self* by Muhammad Iqbal; *Sītā's kitchen: a Testimony of Faith and Inquiry* by Ramachandra Gandhi; *Social Philosophy, Past and Future* by Daya Krishna; *Nationalism* by Rabindranath Tagore

Essential Readings:

1. Aristotle., Sachs, Joe. *Nicomachean Ethics*. United Kingdom: Focus Pub./R. Pullins, 2002.
2. Averroes. *On the Harmony of Religions and Philosophy*. United Kingdom: Luzac, 1961.
3. Gandhi, Ramchandra. *Sītā's kitchen: a testimony of faith and inquiry*. United States: State University of New York Press, 1992.
4. Hume, David. *Of the Standard of Taste: And Other Essays*. United States: Bobbs-Merrill Company, 1964.
5. Iqbal, Muhammad. *The Secrets of the Self*. India: Library of Alexandria, 2020.
6. Kant, Immanuel. *Moral Law: Groundwork of the Metaphysics of Morals*. United Kingdom: Taylor & Francis, 2012.
7. Krishna, Daya. *Social Philosophy, Past and Future*. India: Indian Institute of Advanced Study, 1969.
8. Plato, *The Last Days of Socrates: Euthyphro; Apology; Crito; Phaedo*. United Kingdom: Penguin Publishing Group, 2003.
9. Sartre, Jean-Paul. *Sketch for a Theory of the Emotions*. United Kingdom: Routledge, 2002.
10. Tagore, Rabindranath., *Nationalism*. United States: Creative Media Partners, LLC, 2015.

Course Code: PHI-611-E

Course Title: Vedanta Darshana

Credits: 02

Course Type: DCE

Course Objectives:

- To introduce students to the diverse philosophies of Vedanta school of classical Indian philosophy
- To offer a survey of important darshaniks of Vedanta philosophy, and the concepts and theories they propounded.

Course Objectives:

- The course will help learners to understand the historical and conceptual background of the diverse pattern of thought and theorization in the Vedanta tradition.

- The students will have a primary understanding of major Vedanta philosophers and their epistemological and metaphysical positions.

Unit-I

- a. Introduction to Vedanta philosophy, Survey of the Vedanta system
- b. Advaita Vedānta (Sankara), Advaita Vedānta before Sankara (Gaudapada)
- c. Viśiṣṭādvaita (Ramanuja)
- d. Dvaitadvaita (Nimbaraka)

Unit-II

- a. Dvaita Vedanta, Tattvavada (Madhava)
- b. Suddhādvaita (Vallabha)
- c. Modern Interpretation of Vedanta; Neo Vedanta/ Integral Advaitism (Aurobindo)
- d. Modern Interpretation of Vedanta; Practical Vedanta (Vivekananda)

Essential Readings:

1. Sarma, Deepak. *Classical Indian philosophy: A reader*. Columbia University Press, 2011. (Relevant Sections)
2. Kapoor, S. *Encyclopaedia of Vedanta Philosophy*. India: Cosmo Publication, 2002. (Relevant Sections)
3. Potter, K.. *The Encyclopedia of Indian Philosophies*,. United States: Princeton University Press, 2015. (Relevant Volumes and Sections)
4. Sinha, Priti. *The Journey of Advaita: From the Rgveda to Sri Aurobindo*. India: D.K. Printworld, 2019.
5. Vivekananda, Swami. *Practical Vedanta and Other Lectures*. India: Double9 Books, 2023. (Relevant Sections)

Suggested Readings:

1. Nakamura, Hajime., Leggett, Trevor. *A History of Early Vedānta Philosophy*. India: Motilal Banarsidass, 1983.
2. Mohanty, J.N. (2000), *Classical Indian Philosophy*, Rowman& Littlefield Publishers, Oxford.
3. Chakrabarti, Arindam., Phillips, Stephen., Clooney, S.J., Professor Francis X., Long, Jeffery D., Raveh, Daniel. *The Bloomsbury Research Handbook of Vedanta*. United Kingdom: Bloomsbury Publishing, 2020.
4. Muller, F.M. (1928). *The Six Systems of Indian Philosophy*, Longmans, London.
5. Madhvacarya, (1904), *Vedanta-Sutra with the commentary of Madhvacarya*, translated by S. Subba Rao, Thomson and Co., Madras.
6. Miśra, Rāmacandra. *The integral advaitism of Sri Aurobindo*. India: Motilal Banarsidass, 1998.
7. Śarmā, Candradhara. *The Advaita Tradition in Indian Philosophy: A Study of Advaita in Buddhism, Vedānta and Kāshmīra Shaivism*. India: Motilal Banarsidass Publishers, 1996.

8. Buiteren J.A.B., *Ramanuja's Vedantasangraha*, Deccan College Monography-16, Pune, 1962.
9. Barz Richard, *The Bhakti Sect in Vallabhacharaya*, Thomson Press Limited, India, 1976.
10. Chari S.M. Srinivas, *Advaita and Visistadvaita*, Motilal Banarasidass, 1976.
11. Shah J.G., *Sri Vallhabhacharya: His philosophy and Religion*, Pushtimargiya, Pustakalaya, Nadiad, 1979.
12. Shanbhag D.N., *Sri Madhvacharaya and his Cardinal Doctrines*, Bharat Book Depot & Prakashan, Dharwad, 1990.
13. Sharma B.N.K., *Philosophy of Sri Madhvacharaya*, Motilal Banarasidass, Delhi, 1986.
14. Sinha J., *The Philosophy of Nimbarka*, Sinha Publishing House, Calcutta, 1973.

