

M. A. Philosophy (Two-Year) Programme

Regulations & Curriculum-2019

Department of Philosophy



ANNAMALAI UNIVERSITY
REGULATIONS FOR THE TWO-YEAR POST GRADUATE PROGRAMMES
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

These Regulations are common to all the students admitted to the Two-Year Master's Programmes in the Faculties of Arts, Science, Indian Languages, Education, Marine Sciences, and Fine Arts from the academic year 2019-2020 onwards.

1. Definitions and Nomenclature

- 1.1 **University** refers to Annamalai University.
- 1.2 **Department** means any of the academic departments and academic centres at the University.
- 1.3 **Discipline** refers to the specialization or branch of knowledge taught and researched in higher education. For example, Botany is a discipline in the Natural Sciences, while Economics is a discipline in Social Sciences.
- 1.4 **Programme** encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc., M.Com.
- 1.5 **Course** is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.
- 1.6 **Curriculum** encompasses the totality of student experiences that occur during the educational process.
- 1.7 **Syllabus** is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.
- 1.8 **Academic Year** refers to the annual period of sessions of the University that comprises two consecutive semesters.
- 1.9 **Semester** is a half-year term that lasts for a minimum duration of 90 days. Each academic year is divided into two semesters.
- 1.10 **Choice Based Credit System** A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.
- 1.11 **Core Course** is mandatory and an essential requirement to qualify for the Degree.
- 1.12 **Elective Course** is a course that a student can choose from a range of alternatives.
- 1.13 **Value-added Courses** are optional courses that complement the students' knowledge and skills and enhance their employability.
- 1.14 **Credit** refers to the quantum of course work in terms of number of class hours in a semester required for a programme. The credit value reflects the content and duration of a particular course in the curriculum.
- 1.15 **Credit Hour** refers to the number of class hours per week required for a course in a semester. It is used to calculate the credit value of a particular course.

- 1.16 Programme Outcomes (POs)** are statements that describe crucial and essential knowledge, skills and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.
- 1.17 Programme Specific Outcomes (PSOs)** are statements that list what the graduate of a specific programme should be able to do at the end of the programme.
- 1.18 Learning Objectives also known as Course Objectives** are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
- 1.19 Course Outcomes (COs)** are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.
- 1.20 Grade Point Average (GPA)** is the average of the grades acquired in various courses that a student has taken in a semester. The formula for computing GPA is given in section 11.3
- 1.21 Cumulative Grade Point Average (CGPA)** is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.
- 1.22 Letter Grade** is an index of the performance of a student in a particular course. Grades are denoted by the letters S, A, B, C, D, E, RA, and W.

2. Programme Offered and Eligibility Criteria

Faculty of Arts	
Programme	Eligibility
M.A. Philosophy	A Pass in Bachelor's Degree (10+2+3 pattern) in any subject including the Professional courses of this University or an examination of any other university accepted by the Syndicate as equivalent thereto.

2.1 In the case of SC/ST and Differently-abled candidates, a pass is the minimum qualification for all the above Programmes.

3. Reservation Policy

Admission to the various programmes will be strictly based on the reservation policy of the Government of Tamil Nadu.

4. Programme Duration

- 4.1 The Two Year Master's Programmes consist of two academic years.
- 4.2 Each academic year is divided into two semesters, the first being from July to November and the second from December to April.
- 4.3 Each semester will have 90 working days (18 weeks).

5 Programme Structure

5.1 The Two Year Master's Programme consists of Core Courses, Elective Courses (Departmental & Interdepartmental), and Project.

5.2 Core courses

5.2.1 These are a set of compulsory courses essential for each programme.

5.2.2 The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.

5.3 Elective courses

5.3.1 **Departmental Electives (DEs)** are the Electives that students can choose from a range of Electives offered within the Department.

5.3.2 **Interdepartmental Electives (IDEs)** are Electives that students can choose from amongst the courses offered by other departments of the same faculty as well as by the departments of other faculties.

5.3.3 Students shall take a combination of both DEs and IDEs.

5.4 Experiential Learning

5.4.1 Experiential learning provides opportunities to students to connect principles of the discipline with real-life situations.

5.4.2 In-plant training/field trips/internships/industrial visits (as applicable) fall under this category.

5.4.3 Experiential learning is categorised as Core.

5.5 Project

5.5.1 Each student shall undertake a Project in the final semester.

5.5.2 The Head of the Department shall assign a Research Supervisor to the student.

5.5.3 The Research Supervisor shall assign a topic for research and monitor the progress of the student periodically.

5.5.4 Students who wish to undertake project work in recognised institutions/industry shall obtain prior permission from the University. The Research Supervisor will be from the host institute, while the Co-Supervisor shall be a faculty in the parent department.

5.6 Value added Courses (VACs)

5.6.1 Students may also opt to take Value added Courses beyond the minimum credits required for award of the Degree. VACs are outside the normal credit paradigm.

5.6.2 These courses impart employable and life skills. VACs are listed in the University website and in the Handbook on Interdepartmental Electives and VACs.

5.6.3 Each VAC carries 2 credits with 30 hours of instruction, of which 60% (18 hours) shall be Theory and 40% (12 hours) Practical.

5.6.4 Classes for a VAC are conducted beyond the regular class hours and preferably in the II and III Semesters.

5.7 Online Courses

- 5.7.1 The Heads of Departments shall facilitate enrolment of students in Massive Open Online Courses (MOOCs) platform such as SWAYAM to provide academic flexibility and enhance the academic career of students.
- 5.7.2 Students who successfully complete a course in the MOOCs platform shall be exempted from one elective course of the programme.

5.8 Credit Distribution

The credit distribution is organised as follows:

	Credits
Core Courses	70
Elective Courses	15
Project	8
Total	93

5.9 Credit Assignment

Each course is assigned credits and credit hours on the following basis:

1 Credit is defined as

1 Lecture period of one hour per week over a semester

1 Tutorial period of one hour per week over a semester

1 Practical/Project period of two or three hours (depending on the discipline) per week over a semester.

6 Attendance

- 6.1 Each faculty handling a course shall be responsible for the maintenance of *Attendance and Assessment Record* for candidates who have registered for the course.
- 6.2 The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition the Record shall also contain the organisation of lesson plan of the Course Instructor.
- 6.3 The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.
- 6.4 At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.
- 6.5 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.
- 6.6 Each student shall have a minimum of 75% attendance in all the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.
- 6.7 Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness, representing the University in extracurricular activities and participation in NCC/NSS/YRC/RRC.

7 Mentor-Mentee System

- 7.1 To help the students in planning their course of study and for general advice on the academic programme, the Head of the Department will attach certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.
- 7.2 The Mentors will guide their mentees with the curriculum, monitor their progress, and provide intellectual and emotional support.
- 7.3 The Mentors shall also help their mentees to choose appropriate electives and value-added courses, apply for scholarships, undertake projects, prepare for competitive examinations such as NET/SET, GATE etc., attend campus interviews and participate in extracurricular activities.

8 Examinations

- 8.1 The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination (ESE).
- 8.2 There will be two CIA Tests and one ESE in each semester.
- 8.3 The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.
- 8.4 **Continuous Internal Assessment Tests**
 - 8.4.1 The CIA Tests shall be a combination of a variety of tools such as class tests, assignments, seminars, and viva-voce that would be suitable to the course. This requires an element of openness.
 - 8.4.2 The students are to be informed in advance about the assessment procedures.
 - 8.4.3 The pattern of question paper will be decided by the respective faculty.
 - 8.4.4 CIA Test-I will cover the syllabus of the first two units while CIA Test-II will cover the last three units.
 - 8.4.5 CIA Tests will be for two to three hours duration depending on the quantum of syllabus.
 - 8.4.6 A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason, the student is unable to attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.
- 8.5 **End Semester Examinations (ESE)**
 - 8.5.1 The ESE for the first/third semester will be conducted in November and for the second/fourth semester in May.
 - 8.5.2 A candidate who does not pass the examination in any course(s) of the first, second and third semesters will be permitted to reappear in such course(s) that will be held in April and November in the subsequent semester/year.

8.5.3 The ESE will be of three hours duration and will cover the entire syllabus of the course.

9 Evaluation

9.1 Marks Distribution

9.1.1. Each course, both Theory and Practical as well as Project/Internship/Field work/In-plant training shall be evaluated for a maximum of 100 marks.

9.1.2 For the theory courses, CIA Tests will carry 25% and the ESE 75% of the marks.

9.1.3 For the Practical courses, the CIA Tests will constitute 40% and the ESE 60% of the marks.

9.2. Assessment of CIA Tests

9.2.1 For the CIA Tests, the assessment will be done by the Course Instructor

9.2.2 For the Theory Courses, the break-up of marks shall be as follows:

	Marks
Test-I & Test-II	15
Seminar	05
Assignment	05
Total	25

9.2.3 For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

	Marks
Test-I	15
Test-II	15
Viva-voce and Record	10
Total	40

9.3 Assessment of End-Semester Examinations

9.3.1 Evaluation for the ESE is done by both External and Internal examiners (Double Evaluation).

9.3.2 In case of a discrepancy of more than 10% between the two examiners in awarding marks, third evaluation will be resorted to.

9.4 Assessment of Project/Dissertation

9.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.

9.4.2 The Project Work/Dissertation shall carry a maximum of 100 marks.

9.4.3 CIA for Project will consist of a Review of literature survey, experimentation/field work, attendance etc.

9.4.4 The Project Report evaluation and viva-voce will be conducted by a committee constituted by the Head of the Department.

9.4.5 The Project Evaluation Committee will comprise the Head of the Department, Project Supervisor, and a senior faculty.

9.4.6 The marks shall be distributed as follows:

Continuous Internal Assessment (25 Marks)		End Semester Examination (75 Marks)	
Review-I 10	Review-II: 15	Project / Dissertation Evaluation	Viva-voce
		50	25

9.5 Assessment of Value-added Courses

9.5.1 Assessment of VACs shall be internal.

9.5.2 Two CIA Tests shall be conducted during the semester by the Department(s) offering VAC.

9.5.3 A committee consisting of the Head of the Department, faculty handling the course and a senior faculty member shall monitor the evaluation process.

9.5.4 The grades obtained in VACs will not be included for calculating the GPA.

9.6 Passing Minimum

9.6.1 A student is declared to have passed in each course if he/she secures not less than 40% marks in the ESE and not less than 50% marks in aggregate taking CIA and ESE marks together.

9.6.4 A candidate who has not secured a minimum of 50% of marks in a course (CIA + ESE) shall reappear for the course in the next semester/year.

10. Conferment of the Master’s Degree

A candidate who has secured a minimum of 50% marks in all courses prescribed in the programme and earned the minimum required credits shall be considered to have passed the Master’s Programme.

11. Marks and Grading

11.1 The performance of students in each course is evaluated in terms Grade Point (GP).

11.2 The sum total performance in each semester is rated by Grade Point Average (GPA) while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester.

11.3 The GPA is calculated by the formula

$$GPA = \frac{\sum G_G G_G}{\sum G_G}$$

where, G_G is the Credit earned for the Course G in any semester;
 G_G is the Grade Point obtained by the student for the Course G

and

G is the number of Courses passed in that semester.

11.4 **CGPA** is the Weighted Average Grade Point of all the Courses passed starting from the first semester to the current semester.

$$CGPA = \frac{\sum G_G \sum G_G G_G}{\sum G_G \sum G_G}$$

where, G_G is the Credit earned for the Course G in any semester;

G_G is the Grade Point obtained by the student for the Course G
 and

G is the number of Courses passed in that semester.
 G is the number of semesters

11.5 Evaluation of the performance of the student will be rated as shown in the Table.

Letter Grade	Grade Points	Marks %
S	10	90 and above
A	9	80-89
B	8	70-79
C	7	60-69
D	6	55-59
E	5	50-54
RA	0	Less than 50
W	0	Withdrawn from the examination

11.6 Classification of Results. The successful candidates are classified as follows:

- 11.6.1 For **First Class with Distinction:** Candidates who have passed all the courses prescribed in the Programme *in the first attempt* with a CGPA of 8.25 or above within the programme duration. Candidates who have withdrawn from the End Semester Examinations are still eligible for First Class with Distinction (*See Section 12 for details*).
- 11.6.2 For **First Class:** Candidates who have passed all the courses with a CGPA of 6.5 or above.
- 11.6.3 For **Second Class:** Candidates who have passed all the courses with a CGPA between 5.0 and less than 6.5.
- 11.6.4 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.

11.7 Course-Wise Letter Grades

- 11.7.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.
- 11.7.2 A student is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.
- 11.7.3 A course successfully completed cannot be repeated for the purpose of improving the Grade Point.
- 11.7.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidate has appeared for clearance of the arrears.
- 11.7.5 If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/ incorporating the clarifications suggested by the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.

12. Provision for Withdrawal from the End Semester Examination

- 12.1 The letter grade W indicates that a candidate has withdrawn from the examination.

- 12.2 A candidate is permitted to withdraw from appearing in the ESE for one course or courses in **ANY ONE** of the semesters **ONLY** for exigencies deemed valid by the University authorities.
- 12.3 **Permission for withdrawal from the examination shall be granted only once during the entire duration of the programme.**
- 12.3 Application for withdrawal shall be considered **only** if the student has registered for the course(s), and fulfilled the requirements for attendance and CIA tests.
- 12.4 The application for withdrawal shall be made ten days prior to the commencement of the examination and duly approved by the Controller of Examinations. Notwithstanding the mandatory prerequisite of ten days notice, due consideration will be given under extraordinary circumstances.
- 12.5 Withdrawal is **not** granted for arrear examinations of courses in previous semesters and for the final semester examinations.
- 12.6 Candidates who have been granted permission to withdraw from the examination shall reappear for the course(s) when the course(s) are offered next.
- 12.7 Withdrawal shall not be taken into account as an appearance for the examination when considering the eligibility of the candidate to qualify for First Class with Distinction.

13. Academic misconduct

Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication/falsification of data, submitting the work of another student, interfering with other students' work, removing/defacing library or computer resources, stealing other students' notes/assignments, and electronically interfering with other students'/University's intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitised on issues of academic integrity and ethics.

14. Transitory Regulations

Wherever there has been a change of syllabi, examinations based on the existing syllabus will be conducted for two consecutive years after implementation of the new syllabus in order to enable the students to clear the arrears. Beyond that, the students will have to take up their examinations in equivalent subjects, as per the new syllabus, on the recommendation of the Head of the Department concerned.

15. *Notwithstanding anything contained in the above pages as Rules and Regulations governing the Two Year Master's Programmes at Annamalai University, the Syndicate is vested with the powers to revise them from time to time on the recommendations of the Academic Council.*

PROGRAMME OBJECTIVES:

- ❖ Shaping every student as good individual and as a meaningful contributor to society
- ❖ Inspiring the students to confront the philosophical problems implicit in the experience of self, others and the universe, together with question of their relations to ultimate transcendence (God and immortality)

- ❖ Developing the habits of clear, critical thinking within the framework of both an adequate philosophical methodology and accepted norms of scholarship
- ❖ Providing exposure to students by making them to read critically the life and thoughts of great philosophers
- ❖ Helping the students to formulate for himself or herself a philosophy of life or world view

PROGRAMME OUTCOMES (POs):

- PO1** Critical thinking
- PO2** Cultivating Cognitive skills required in the job market
- PO3** Effective Communication
- PO4** Familiarity with ICT to thrive in the information age
- PO5** Cultivating aptitude for research
- PO6** Respect for alternate view-points including those conflicting with one's own perspectives
- PO7** Ability to work individually and as members in a team
- PO8** Upholding ethical standards
- PO9** Acting local while thinking global
- PO10** Commitment to gender equality
- PO11** Commitment to Sustainable development
- PO12** Lifelong learning

PROGRAMME SPECIFIC OUTCOMES (PSOs):

This programme would enable the students to gain critical and expert knowledge in the field of philosophy and its related areas. After the successful completion of the M.A. Philosophy Degree programme, the students will be able to

- PSO1** Critically read, understand and analyze the thoughts and writings of great thinkers/philosophers in the history of philosophy.
- PSO2** Explore and comprehend the historical development of major philosophical concepts, theories and ideas.
- PSO3** Develop a critical understanding of various key concepts in philosophy such as 'Truth', 'Meaning', 'Reality', 'Mind', 'God', 'Beauty', 'Good', 'Matter', 'Self', etc.
- PSO4** Identify and evaluate the ethical principles, moral values, ideals and traditions
- PSO5** Communicate the ideas clearly with adequate definition and illustration in writing and speech

Register Number:

Name of the Candidate:

**M. A. DEGREE EXAMINATION
TWO – YEAR PROGRAMME
M.A. PHILOSOPHY
(SEMESTER FIRST/THIRD)**

Model Question Paper

Nov., 2019

Time: 3 Hours

Maximum: 75 Marks

**SECTION – A(5 x 2 = 10)
Answer ALL questions**

- 1.
- 2.
- 3.
- 4.
- 5.

**SECTION – B(5 x 7 = 35)
Answer ALL questions**

6. a) OR
- b)
7. a) OR
- b)
8. a) OR
- b)
9. a) OR
- b)
10. a) OR
- b)

**SECTION – C(3 x 10 = 30)
Answer any THREE questions**

- 11.
- 12.
- 13.
- 14.
- 15.

Register Number:

Name of the Candidate:

**M. A. DEGREE EXAMINATION
TWO – YEAR PROGRAMME
M.A. PHILOSOPHY
(SEMESTER SECOND/FOURTH)**

Model Question Paper

MAY, 2020

Time: 3 Hours

Maximum: 75 Marks

**SECTION – A(5 x 2 = 10)
Answer ALL questions**

- 1.
- 2.
- 3.
- 4.
- 5.

**SECTION – B(5 x 7 = 35)
Answer ALL questions**

6. a) OR
- b)
7. a) OR
- b)
8. a) OR
- b)
9. a) OR
- b)
10. a) OR
- b)

**SECTION – C(3 x 10 = 30)
Answer any THREE questions**

- 11.
- 12.
- 13.
- 14.
- 15.

Department of Philosophy
M.A. Philosophy (Two Year) Programme
Programme Code: APHI 21
Programme Structure

(For students admitted from the academic year 2019-2020)

Course Code	Course Title	Hours/Week		C	Marks		
		L	P		CIA	ESE	Total
Semester-I							
PHIC –101	Core 1: Indian Philosophy	5		5	25	75	100
PHIC –102	Core 2: Ethics	5		5	25	75	100
PHIC –103	Core 3: Educational Philosophy	4		4	25	75	100
PHIC –104	Core 4: Political Philosophy	4		4	25	75	100
	Elective 1: Interdepartmental Elective	3		3	25	75	100
	Total credits for Sem.-I			21			
Semester-II							
PHIC –201	Core 5: Contemporary Indian Philosophy	5		5	25	75	100
PHIC –202	Core 6: Classical Western Philosophy	5		5	25	75	100
PHIC –203	Core 7: Indian Culture	5		5	25	75	100
PHIC –204	Core 8: Philosophy of Human Rights	4		4	25	75	100
	Elective 2: Department Elective	3		3	25	75	100
	Elective 3: Interdepartmental Elective	3		3	25	75	100
	Total credits for Sem.-II			25			
Semester-III							
PHIC –301	Core 9: Western Logic	5		5	25	75	100
PHIC –302	Core 10: Western Philosophy	5		5	25	75	100
PHIC –303	Core 11: Saiva Siddhanta	5		5	25	75	100
PHIC –304	Core 12: Philosophy of Science	4		4	25	75	100
	Elective 4: Department Elective	3		3	25	75	100
	Elective 5: Interdepartmental Elective	3		3	25	75	100
	Total credits for Sem.-III			25			
Semester-IV							
PHIC –401	Core 13: Contemporary Western Philosophy	5		5	25	75	100
PHIC –402	Core 14: Philosophy of Religion	5		5	25	75	100
PHIC –403	Core 15: Research Methodology	4		4	25	75	100
PHIC –404	Dissertation			8	25	75	100
	Total credits for Sem.-IV			22			
	Overall Total Credits from Sem. I to IV			93			
	Value Added Courses						

L- Lectures; P- Practical; C- Credits; CIA- Continuous Internal Assessment; ESE- End-Semester Examination

Note:

1. Students shall take both Department Electives (DEs) and Interdepartmental Electives (IDEs) from a range of choices available.
2. Students may opt for any Value-added Courses listed in the University website.

Elective Courses

Department Electives (DE)

S. No.	Course Code	Course Title	Hours/week		C	Marks		
			L	P		CIA	ESE	Total
1.	PHIE – 205(A)	Principles of Yoga	3		3	25	75	100
2.	PHIE – 205(B)	General Psychology	3		3	25	75	100
3.	PHIE – 205(C)	Temple Management	3		3	25	75	100
4.	PHIE – 305(A)	Philosophy of Vaishnavism	3		3	25	75	100
5.	PHIE – 305(B)	Modern Indian Thought	3		3	25	75	100
6.	PHIE – 305(C)	Applied Ethics	3		3	25	75	100

Interdepartmental Electives (IDE)

S. No.	Course Code	Course Title	Department	Hours/week		C	Marks		
				L	P		CIA	ESE	Total
1.	PHIX– 105(A)	Essentials of Philosophy	Philosophy	3		3	25	75	100
2.	PHIX– 105(B)	Gandhian Philosophy		3		3	25	75	100
3.	PHIX – 206(A)	Introduction to Philosophy		3		3	25	75	100
4.	PHIX – 206(B)	Philosophy of Saivism		3		3	25	75	100
5.	PHIX – 306(A)	Comparative Religion		3		3	25	75	100
6.	PHIX – 306(B)	Indian Culture		3		3	25	75	100

VALUE ADDED COURSE (VAC)

S. No.	Course Code	Course Title	Department	Hours/week		C	Marks		
				L	P		CIA	ESE	Total
1.	PHIV– 106	Research Ethics	Philosophy			2	25	75	100

Learning Objectives:

- LO1:** To make the students aware of the Vedic foundations of Indian Philosophy and its division.
- LO2:** To make the students aware of the Philosophy of the heterodox systems of Indian Philosophy.
- LO3:** To enable the students to have a clear understanding of the six orthodox systems of Indian philosophy

Unit – I Introduction

Vedas and Upanisads, Vedic conception of God, Upanishads, Brahman and Atman.

Unit – II Heterodox Systems

- (a) Carvaka – Philosophy of Carvaka
- (b) Jainism – Jiva & Ajiva, Theory of knowledge – Syadvada – Ethics
- (c) Buddhism – Four Noble Truths – Eight fold path.

Unit – III Nyaya – Vaisesika

Nyaya theory of knowledge: Four pramanas, Theory of Causation, Proofs for the Existence of God
Vaisesika: Categories, Atomic Theory.

Unit – IV Sankhya-Yoga

Sankhya: Prakrti, Purusha, Theory of Evolution
Yoga: Eight Limbs of Yoga (Astanga Yoga)

Unit – V Vedanta

Advaita: Brahman, Atman, Theory of Maya, Bondage and Liberation
Visistadvaita: God, Soul, Bondage and Liberation
Dvaita: Conception of God, Jive, Liberation, Five-Fold Differences (Pancha – Bheda)

Text Books:

1. Datta and Chatterjee. Introduction to Indian Philosophy, Calcutta: Calcutta University Press, 1960.
2. Mahadevan, T.M.P. An Invitation to Indian Philosophy, New Delhi: Arnold-Hainemann Publishers (India) Private Ltd., 1974.
3. Radhakrishnan, S. Indian Philosophy Vols. I & II. New York: George Allen and Unwin Ltd., 1966.

Supplementary Readings:

1. Radhakrishnan, S. (Ed.) History of philosophy Eastern and Western Vol.II. London: George Allan and Unwin Ltd., 1953.
2. Hiriyana, M. Outlines of Indian Philosophy, New York: George Allen and Unwin (India) 1973.
3. Chandrader Sharma. A Critical Survey of Indian Philosophy, Delhi: Motilal Banarsidass, 1976.
4. Balasubramanian, R. Advaita Vadanta, Madras: University of Madras, 1976.
5. Puligandla, R., Fundamental of Indian Philosophy, New Bharatiya Book Corporation, New Delhi, 2007.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the Vedic theism and Upanisadic conception of Atman & Brahman
- CO2** Acquire thorough knowledge about Carvaka, Jainism and Buddhism
- CO3** Comprehend the epistemology and metaphysics of Nyaya-Vaisesika
- CO4** Analyse Sankhya's Theory of Evolution and Patanjali's Astanga yoga
- CO5** Elucidate the Vedanta philosophy

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓							✓					✓		✓		
CO2	✓							✓					✓		✓		
CO3	✓		✓					✓						✓	✓	✓	
CO4	✓							✓		✓					✓		
CO5	✓							✓							✓		✓

Learning Objectives:

- LO1:** To make the students aware of the moral concepts and Judgments
- LO2:** To enable the students to understand clearly the gradual development of various ethical theories
- LO3:** To make the students aware of the need for the environmental Ethics and the relation between rights & duties

Unit – I Introduction

Definition of Ethics –scope of Ethics – The uses of Ethics - Ethical Concepts: Right and wrong – Right and Good – Right and evil – Evil and its types – Duty and virtue.

Unit – II Evolution of human conduct

Custom as the standard of group morality – Customary morality and Reflective personal morality – Transition from customary to conscience.

Unit – III Hedonism

Meaning of hedonism – Psychological and Ethical Hedonism – Egoistic Hedonism – Gross egoistic Hedonism – Refined egoistic Hedonism – Altruistic Hedonism – Herbert Spencer's Evolutionary Hedonism.
Utilitarianism: Quantitative utilitarianism of Bentham – Refined or qualitative utilitarianism of J.S.Mill – Sidgwick's Rational utilitarianism – G.E. Moore's Ideal utilitarianism – Marxian Ethics – Dialectical Materialism – Doctrine of Alienation.

Unit – IV Environmental Ethics

Definition – Natural Resources – Classification – Conservation – Development of Public water supply – Need for protected water supply – Pollution and disease prevention – Sanitation – Sewage system – Disposal of sewage – kinds of pollution – their effects on humanbeings – Impact of Environment on Society.

Unit – V Rights and Duties

Relation between rights and duties, Kantian Ethics – Consequentialism - Theories of Punishment - Human Rights: The origin and Development of Human Rights – Concept of Human rights – Universal Declaration of Human rights – Socio –Economic-Civil and political rights. – Role of NGO's in Human rights (Red Cross, Amnesty, International) – Indian and State Human rights commission – Women and Minorities commission in India.

Text Books:

1. Jadunath Sinha, A Manual of Ethics, Calcutta: New Central Book Agency (P) Ltd.,1998.
2. John S. Mackenzie, A Manual of Ethics, London: University of tutorial press Ltd.1929.
- 3 William Lillie, An Introduction to Ethics, London: Methuen & Co. Ltd., 1964.

Supplementary Readings:

1. Herold Titus, Ethics for Today, New Delhi: Eurasia Publishing House, 1964.
2. Sharma, R.N, Principles of Sociology, Meerut: Educational publishers, 1968.
3. Henkin, Louis, The Rights of man Today, Boulders West view Press, 1978.Chapters 1 and 3.
4. Luard, Evan, "The Origins of International Concern with Human Rights" in the International Protection of Human Rights etc., Even Luard, New York: Frederick A.Praenor, 1967.
5. Agarwal & Rama S.V.S, Environment & Natural Resource Society of Biosciences, 1985.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the ethical concepts like Right & wrong, Good & Bad, Virtue & vice, Duty
- CO2** Comprehend the evolution of human conduct from customary to conscience
- CO3** Acquire complete knowledge about the core ideas of hedonism, utilitarianism and Marxism
- CO4** Realize the importance of environmental ethics
- CO5** Enunciate the ethical implication of rights and duties

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓					✓		✓					✓		✓	✓	
CO2						✓		✓					✓		✓	✓	
CO3						✓		✓	✓					✓	✓	✓	
CO4						✓		✓			✓				✓	✓	
CO5	✓					✓		✓							✓	✓	✓

PHIC-103 EDUCATIONAL PHILOSOPHY

Credits: 4
Lecture hours: 60

Learning Objectives:

- LO1:** To make the students aware of the philosophical implications of Education in West and India
- LO2:** To enable the students to gain knowledge of Naturalism and Pragmatism in Education
- LO3:** To make the students aware of the various Psychological Tendencies in Education

Unit – I Introduction

Meaning of Education - Aims of Education – Nature and Scope of Philosophy of Education - Science, Philosophy and Education.

Unit – II Naturalism in Education

Rousseau’s formulation of the principles of Education – Education for different stages – Influence of Rousseau.

Unit – III Pragmatism in Education

John Dewey’s Philosophy of Education – process of Instruction and Methods of teaching – Aims of Education and organization of curriculum – Discipline and interest – Dewey’s influence on modern Education.

Unit – IV Psychological Tendencies in Education

Pestalozzi’s Educational Principles – contribution of Pestalozzi – John Frederick Herbart’s Psychology of Education – Doctrine of interest – need for instruction – curriculum and correlation – Method of instruction – process of instruction.

Unit – V Philosophies of Education

Rabindranath Tagore, Mahatma Gandhi and Swami Vivekananda.

Text Books:

1. Taneya. V.R., Educational Thought and Practice, Sterling Publishers Co., Ltd., New Delhi, 2005.
2. Sharma A.P., An Approach to Philosophy of Education, The Indian Publication Amabala Cantt – 1997.
3. Dash. B.N., Theories of Education and Education in the Emerging Indian Society, Dominant Publishers and Distributors, New Delhi, 2004.

Supplementary Readings:

1. Rather. A. R., Theory and principles of Education, Discovery Publishing House, New Delhi – 2006.
2. Aggarwal. J.C., Theory and principles of Education, Vikas publishing House, Pvt. Ltd., 1981
3. Rai. B.C., Theory of Education, Prakarsham Kendra Publishing New Buildings, Aminabad, Lucknow – 1973.
4. Taneya.V.R., Educational Thought and practice, Sterling Publishers Pvt. Ltd., 2006.
5. Sharma RN, An Approach to Philosophy of Education, Motilal Banarsidass Publishers Private Limited, 2014.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the core ideas involved in the philosophy of Education
- CO2** Explain and defend a position on basic problems in the Field of Education
- CO3** Comprehend Dewey's influence on modern education
- CO4** Enunciate the psychological principles of Pestalozzi and Herbart
- CO5** Analyse the educational philosophies of Tagore, Gandhi & Vivekananda

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓							✓			✓	✓		✓			
CO2						✓						✓	✓	✓			
CO3						✓			✓			✓	✓	✓			
CO4						✓					✓	✓	✓	✓			
CO5	✓					✓		✓				✓	✓	✓		✓	✓

Learning Objectives:

- LO1:** To make the students aware of the core concepts in Political Philosophy
- LO2:** To enable the students to gain expert knowledge on State & Plato's political thought
- LO3:** To make the students aware of the political ideologies of Hobbes, Locke, Rousseau, Marx and Gandhi

Unit – I Introduction

Political philosophy: Meaning – Nature & Scope – Its Relevance in the Present Context

Unit – II Evolution of the State

Greek City State, Feudal State, National State

Unit – III Plato's Political Thought based on the Republic

State as an organism, Ideal State, Justice and State, Concept of Education

Unit – IV Origin of the Society and the State

- (a) Hobbes: State of Nature and Social Contract Theory
- (b) John Locke: Conception of Human Nature, Social Contract Theory
- (c) Rousseau: Conception of Society and State

Unit – V Political Ideology

Political Ideologies of Karl Marx and Mahatma Gandhi – Concept of Means and End.

Text Books:

1. Gupta R.C. Great Political Thinkers, Lakshmi Narain Agarwal, Enlarged 2nd edition, 1970.
2. Sabine : History of Political Theory, 1973
3. Asirvatham : Political Theory

Supplementary Readings:

1. Ajit Kumar Sinha, Outlines of Social Philosophy
2. Robert N.Beck, Hand Book of Social Philosophy
3. N.V. Joshi, Social and Political Philosophy
4. R.K. Prabhu and U.R.Rao, The Mind of Mahatma Gandhi
5. P.C. Chatterji, Secular Values for Secular India

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the philosophical implications in politics
- CO2** Comprehend the origin and development of the State
- CO3** Explicate the Political thoughts of Plato
- CO4** Analyze the political theories of Hobbes, Locke and Rousseau
- CO5** Evaluate the political ideologies of Marx and Gandhi

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓								✓								✓
CO2									✓								✓
CO3						✓		✓					✓	✓	✓		✓
CO4						✓		✓					✓	✓	✓		✓
CO5	✓					✓		✓			✓		✓	✓	✓	✓	✓

PHIC-201 CONTEMPORARY INDIAN PHILOSOPHY

Credits: 5
Lecture hours: 80

Learning Objectives:

- LO1:** To make the students aware of the common characteristics of contemporary Indian philosophy.
- LO2:** To enable the students to have thorough knowledge about the Philosophy of Modern Indian Thinkers.
- LO3:** To make the students aware of the emergence of Dravidian Movement

Unit - I Introduction

Characteristics of Contemporary Indian Philosophy, AryaSamaj, Bhrahmo Samaj and Prarthana Samaj.

Unit – II Swami Vivekananda

Reality and God, Nature of the World, Doctrine of Maya, Nature of Man, Soul and its Liberation, Ways of Realization: Yogas, Origin and Nature of Religion.

Unit – III Sri Aurobindo

Reality, Satcidananda, Nature of Creation, Involution and Evolution, Four Theories of Existence, Nature of Man, Supermind, Gnostic Being, Divine Life, Integral Yoga.

Unit – IV S. Radhakrishnan

Nature of the Ultimate Reality, Absolute, God, World, Nature of the Soul, Finite and Infinite Aspects of Man's Nature, Doctrine of Rebirth, ways of Realisation, Essence of Religion, Ways of Religion, Intellect and Intuition.

Unit – V E.V. Ramasamy

Origin and development of Dravidian Movement – Self respect Philosophy – Ideas of superstitions – women welfare – Untouchability – Social Reforms.

Textbooks:

1. Lal, B.K. Contemporary Indian Philosophy, Motilal Banarsidass, New Delhi, 1995.
2. Naran, V.S. Modern Indian Thought, Asia Publishing, House, Bombay, 1964.
3. Diel, Anita., Periyar E.V. Ramasamy, B.I. Publication, Madras, 1978.

Supplementary Readings:

1. Swami Vivekananda, Complete Works vols. I to VII, Advaita Ashram, Calcutta, 1986.
2. Sri. Aurobindo, Life Divine. The Sri Aurobindo Library, New York, 1986.
3. Ramalinga Swamigal, Thiruarutpa.
4. Datta, D.M. The Chief currents of contemporary philosophy, Calcutta. The University of Calcutta, 1961.
5. Mahadevan, T.M.P. and Saroja G.C., Contemporary Indian Philosophy, New Delhi; Sterling Publishing Pvt. Ltd., 1983.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the features of contemporary Indian Philosophy
- CO2** Explain and defend a position on basic philosophical problems in the contemporary Indian Philosophy
- CO3** Comprehend the Integral philosophy of Sri Aurobindo
- CO4** Analyse the idealism of Dr.S.Radhakrishnan
- CO5** Elucidate the self-respect movement of E.V.Ramasamy

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓					✓		✓					✓		✓	✓	
CO2	✓					✓		✓					✓		✓	✓	
CO3	✓					✓		✓					✓		✓	✓	
CO4	✓					✓		✓			✓		✓		✓	✓	
CO5	✓					✓		✓					✓		✓	✓	✓

PHIC-202 CLASSICAL WESTERN PHILOSOPHY

Credits: 5
Lecture hours: 80

Learning Objectives:

LO1: To make the students aware of the pre-socratic philosophy.

LO2: To enable the students to gain knowledge of the philosophy of Socrates, Plato and Aristotle.

LO3: To make the students aware of the Scholasticism of Medieval Philosophy

Unit- I Introduction

Greek Philosophy – Ionic School – Thales – Anaximander – Anaximenes – The Pythagoreans.

Unit- II Eleatic School

Xenophanes – Parmenides - Zeno – Heraclitus - Empedocles – The Atomists – Anaxagoras

Unit-III Sophists to Aristotle – Sophists & Socrates

Sophists – Protagoras – Socrates – Theory of concepts.

Unit- IV Sophists to Aristotle – Plato & Aristotle

Plato – Theory of Ideas – Aristotle – criticism of Plato's theory of Ideas – Theory of Causation and categories.

Unit – V Medieval Philosophy

St. Augustine – Human knowledge – Doctrine of illumination – Problem of Evil – the concept of God.

Thomas Aquinas – Faith and Reason – essence and existence – the existence of God.

St. Anselm – Ontological argument.

Text Books:

1. W. T. Stace, A Critical History of Greek Philosophy, Macmillan and Co. Ltd., London, 1962.
2. Frank Thilly, A History of Philosophy, Central Book Depot, Allahabad, 1973.
3. Bertrand Russell, History of Western Philosophy, Routledge Classics; Edition, 2016.

Supplementary Readings:

1. Y. Masih, A Critical History of Western Philosophy, Motilal Banarsidas, New Delhi, 2009.
2. S. Radhakrishnan (Ed.), History of Philosophy Eastern and Western – Vol.II, George Allen and Unwin Ltd., London, 1953.
3. William Kelly Wright, A History of Modern Philosophy, The Macmillan Company, New York, 1962.
4. W. T. Jones, A History of Western Philosophy, Harcourt, Brace and World Inc., New York, 1952.
5. Nigel Tubbs , History of Western Philosophy .

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the genesis of Greek Philosophy
- CO2** Acquire thorough knowledge of the philosophical concepts Being and Becoming
- CO3** Comprehend the rationalism of Socrates & Plato
- CO4** Analyse the metaphysics of Aristotle
- CO5** Enunciate the theology of Medieval Philosophy

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓					✓							✓	✓	✓		✓
CO2	✓					✓							✓	✓	✓		✓
CO3	✓		✓			✓		✓					✓	✓	✓		✓
CO4	✓					✓		✓					✓	✓	✓		✓
CO5	✓					✓		✓					✓	✓	✓		✓

Learning Objectives:

- LO1:** To make the students aware of the general characteristics of Indian Culture
- LO2:** To enable the students to understand the Pre-Historic culture
- LO3:** To make the students aware of the contribution of various dynasties to Indian Culture

Unit – I Introduction

Culture and civilization: Meaning - Nature and scope –Differences and Relationship between culture and civilization - General characteristics of Indian culture – Geographical impact on Indian Culture.

Unit – II Pre-Historic Culture

Dravidian culture – Old stone age – New stone age – Metal age – Indus valley culture – city planning – social and Religious conditions – Importance of Indus valley culture – Races and their contributions to Indian Culture.

Unit – III Contribution of Pallavas, Cholas & Pandiyas

Origin of Pallavas - Pallavas Administration Social, Economical and Religious conditions – Literature and Education – Art and Architecture of Pallavas - **Contribution of Cholas:** Cholas Administration – Election method – Social, Economical and Religious conditions – Literature – Chola Art and Architecture – Sculpture – Painting – Significance of Rajaraja I and Rajendra I - **Contribution to Pandiyas:** Society – Politics – Economic and Religious conditions – Art and Architecture.

Unit – IV Vijayanagar Rulers, Nayaks and Guptas

Politics - social and economic conditions – Religion and Fine Arts
Nayaks of Madura: Administration – Society – Economic and Religious conditions – Education and Fine arts.
Guptas: Origin – sources – Samudragupta – Chandragupta – Administration – Social, Economic and Religions conditions – Gupta art – Causes of downfall of Gupta dynasty.

Unit – V Cultural Renaissance in the 19th and 20th Centuries

Causes of Renaissance - Arya Samaj – Brahma Samaj – Theosophical Society and Ramakrishna Mission.

Text Books:

1. Luniya, B.N. Evolution of Indian Culture, Lakshmi Narain Agarwal Publishers, Agra, 1986.
2. AL. Basham, The Wonder That Was India, Picador; Indian edition, 2004.
3. Jeyapalan, N. A History of Indian Culture, Atlantic publishers, New Delhi, 2001.

Supplementary Readings:

1. Saletore, R.N. Encyclopedia of Indian Culture, Sterling publishers Pvt. Ltd., New Delhi, 1981.
2. Charles A. Moore. Philosophy and Culture – East and West, University of Hawaii, Honolulu, 1968.
3. John Grimes. A Concise Dictionary of Indian philosophy (Sanskrit-English), University of Madras, Madras, 1998.
4. Misra, R.S. Studies in philosophy and Religion, Bharathiya Vidya Prakasans, Varanasi, 1991.
5. Nilakand Sastri, KA, A History of South India, Oxford University Press, London, 1975.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the features of Indian Culture
- CO2** Comprehend the significance of Pre-Historic Culture
- CO3** Explicate the and contribution of various dynasties to Indian Culture
- CO4** Assess the emergence and downfall of Gupta dynasty
- CO5** Analyse the effects of Cultural Renaissance took place in 19th & 20th Centuries

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓							✓			✓	✓				✓	✓
CO2								✓			✓					✓	✓
CO3								✓			✓				✓	✓	✓
CO4	✓										✓					✓	✓
CO5	✓					✓		✓			✓					✓	✓

Learning Objectives:

- LO1:** To make the students aware of the philosophical implications of human rights and duties
- LO2:** To enable the students to gain knowledge of moral and cultural relativism
- LO3:** To make the students aware of the Human Rights violations around the world

Unit – I Theoretical Foundations of Human Rights

The Doctrine of Logical Correlativity of Rights and Duties - Rights and distinctive from liberties, powers, claims and immunities – Natural Law – Natural Rights – Human Rights. The Nature of Rights – Classical and Modern Views on the source of Moral Rights.

Unit – II The Universal of Human Rights

Are Human Rights Universal-The United Nations and Internationalization of Human Rights Standards - Individual Rights and Social Rights-What Human Rights do we have Do Groups have Human Rights – Group Rights of Indigenous People - Rights of Minorities – The Right of self-determination.

Unit - III Cultural perspectives on Human Rights

The Challenges of Moral and Cultural Relativism- International, National and Regional Human Rights – Asian Human Rights Commission – the Issue of economics, Social and Cultural Rights-The relationship of Political and Civil Rights to Survival, Subsistence and Poverty.

Unit – IV Human Rights Violations

Just War Doctrine: Is it Possible to wage war without violating human rights – Ethnic cleaning – Terrorism: is terrorism ever justifiable – The Good, the Bad, and the Intolerable – State sovereignty and Human Rights violations.

Unit – V Rights and Responsibilities

Economic Repression: Poverty, hunger, and Underdevelopment – political Repression: torture, killings and detention – racism, sexism and homophobia – Nation – State system victimizer or guardian.

Text Books:

1. Jayapalan. N, Human Rights, Atlantic Publishers & Distributors (P) Limited, 1999.
2. Clopham, Human Rights – An introduction, Oxford Publication, 2015.
3. Rachana Kaushal, Women and Human Rights In India, Book Vistas New Delhi, India, 2010.

Supplementary Readings:

1. Herold Titus. Ethics for Today. New Delhi: Eurasia Publishing House, 1964.
2. Luard, Evan. "The Origins of International concern with Human Rights" In the International protection of Human Rights, Even Luard, New York: 1967.
3. Henkin Louis, Rights of Man Today, Boulders West View Press, 1978.
4. Carey John United National Protection of civil and political Rights Procedural Aspects of International Law series syracuss New York: Syracuss University Press, 1970.
5. Kapoor, S.K. Dr, International Law & Human Rights, Central Law Agency, 2017.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Grasp the philosophical foundations of human rights
- CO2** Analyse the universality of human rights
- CO3** Understand the cultural aspects of human rights
- CO4** Realize the different forms of human rights violations
- CO5** Discuss the ethical ways to stop human rights violations

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓				✓			✓		✓						✓	✓
CO2	✓							✓		✓	✓					✓	✓
CO3	✓				✓			✓								✓	✓
CO4	✓				✓					✓						✓	
CO5	✓				✓			✓		✓	✓					✓	✓

PHIC-301 WESTERN LOGIC

Credits: 5
Lecture hours: 80

Learning Objectives:

- LO1:** To make the students aware of reasoning / inference and its kinds in the west
- LO2:** To enable the students to comprehend the core ideas of mediate and immediate inference
- LO3:** To make the students aware of modern Symbolic logic and Predicate logic

Unit – I Introduction

Meaning of Logic – Nature of Logic - Characteristics – Form and Matter – Truth and Validity – Deduction and Induction – Logic and Other Fields of Study – Value of Logic.

Unit – II Propositions

Traditional Classification of Propositions – Categorical Propositions – Structure – A, E, I, O – Distribution of Terms – Euler's circle.

Unit – III Inference

- (a) Immediate – Opposition of Proposition – Square of Opposition, Education, Conversion, Obversion and Contraposition.
- (b) Mediate – Syllogism – Categorical, Mixed Hypothetical and Mixed Disjunctive – Structure, Mood, Figure, Formal Rules and Fallacies
- (c) Venn Diagrams – To Test the Validity of Categorical Syllogisms.

Unit – IV Symbolic Logic

Similarities and differences between Traditional and Symbolic Logic; Modern classification of Propositions – Simple, Compound and General; Propositional Logic Compound Propositions – Negation, Conjunction, Material Implications, Disjunction (Exclusive and Inclusive) and Biconditionals. Symbols – Variables, Constants, Propositional Form, Argument Form – Truth Values – Truth Function, Construction of Truth Tables, Use of Basic Truth-Tables to Test the validity – Indirect Truth – Table method – Truth Trees to test the Validity, Natural Deduction (Formal Proof of Validity); Use of Rules of Inference and Rules of Equivalence and Replacement

Unit – V Predicate Logic

Predicate Expressions – Norms, Single and singly General Propositions – Propositional Function – Quantifiers – Universal and Existential – Use of UG, EG, EI rules – Natural Deduction (Formal Proof of Validity).

Text Books:

1. Cohen and Negal. An Introduction to Logic and Scientific Methods, Allied Publishers, Madras, 1978.
2. Logic Vol. I & II, Higher Secondary I & II Year, Tamil Nadu Textbook Society, Madras.
3. Irving M. Copi. Introduction to Logic. Macmillan Pub.Co.Inc. New York,1972.

Supplementary Readings:

1. Morris R. Cohen and Ernest Nagal. An Introduction to Logic and scientific methods, London: Routledge and kegan paul Ltd., 1934.
2. Frank Miller Chapman and Paul Henle. The Fundamentals of Logic. Charless Scribners Sons, London,1933.
3. Nandita Bandyopadhyay, The Concept of Logical Fallacies. Sri Hyamapada Battacharya, Calcutta, 1977.
4. Ghoh, B.N. and Ghosh Roma. A Text book of Deductive Logic, Vikas Publishing House Pvt. Ltd., New Delhi,1984.
5. Vidyabushana. S.C., A History of Indian Logic, Motilal Banaridass, New Delhi., 1967.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Distinguish between Deduction and Induction, Truth and Validity
- CO2** Analyse the structure of logical propositions
- CO3** Understand the differences, rules & fallacies of immediate and mediate syllogism
- CO4** Comprehend the importance of Symbolic logic in modern world
- CO5** Enunciate the core concepts of Predicate logic

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓	✓	✓		✓				✓						✓		✓
CO2	✓	✓	✓		✓				✓						✓		✓
CO3	✓	✓	✓		✓				✓						✓		✓
CO4	✓	✓			✓				✓						✓		✓
CO5	✓	✓			✓				✓						✓		✓

PHIC-302 WESTERN PHILOSOPHY

Credits: 5
Lecture hours: 80

Learning Objectives:

LO1: To make the students aware of the modern rationalism & Empiricism

LO2: To enable the students to gain thorough knowledge of Kant's phenomenalism

LO3: To make the students to comprehend the absolute idealism of Hegel & Bradley.

Unit – I Rationalism

- (a) Rene Descartes: Methodic doubt, Existence of self, God and World, Criterion of Truth, Mind and body
- (b) Gottfried Wilhelm Von Leibniz: Monadology, Pre-Established Harmony, Proofs for the Existence of God.

Unit – II Empiricism

- (a) John Locke: Refutation of Innate Ideas, Theory of Knowledge, Substance and Qualities
- (b) David Hume: Theory of Knowledge, Existence of God, Self, Causation

Unit-III Immanuel Kant

Critical Philosophy and Copernican Revolution, the Substance of Rational Thought, Practical Reason

Unit – IV George Wilhelm Friedrich Hegel

Nature of Reality, Logic and Dialectic Process, Philosophy of Nature and Absolute Spirit

Unit - V F.H. Bradley

Philosophy of the Absolute, Degrees of Reality, Concept of Self, Immediate experience

Text Books:

1. D. M. Datta, The Chief Currents of Contemporary Philosophy, The University of Calcutta, Calcutta University Press, 1961.
2. Frank Thilly, A History of Philosophy, Central Book Depot, Allahabad, 1973.
3. Y. Masih, A Critical History of Western Philosophy, Motilal Banarsidas, New Delhi, 2009.

Supplementary Readings:

1. S. Radhakrishnan (Ed.), History of Philosophy Eastern and Western – Vol.II, George Allen and Unwin Ltd., London, 1953.
2. William Kelly Wright, A History of Modern Philosophy, The Macmillan Company, New York, 1962.
3. W. T. Jones, A History of Western Philosophy, Harcourt, Brace and World Inc., New York, 1952.
4. Raghavendra Pratap Singh, Philosophy-Modern and Post Modern, Intellectual Book corner Pvt. Ltd., New Delhi, 1997.
5. Bertrand Russell, History of Western Philosophy, Routledge Classics, 8th Edition, 2016.

Course Outcome:

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

- CO1** Grasp the main tenets of modern rationalism
- CO2** Analyse the empiricism of Locke and Hume
- CO3** Understand the critical philosophy of Kant
- CO4** Comprehend the Dialectical idealism of Hegel
- CO5** Enunciate the Absolute idealism of Bradley

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓				✓	✓							✓	✓	✓		✓
CO2	✓				✓	✓							✓	✓	✓		✓
CO3	✓				✓	✓							✓	✓	✓		✓
CO4	✓				✓	✓							✓	✓	✓		✓
CO5	✓				✓	✓							✓	✓	✓		✓

Learning Objectives:

- LO1:** To make the students aware of the historical development of Saiva Siddhanta
- LO2:** To enable the students to gain expert knowledge in Saiva Siddhanta's epistemology and its relation to other schools
- LO3:** To make the students aware of the concept of Pati, Pasu , Pasam and the means to Mukti.

Unit – I Introduction to Saiva Siddhanta

Historical Development: Vedic sources – Development of Saiva Philosophy in the Upanishads – Svetasvatars – Agamic sources of Saivism – Twelve Thirumurai – Systematization in the fourteen Tamil Philosophical works siddhanta sastras.

Unit – II Metaphysics of Saiva Siddhanta

Pati: Nature of God – Arguments for the existence of God – Grace
Pasu: Nature of the soul – Three classes of soul - Arguments for existence of soul
Pasam: Anava – Karma – Maya.

Unit – III Liberation

Means to Liberation – Malaparipagam – Iruvinai oppu – Saktinipadam – Cariya – Kriya – Yoga – Jnana - Nature of Liberation.

Unit – IV Epistemology

Pramanas - Theories of Truth and Error - Validity of knowledge.

Unit – V Vira Saivism and Kashmir Saivism

Saiva Siddhanta in relation to (a) Advaita (b) Visistadvaita (c) Virasaivism (d) Kashmir Saivism.

Text Books:

1. Paranjothi, V. Saiva Siddhanta, Luzac and Co. Ltd., London, 1954.
2. Collected Lectures on Saiva Siddhanta, Annamalai University, 1978.
3. Subramania Pillai G., Introduction & History of Saiva Siddhanta, Annamalai University, 1948.

Supplementary Readings:

1. Ponniah, V. The Saiva Siddhanta Theory of knowledge, Annamalai University, Annamalainagar, 1952.
2. Devasenathipathi, V.A. Saiva Siddhanta, University of Madras, 1974.
3. Radhakrishnan, S. Indian Philosophy Vol. I & II, George Allen and Unwin Ltd., New York, 1966.
4. Chandradhar Sharma. A Critical Survey of Indian Philosophy Motilal Banarsidas, Delhi, 1976.
5. Mahadevan, T.M.P. An Invitation to Indian Philosophy, Arnold-Heinemann Publishers Pvt. Ltd., New Delhi, 1974.

Course Outcomes:

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

- CO1** Understand the various sources and development of Saivism and its contribution to the society
- CO2** Describe the metaphysical concepts Pati, Pasu, and Pasam
- CO3** Comprehend the Saiva siddhanta's means to liberation
- CO4** Enunciate the pramanas of Saiva siddhanta
- CO5** Analyse the relation of Saiva siddhanta to Vedantic schools, Vira & Kashmir Saivism

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓				✓			✓					✓	✓	✓		
CO2	✓				✓			✓		✓				✓	✓	✓	
CO3	✓				✓			✓		✓				✓	✓	✓	
CO4	✓				✓			✓						✓	✓		✓
CO5	✓				✓			✓						✓	✓	✓	✓

PHIC-304 PHILOSOPHY OF SCIENCE

Credits: 4
Lecture hours: 60

Learning Objectives:

- LO1:** To make the students aware of the similarities between philosophy and science and the values of science and technology.
- LO2:** To enable the students to understand the problem of induction and its development
- LO3:** To make the students aware of the role of Logical Positivism & Rationality in science

Unit – I Introduction to Philosophy of Science

Why Philosophy of Science? The relationship between Science and Philosophy - Scientific questions and questions about science – Modern Science as Philosophy – Science and Western Civilization.

Unit – II Induction and Confirmation

Baconian Presupposition less Observation – Hume's Induction – Goodman's New riddle of Induction – Does the Induction make Science possible?

Unit – III Logical positivism and Science

Role of Logic, Realism and Empiricism in Science – Logical Positivists and Logical empiricist's understanding of Science.

Unit – IV The Role of Rationality in Science

Scientific Inference or Deduction – Popperian Falsification and Demarcation between Science and Non-Science – What is the distinguishing mark of Scientific Activity?

Unit – V Scientific Revolution in Philosophical Perspective

The function of dogma in Science - Kuhnian Paradigm – Relativism – Incommensurability – Rivalry among Paradigms.

Text Books:

1. Karl popper, The Logic of Scientific Discovery, Routledge, 2nd edition, 2002.
2. Frank P. Philosophy of Science, Dover Publications, 2004.
3. Bandiste. D.D., A manual of Philosophy of Science, UK educational publishers, 2005.

Supplementary Readings:

1. Anthony O'Hear, An Introduction of Philosophy of Science, Clarendon Press, 1989.

2. Arthur Pap, An Introduction to the Philosophy of Science, Free Press of Glencoe , 1962.
3. Jardine N, The Birth of History and Philosophy of Science, Cambridge University, 1988.
4. Peter Achinstein , The concepts of Science – A Philosophical Analysis, Johns Hopkins University Press, 1971.
5. Peter Caws, The Philosophy of Science, D. Van Nostrand Co.; First Edition, 1965.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the principles of philosophy of science and the development of induction
- CO2** Comprehend the problem of induction and its role in science
- CO3** Enunciate the contribution of Logical Positivism in the development of science
- CO4** Analyse the role of rationality in science
- CO5** Describe the scientific revolution from philosophical point of view

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓								✓				✓		✓		
CO2	✓	✓			✓								✓	✓	✓		✓
CO3	✓	✓			✓	✓								✓	✓	✓	
CO4	✓	✓			✓	✓			✓		✓				✓		✓
CO5	✓	✓			✓	✓			✓		✓		✓	✓	✓		✓

PHIC- 401 CONTEMPORARY WESTERN PHILOSOPHY

Credits: 5
Lecture hours: 80

Learning Objectives:

- LO1:** To make the students aware of the core ideas of Bergson's Vitalism and Pragmatism
- LO2:** To enable the students to understand the main tenets of Phenomenology and Existentialism
- LO3:** To make the students aware of the emergence and progress of Post Modernism

Unit – I Creative Evolutionism

Henry Bergson: Time and Change, Intellect and Intuition, Creative Evolution, Morality and Religion

Unit – II Pragmatism and Psychology

William James – Meliorism and the meaning of Truth, Humanism and the Moral Life, Religious Experience and the Right to Believer, Radical Empiricism and Pluralism.

Unit – III Instrumentalism

John Dewey - The Integration of Experience, Thought and Scientific Method, Art and Education, Ethics and Valuation.

Unit – IV Phenomenology and Existentialism

- (a) Edmund Husserl: Pre-suppositionless philosophy, Phenomenological Method, Intentionality, Essence and Acts of Consciousness, Life World.
- (b) Existentialist Themes: Kierkegaard's Three Stages of Life, Nietzsche's Morality, Sartre: Bad Faith, Simone de Beauvoir's Second Sex.

Unit – V Postmodernism

Post Structuralism, Logocentrism, Deconstruction, Role and Limitation of Reason and Rationality.

Text Books:

1. D. M. Datta, The Chief Currents of Contemporary Philosophy, The University of Calcutta, Calcutta University Press, 2014.
2. Frank Thilly, A History of Philosophy, Central Book Depot, Allahabad, 2017.
3. Bertrand Russell, History of Western Philosophy, Routledge Classics, Eighth Edition, 2016.

Supplementary Readings:

1. Y. Masih, A Critical History of Western Philosophy, Motilal Banarsidas, New Delhi, 2009.
2. S. Radhakrishnan (Ed.), History of Philosophy Eastern and Western – Vol.II, George Allen and Unwin Ltd., London, 1953.
3. William Kelly Wright, A History of Modern Philosophy, The Macmillan Company, New York, 1962.
4. W. T. Jones, A History of Western Philosophy, Harcourt, Brace and World Inc., New York, 1952.
5. Raghavendra Pratap Singh, Philosophy - Modern and Post Modern, Intellectual Book corner Pvt. Ltd., New Delhi, 1997.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Comprehend the creative evolution of Henri Bergson
- CO2** Explicate the pragmatism of William James
- CO3** Analyse the instrumentalism of John Dewey
- CO4** Understand the core ideas of Phenomenology and Existentialism
- CO5** Explain the development of post modernism

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓				✓								✓	✓	✓		✓
CO2	✓				✓	✓							✓	✓	✓		✓
CO3	✓				✓	✓							✓	✓	✓		✓
CO4	✓				✓	✓					✓		✓	✓	✓		✓
CO5	✓				✓						✓		✓	✓	✓		✓

Learning Objectives:

- LO1:** To make the students aware of the nature & history of Religion
- LO2:** To enable the students to understand the psychology of Religion
- LO3:** To make the students aware of the various models of Inter Religious dialogues

Unit – I Introduction

Definition, Nature and Scope of Philosophy of Religion – Its relation to Philosophy and Theology.

Unit – II Origin and Development of Religion

Primitive or Tribal Religion - Primitive religious ideas – the main features of tribal religion - National or Priestly Religion – The transition from tribal to national religion – the main features of National religion. Prophetic or Universal Religion – The rise of Universal Religion - The Main features of Universal Religion. Inter-religious dialogue – exclusivism, inclusivism and Pluralism.

Unit - III Psychology of Religion

Psychological basis of religion - psychology of conversion, psychology of Prayer and Worship - Psychology of Religion and Subconscious - psychology of Religion and Social Psychology – Chief Religious Beliefs.

Unit - IV Religious and Mystical Experience

Religion as Experience - the meaning of religious experience - foundations of religious experience - Characteristics of Mystical Experience - Ineffability, Notice quality, Transiency, Passivity view of thinkers on Religious and Mystical Experience - William James - Ramakrishnan Paramahansa.

Unit - V Inter-religious Understanding

Models of Inter-religious dialogue - Peace and Conflict Resolution.

Text Books:

1. Kedar Nath Tiwari, Comparative Religion, Motilal Banarsidas, New Delhi, 2018.
2. Ram Shankar Srivastava, Comparative Religion, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 2014.
3. Suda J.P, Religion in India, Sterling Publishers Pvt. Ltd., New Delhi, 1978.

Supplementary Readings:

1. Widgeory A.C, The Comparative Study of Religions, Munshi Ram Manoharlal, New Delhi, 2012.
2. Max Mullar F, Natural Religion, collected works Asian Educational Service, Delhi, 1979.
3. Rajendra Verma, Comparative Religion: concepts and Experience, Intellectual Publishing House, Delhi, 1984.
4. Ward J.Follows. Religions East and West. Holt Rinehart and Winston, New York, 1979.
5. Brodov, V. Indian Philosophy in Modern Times, Progress Publishers, Moscow, 1984.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Comprehend the philosophical implications of religion
- CO2** Evaluate the development of religion from tribal to universal
- CO3** Understand the psychological basis of religion
- CO4** Analyse the mystical experience in religions
- CO5** Elucidate the inter-religious dialogues

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓				✓			✓	✓						✓		✓
CO2	✓				✓			✓							✓		✓
CO3	✓				✓			✓	✓						✓		✓
CO4	✓				✓			✓							✓		✓
CO5	✓				✓			✓							✓		✓

Learning Objectives:

- LO1:** To make the students understand the principles of methodology in Philosophy
- LO2:** To enable the students to acquire knowledge of reporting
- LO3:** To make the students aware of the importance of Presentation in research

Unit - I Preliminaries

Introduction – Etymological meaning of Research – Methodology of Research – Epistemology as the methodology – Distinction between thesis and Dissertation.

Unit - II Qualification Required for Research

Qualification for Research in Philosophy – Professional Qualities – Personal Qualities – Procedural components – Observation – concepts – Hypothesis and Verification – Selection of Topic.

Unit - III Kinds of Topic and Tool of Dissertation

Thinker or text based topics – concept based Topics – comparative Topics – Meta philosophical topics – Inter Disciplinary Topics – Field Survey - Tools of Research - Source of Material – classification of Data – Organisation – use of Library – Interview-case study.

Unit - IV Reporting

Oral Report – Written Report – Popular Report – Report for the administrator – Technical Report – Documentation.

Unit - V Presentation

Methodology of thesis presentation – Title Page – Preface – Table of Content – Abbreviations – Introduction – chapters – conclusion – Appendices – Bibliography - Pagination – Translation and Transliteration Diacritical Marks.

Text Books:

1. Ramachandran, T.P., The Methodology of Research in Philosophy, Madras University Publications, Chennai, 1984.
2. W.J. Goode and Paul K. Hatt. Research Methodology in Social Sciences, McGraw – Hill, 2012.
3. C. R. Kothari -Research Methodology : Methods & Techniques, 2015.

Supplementary Readings:

1. MLA Hand book for Writers of Research Papers, Seventh Ed., Affiliated East-West Press 2015.
2. Anilkumar Upadhyay, Research Methodology in Social Science, 2016.
3. Parsons, C.J. Thesis and Project work, Allen & Unwin Publisher, 2013.
4. Jonathan Anderson, Thesis and Assignment writing, John Wiley & Sons Inc. 2007.
5. Berry D.M. A guide to writing Research paper, Mc Graw – Hill, 2013.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the methods of research and its techniques.
- CO2** Realize the qualification required for a good researcher
- CO3** Comprehend the various tools of research
- CO4** Analyse the different types of reporting
- CO5** Write Research articles, reports, Dissertation and thesis

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓	✓			✓							✓					✓
CO2	✓	✓			✓			✓								✓	✓
CO3	✓	✓			✓											✓	✓
CO4	✓	✓			✓				✓								✓
CO5	✓	✓			✓				✓								✓

9.4 Project / Dissertation

9.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.

9.4.2 The Project Work/Dissertation shall carry a maximum of 100 marks.

9.4.3 CIA for Project will consist of a Review of literature survey, experimentation/field work, attendance etc.

9.4.4 The Project Report evaluation and viva-voce will be conducted by a committee constituted by the Head of the Department.

9.4.5 The Project Evaluation Committee will comprise the Head of the Department, Project Supervisor, and a senior faculty.

9.4.6 The marks shall be distributed as follows:

Continuous Internal Assessment (25 Marks)		End Semester Examination (75 Marks)	
Review-I 10	Review-II: 15	Project / Dissertation Evaluation	Viva-voce
		50	25
<p>➤ The total number of pages for a dissertation should be more than 50 pages and less than 100 pages</p>			

Course Outcomes:

At the end of the Course, students will be able to:

- CO 1. Identify and define the problems.
- CO 2. Apply appropriate research methods.
- CO 3. Generate questions or hypothesis.
- CO 4. Review and summarize the literature
- CO 5. Collect data systematically
- CO 6. Evaluate, Interpret and analyse the data and evidence.
- CO 7. Discuss findings in the broader context of the field.
- CO 8. Develop and sustain an evidence – based argument.
- CO 9. Write and speak critically and coherently
- CO 10. Produce publishable results.

DEPARTMENT ELECTIVES

Semester - II

PHIE-205(A) PRINCIPLES OF YOGA (DE)

Credits: 3
Lecture hours: 50

Learning Objectives:

- LO1: To make the students aware of the historical background of Yoga
- LO2: To enable the students to understand the yoga of Thirumular, Patanjali and Bhagavad Gita
- LO3: To make the students aware of the role of yoga in healthy living

Unit – I Introduction

Yoga: Meaning – Nature and scope – Historical background – Philosophical perspectives.

Unit – II Thirumular and Patanjali

Yoga of Thirumular - Eight fold path of Patanjali's Yoga - Moral – Physical, Psychological and Mystical development.

Unit – III Bhagavad Gita and Saiva Siddhanta

Bhagavad Gita: Jnana, Karma, and Bhakthi Yoga
Saiva Siddhanta – Carya, Kriya, Yoga and Jnana.

Unit – IV Vivekananda, Aurobindo and Vethathiri Maharishi

Vivekananda's Conception of Yoga – Sri Aurobindo's Integral Yoga – Vethatri Maharishi's Simplified Kundalini Yoga.

Unit – V Yoga and Health

Yoga for Physical, Mental and Spiritual Health – Yoga and Stress Management – Yoga and personality development.

Text Books:

1. Swami Abhedananda, 'Yoga theory and practice, Ramakrishna Mutt, Calcutta 1967.
2. Jean Filliozat, Religion Philosophy Yoga Motilal Banarsidass Publishrs Pvt. Ltd., New Delhi, 1991.
3. Vivian Loorthington, A History of Yoga, Routledge and Kegan Paul, London, 1982.

Supplementary Readings:

1. S.N. Dasgupta, Yoga philosophy, Motilal Banarsidas, Delhi.
2. James Hewitt, Yoga Teach yourself Books, London.

3. T.N. Ganapathy & K.R. Arumugam, The Yoga of Tirumoolar, Yoga Research Centre, Chennai – 2007.
4. Swami Prabhavananda, Pathanjali Yoga Sutras, Ramakrishna Mutt, Chennai, 2008.
5. V.R. Vijayakumar, Yoga and Nature of man (Tamil), Ayagiriva Publishers, Chennai 2008.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the philosophical implications in yoga
- CO2** Analyse the yoga of Thirumular and Patanjali
- CO3** Comprehend the yoga of Gita and Saiva Siddhanta
- CO4** Elucidate the yoga of modern Indian philosophers
- CO5** Enunciate the necessity of Yoga in modern life

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1								✓						✓			✓
CO2					✓			✓					✓	✓			✓
CO3					✓			✓						✓	✓	✓	✓
CO4	✓				✓			✓					✓	✓		✓	✓
CO5		✓						✓		✓	✓	✓		✓		✓	✓

Learning Objectives:

LO1: To make the students aware of the nature of the human behaviour

LO2: To enable the students to understand the Emotion and Attention

LO3: To make the students aware of the approaches to Motivation and various theories of learning

Unit – I Introduction

Psychology as a Science – Aim, Nature and Scope of Psychology – Its relation to other Sciences – Methods of Psychology.

Unit – II Emotion and Perception

Definition - Theories of Emotion – Perception as Selective Process – Theories of Perception – Errors of Perception.

Unit – III Attention

Factors of Attention: Objective and Subjective Factors – Types of Attention – Division of Attention – Distraction and Inattention.

Unit – IV Motivation

Nature of Motivation – Characteristics of Motivated Behaviour – Approaches to Motivation.

Unit – V Learning

Thorndike's Laws of Learning – The process of Conditioning – Insight Learning – Learning Curve – Theories of Learning.

Text Books:

1. Morgan, C.T. Introduction to Psychology, New Delhi; McGraw Hill, 2015.
2. Murphy, G. An Introduction to Psychology. New York; Harper Publication, 2016.
3. Woodworth, R.S, Contemporary schools of Psychology, Ronald Publication, 2013.

Supplementary Readings:

1. Boaz, G.D. General Psychology, Madras: Minerva press, 2007.
2. Larry, T.Brown & et al. An Introduction to psychology. Cambridge: Winthrop Publication, 2009.
3. Adinarayanan, S.P., Principles of Psychology.
4. Plotnic, Rod, Introduction to Psychology(2nd Ed.) New York, 1989.

Course Outcomes:

At the end of the Course, students will be able to:

CO1 Understand the various methods of psychology

CO2 Analyse the errors of perception

CO3 Evaluate the different factors of attention

CO4 Elucidate the nature of motivation

CO5 Comprehend the various theories of learning

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓							✓					✓		✓		
CO2	✓							✓					✓		✓		
CO3	✓		✓					✓						✓	✓	✓	
CO4	✓							✓		✓					✓		
CO5	✓							✓							✓		✓

Learning Objectives:

- LO1:** To make the students aware of the development of management in temples
- LO2:** To enable the students to comprehend the various functions of H.R. & C.E Board
- LO3:** To make the students aware of the social services rendered by temples

Unit – I Introduction

Management: Definition – Meaning – Importance and development – Its Functions – Development of management in Temples.

Unit – II Temple and Religion

Religion: Definition – Significance – Functions
Temple plan and its parts - Temples growth through the hymns of Nayanmars and Alwars – Temples as social Institutions.

Unit – III Maintenance of Temples by H.R. & C.E Board

Essentials of Valid endowments – Suits for recovery of endowed properties – Budget, Accounts, Audit and Finance.
a) Hindu Charitable institutions
b) Christian charitable institutions
c) Muslim charitable institutions (WAKF ACT)
Its aim and constitution – An serial survey of its trust Act and I.T. Acts.

Unit – IV Hindu Temples and H.R. & C.E Board

A general survey of the management of Hindu Temples under H.R. & C E Board – The functions and Constitutional law of H.R. & C E Board – Foundations of Mutts and its functions.

Unit – V Temple and Social Services

Basis of social services – Brotherhood of man and Fatherhood of God – Rights of worshipers – Importance of Temple Festivals and Pujas – Unity in Diversity.

Text Books:

1. Shyamal Banerjee - Principles and practice of management
2. Nagasamy H. & Chandramurthy - Tamizhaga koil kalaikal

Supplementary Readings:

1. Tamil Hindu Religious and Charitable endowments Act XXII of 1959.
2. W A K F Act.
3. Arumuga Navalar. Hindu Samaya Inaippu Villakkam, Arulmigu Dhandayuthapaniswami Thirukkoil, Palani, 1999.

4. Natarajan A.C. Hindu Samaya Alayangal Arakkattalaigal Chattam.
5. Nagaswami, H. Art and Culture of Tamilnadu, Sandeep Prahasthan, Delhi, 1980.
6. Srinivasan K.R. Temple, Art and Architecture in India, Delhi, 1965.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the gradual development of management in temples
- CO2** Analyse the importance of Nayanmars and Alwars in temple growth
- CO3** Comprehend the role of H.R. & C.E Board in temple maintenance
- CO4** Elucidate the constitutional law of H.R. & C.E Board
- CO5** Build the capacity to become Temple Executive Officer

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1		✓						✓					✓				✓
CO2		✓						✓					✓	✓			✓
CO3		✓															✓
CO4		✓									✓						✓
CO5		✓						✓									✓

PHIE – 305(A) PHILOSOPHY OF VAISHNAVISM (DE)

Credits: 3
Lecture hours: 50

Learning Objectives:

- LO1:** To make the students aware of the origin and development of Vaishnavism
- LO2:** To make the students aware of the contributions of Alwars and Acharyas to vaishnavism
- LO3:** To enable the students to understand the Visistadvaita and ethics of Vaishnavism

Unit – I Origin and development of Vaishnavism

Vaishnavism in Vedas, Upanisads, Mahanarayana Upanisads, Brahmasutra and Bhagavat Gita – The importance of Vaishnavism in Tamilnadu.

Unit – II Traces of Vaishnavism in Puranas, Epics and Agamas

Vishnupurnam and Bagavathapuranam – Ramayanam and Mahabharatham – Vaishnava Agamas- pancharathiram Vaikanasam.

Unit – III Alwars and Acharyas

Alwars – The contribution of Alwars to the development of Bhakti – Nalayiradivya Prabandam – The contribution of Acharyas: Nathamuni, Yamunachariyar, Ramanujar, Vedanta Desikar, Pillai Lokachariya, Upaya Vedanta – Srivaishnavism.

Unit – IV Philosophy of Visistadvaita

The meaning of Visistadvaita – Philosophical doctrines - Nature of Brahman and Jiva – Sarira sariri bhava.

Unit – V Ethcis of Vaishnavism

Nishkama Karma, Karma, Jnana, Bhakti and Prapatti – Nature of Mukti.

Text Books:

1. P.N. Srinivasachari, The Philosophy of Visistadvaita, The Adyar Library and research Centre, 1970.
2. S. Krishnaswami Ayyangar, Early History of Vaishnavism, Oxford University Press, 2011.
3. Suvira, Jaiswal, Origin and development of Vaishnavism, Oriental Publishers, 1967.

Supplementary Readings:

1. S.M. Srinivasa Chari, Vaisnavism-Its Philosophy, Theology and Religious.
2. Hooper, Hymns of the Alwars, Association Press, 1929.
3. P.N. Srinivasa Chari, Ramanuja's Idea of the Finite Self, Longmans, 1928.
4. Anima sen Gupta, A critical study of the Philosophy of Chawkamba, Amarbharati Prakashan, 2008.

Course Outcomes:

At the end of the Course, students will be able to:

CO1 Understand the historical development of Vaishnavism

CO2 Analyse the traces of Vaishnavism in Puranas, Epics & Agamas

CO3 Assess the contribution of Alwars and Acharyas to Vaishnavism

CO4 Comprehend the main tenets of Visistadvaita

CO5 Enunciate the importance of Prapatti in Vaishnavism

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1					✓								✓				
CO2					✓								✓				
CO3					✓								✓	✓			
CO4	✓				✓								✓	✓	✓		✓
CO5					✓			✓								✓	

Semester - III

PHIE – 305 (B) MODERN INDIAN THOUGHT (DE)

Credits: 3
Lecture hours: 50

Learning Objectives:

- LO1:** To make the students aware of the modern philosophy of St. Ramalingam and Gandhi
- LO2:** To enable the students to understand the philosophy of J. Krishnamurthi and Iqbal
- LO3:** To make the students aware of the idealistic philosophy of K.C. Bhattacharya

Unit – I St. Ramalingam

His Philosophy – Jeevagarunyam – Satya Gnana Sabai – Anmaneya Orumaipadu.

Unit – II Mahatma Gandhi

Gandhi: Various Influences – Truth and Non-Violence - Satyagraha, Sarvodaya, Religion, and Education.

Unit – III J. Krishnamurthi

J. Krishnamurthi – Concept of Truth, Freedom from known, Analysis of Self, conception of New Society.

Unit – IV Mohammad Iqbal

Iqbal – Self, God, Man and Superman.

Unit – V K. C. Bhattacharya

K.C. Bhattacharya – Concept of Idealism, subject as freedom, The Doctrine of Maya.

Text Books:

1. Lal B.K. Contemporary Indian Philosophy, Motilal Banarsidas, New Delhi, 1995.
2. Naran. V.S. Modern Indian Thought, Asia Publishing House, Bombay, 1964.
3. Patil V.T. Studies on Gandhi, New Delhi, Sterling Publisher, Pvt. Ltd., 1983.
4. Saint Ramalingam: Ramanathapuram Vallalar Universal Mission Trust.

Supplementary Readings:

1. Nilakanda Sastri, K.A., A History of South India, Oxford University Press, New Delhi, 2008.
2. Krishnamurthi, V.M., History of Tamil Nadu, Vijayalakshmi Publications, Neyyoor, 1983.

3. Subrmanian. N., Social and Culture History of Tamilnadu, Ennes Publications, Udumalpet, 2007.
4. Pillay, K.K., Historical Heritage of the Tamils, MJP Publishers, 2008.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the Anmaneya Orumaipadu of St. Ramalingam
- CO2** Analyse the core ideas of Gandhian philosophy
- CO3** Elucidate J. Krishnamurthi's concept of Truth
- CO4** Comprehend the main tenets of Iqbal's philosophy
- CO5** Enunciate K.C.Bhattacharya's idealism

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓				✓			✓					✓	✓	✓	✓	✓
CO2	✓				✓			✓					✓	✓	✓	✓	✓
CO3	✓				✓			✓					✓	✓	✓	✓	✓
CO4	✓				✓			✓					✓	✓	✓	✓	✓
CO5	✓				✓			✓					✓	✓	✓	✓	✓

Semester - III

PHIE - 305(C) APPLIED ETHICS (DE)

Credits: 3
Lecture hours: 50

Learning Objectives:

- LO1:** To make the students aware of Life Values and their application in day today life
- LO2:** To enable the students to understand the importance of professional ethics
- LO3:** To make the students aware of the necessity of ethics in Biotechnology and Genetic Engineering

Unit - I Introduction

Applied Ethics: Definition - Nature and scope - Importance for Society - Applied ethics and education – Life Values, Goodness, Justice or Fairness, Truth Telling and Individual Freedom.

Unit - II Ethics and Human Life

War, Social Conflicts, Abortion, Infanticide, Mercy killing and Suicide - Situational vs Absolute Ethics.

Unit - III Professional Ethics

Bio-ethics: Definition – Health care professional and patients.
Business Ethics: Rights and obligations in Business
Ethics and Human Sexuality: Premarital Sex, Adultery, Pornography and Sexual perversion.

Unit - IV Biotechnology and Genetic Engineering

Basic Genetics - The Human Genome project - Genetically Modified Food – Its Implications - Consumer Ethics and Rights - Cloning of Animals and Humans.

Unit - V Contemporary issues

Abortion and Euthanasia - Cyber Ethics - Consumer Rights - Advertisement Ethics - Biodiversity and Environment - Science, Religion and Morality.

Text Books:

1. Peter Singer, Applied Ethics, Oxford University Press, 1986.
2. Shari Collins-Chobanian & Kai Wong, Applied Ethics: A Multicultural Approach, Pearson College Div. Subsequent edition, 1997.
3. Robert L. Holmes, Introduction to Applied Ethics, The Bloomsbury Group, 2018.

Supplementary Readings:

1. William Lillie. An Introduction to Ethics. London: Methuen & Co Ltd.,1964.
2. Herold Titus. Ethics for Today. New Delhi: Eurasia Publishing House, 1964.
3. Sharma R.N. Principles of Sociology, Meerut: Educational Publishers 1968.
4. Bhuvan Chandal. Marxian Ethics. New Delhi: Munishram Manoharlal publishers Pvt. Ltd.,1929.
5. Srinivasan C. Suddha Sanmarga Vilakkam. Trichy: Ilakiya Nilayam 1966.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the importance of applying life values in life
- CO2** Analyse the distinction between situational and absolute ethics
- CO3** Describe the significance of professional ethics in modern world
- CO4** Comprehend the necessity of Bio-ethics in Genetics research
- CO5** Enunciate the emerging ethical issues in medicine, media, cyber zone and environment

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓							✓				✓			✓	✓	✓
CO2								✓	✓		✓				✓	✓	✓
CO3	✓				✓			✓	✓		✓				✓	✓	✓
CO4								✓	✓		✓				✓	✓	✓
CO5					✓			✓	✓		✓				✓	✓	✓

INTER DEPARTMENTAL ELECTIVES

Semester - I

PHIX-105(A) ESSENTIALS OF PHILOSOPHY (IDE)

Credits: 3
Lecture hours: 50

Learning Objectives:

- LO1:** To make the Students aware of the fundamental principles of Philosophy
- LO2:** To enable the Students to grasp the basic concepts of Epistemology, Metaphysics and Axiology
- LO3:** To make the students aware of the relation of Philosophy to sciences

Unit - I Introduction

Philosophy: Meaning – Definition - Nature and scope – Problems of Philosophy - Relation to other Sciences – Branches.

Unit - II Epistemology

Meaning – Sources of knowledge and Pramanas - Divisions – Materialism, Idealism, Realism, Empiricism & Rationalism – Pragmatism – Existentialism – Post Modernism.

Unit - III Metaphysics

Meaning – Divisions – Philosophy of Self - Ontology, Cosmology, Theology, Teleology, Cosmogony & Eschatology.

Unit- IV Axiology

Meaning – Types of Values – Intrinsic and Extrinsic values
Ethics : Purusharthas: Dharma, Artha, Kama and Moksha.

Unit - V Other Branches

Logic, Aesthetics, Politics, and Environmental Philosophy.

Text Books:

1. Ghose M.N., The Essence of General Philosophy, Bharatiya Kala Prakashan, New Delhi, 2007.
2. Chakravarti Sibapada, An Introduction to General Philosophy, Kamala Book Depot, Calcutta, 2014.
3. Banerjee N.N. & Singh K., Western Philosophy, Prakashan Kendra, Lucknow, 2016.

Supplementary Readings:

1. Kulpe Oswald, Introduction to Philosophy, Bharatiya Kala Prakashan, New Delhi, 2007.
2. Paulsen Friedrich, Introduction to Philosophy, Anmol Publications Pvt. Ltd., New Delhi, 1999.
3. Amaladass Anand, Introduction to Philosophy, Satyam Nilayam Publications, Chennai, 2001.
4. Randal J.H & Buchler Justus JR., Philosophy An Introduction, Barnes & Noble, Inc., New York, 1956.
5. Sue Hamilton, Indian Philosophy - A Very short introduction, Oxford University Press, 2001.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the problems of philosophy
- CO2** Enunciate various sources of knowledge in Indian and Western philosophy
- CO3** Comprehend the different divisions of Metaphysics
- CO4** Analyse the values in Indian and western philosophy
- CO5** Explicate the recent developments in philosophy

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓				✓							✓	✓	✓	✓		✓
CO2	✓	✓			✓							✓	✓	✓	✓		✓
CO3	✓				✓					✓		✓	✓	✓	✓		✓
CO4	✓				✓			✓			✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓			✓				✓		✓	✓	✓	✓	✓		✓

Semester - I

PHIX-105(B) GANDHIAN PHILOSOPHY (IDE)

Credits: 3

Lecture hours: 50

Learning Objectives:

- LO1:** To make the students aware of the core ideas of Gandhian Philosophy
- LO2:** To enable the students to comprehend Gandhi's concept of religion
- LO3:** To make the students aware of the relevance of Gandhism in the Contemporary World.

Unit - I Introduction

Biography of Mahatma Gandhi - Various Influences that shaped Gandhi's philosophy.

Unit – II Concept of Truth

Truth is God – God as Personal and Impersonal - Path to the knowledge of Truth.

Unit – III Non-violence (Ahimsa)

Meaning of Non-violence - Possibility of Perfect Ahimsa - Sources of Gandhi's ideas of Ahimsa - Means and End in Gandhian and Marxian perspective.

Unit – IV Religion

Meaning – Nature and Characteristics - Concept of Universal Religion Vs Particular Historical Religions – True Conversion.

Unit – V Sarvodaya and Satyagraha

Sarvodaya: Social philosophy – Satyagraha: Political Philosophy - Trusteeship and Swadeshi - Two Doctrines of Gandhian Economics - Relevance of Gandhi in the Contemporary world.

Text Books:

1. Patil V.T. Studies on Gandhi. New Delhi: Sterling publishers Pvt. Ltd., 1983.
2. Navajivan publication. The Collected Works of Mahatma Gandhi. New Delhi: Publication Division, 1967.
3. K.D. Gangrade, Gandhian Approach to development and social work, Concept Publishing Company, 2005.

Supplementary Readings:

1. Gandhi M.K. The Story of My Experiments With Truth. Ahmedabad: Navajivan 1948.
2. Hiriyana M. Outline of Indian Philosophy. Bombay: George Allen and Unwin (India) Pvt. Ltd., 1973.
3. Roy Chaudhury P.C. Gandhi and His Contemporaries, New Delhi: Sterling publishers pvt.Ltd.1986.

4. James D.Hunt. Gandhi and the Non-Conformists. New Delhi: Premilla and Co. Publishers, 1986.
5. Ram Balak Roy. Gandhian Philosophy. Patna: Anupam Publications, 1986.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the various influences that shaped Gandhi's thought
- CO2** Enunciate Gandhi's assertion of Truth is God
- CO3** Comprehend the concept of Ahimsa, Means and End
- CO4** Analyse Gandhi's views on religious conversion
- CO5** Explicate the Sarvodaya, Satyagraha and Trusteeship

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1						✓		✓					✓				
CO2	✓				✓			✓			✓		✓	✓	✓	✓	✓
CO3	✓				✓		✓	✓			✓		✓	✓	✓	✓	✓
CO4	✓				✓		✓	✓			✓		✓		✓		
CO5	✓				✓		✓	✓			✓		✓		✓	✓	✓

Semester - II

PHIX-206(A) INTRODUCTION TO PHILOSOPHY (IDE)

Credits: 3
Lecture hours: 50

Learning Objectives:

- LO1:** To make the students aware of the fundamental principles of Philosophy
- LO2:** To enable the students to grasp the basic concepts of Epistemology, Metaphysics and Axiology
- LO3:** To make the students aware of the relation of Philosophy to sciences

Unit - I Introduction

Philosophy: Meaning – Definition - Nature and scope – Problems of Philosophy - Relation to other Sciences – Branches.

Unit - II Epistemology

Meaning – Sources of knowledge and pramanas - Divisions – Materialism, Idealism, Realism, Empiricism & Rationalism – Pragmatism – Existentialism – Post Modernism.

Unit - III Metaphysics

Meaning – Divisions – Philosophy of Self - Ontology, Cosmology, Theology, Teleology, Cosmogony & Eschatology.

Unit- IV Axiology

Meaning – Types of Values – Intrinsic and Extrinsic values
Ethics : Purusharthas: Dharma, Artha, Kama and Moksha.

Unit - V Other Branches

Logic, Aesthetics, Politics, and Environmental Philosophy.

Text Books:

1. Ghose M.N., The Essence of General Philosophy, Bharatiya Kala Prakashan, New Delhi, 2007.
2. Chakravarti Sibapada, An Introduction to General Philosophy, Kamala Book Depot, Calcutta, 2014.
3. Banerjee N.N. & Singh K., Western Philosophy, Prakashan Kendra, Lucknow, 2016.

Supplementary Readings:

1. Kulpe Oswald, Introduction to Philosophy, Bharatiya Kala Prakashan, New Delhi, 2007.
2. Paulsen Friedrich, Introduction to Philosophy, Anmol Publications Pvt. Ltd., New Delhi, 1999.
3. Amaladass Anand, Introduction to Philosophy, Satyam Nilayam Publications, Chennai, 2001.
4. Randal J.H & Buchler Justus JR., Philosophy An Introduction, Barnes & Noble, Inc., New York, 1956.
5. Sue Hamilton, Indian Philosophy - A Very short introduction, Oxford University Press, 2001.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the problems of philosophy
- CO2** Enunciate various sources of knowledge in Indian and Western philosophy
- CO3** Comprehend the different divisions of Metaphysics
- CO4** Analyse the values in Indian and western philosophy
- CO5** Explicate the recent developments in philosophy

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓				✓							✓	✓	✓	✓		✓
CO2	✓	✓			✓							✓	✓	✓	✓		✓
CO3	✓				✓					✓		✓	✓	✓	✓		✓
CO4	✓				✓			✓			✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓			✓				✓		✓	✓	✓	✓	✓		✓

Learning Objectives:

- LO1:** To make the students aware of the historical development of Saiva Siddhanta
- LO2:** To enable the students to gain expert knowledge in Saiva Siddhanta's epistemology and its relation to other schools
- LO3:** To make the students aware of the concept of Pati, Pasu , Pasam and the means to Mukti.

Unit – I Introduction

Historical Development: Vedic sources – Development of Saiva Philosophy in the Upanishads – Svetasvatars – Agamic sources of Saivism – Twelve Thirumurai – Systematization in the fourteen Tamil Philosophical works siddhanta sastras.

Unit – II Metaphysics of Saiva Siddhanta

Pati: Nature of God – Arguments for the existence of God – Grace
Pasu: Nature of the soul – Three classes of soul - Arguments for existence of soul
Pasam: Anava – Karma – Maya.

Unit – III Liberation

Means to Liberation – Malaparipagam – Iruvinai oppu – Saktinipadam – Cariya – Kriya – Yoga – Jnana - Nature of Liberation.

Unit – IV Epistemology

Pramanas - Theories of Truth and Error - Validity of knowledge.

Unit – V Vira Saivism and Kashmir Saivism

Saiva Siddhanta in relation to (a) Advaita (b) Visistadvaita (c) Virasaivism (d) Kashmir Saivism.

Text Books:

1. Paranjothi, V. Saiva Siddhanta, Luzac and Co. Ltd., London, 1954.
2. Collected Lectures on Saiva Siddhanta, Annamalai University, 1978.
3. Subramania Pillai G., Introduction & History of Saiva Siddhanta, Annamalai University, 1948.

Supplementary Readings:

1. Ponniah, V. The Saiva Siddhanta Theory of knowledge, Annamalai University, Annamalainagar, 1952.
2. Devasenathipathi, V.A. Saiva Siddhanta, University of Madras, 1974.

3. Radhakrishnan, S. Indian Philosophy Vol. I & II, George Allen and Unwin Ltd., New York, 1966.
4. Chandradhar Sharma. A Critical Survey of Indian Philosophy Motilal Banarsidas, Delhi, 1976.
5. Mahadevan, T.M.P. An Invitation to Indian Philosophy, Arnold-Heinemann Publishers Pvt. Ltd., New Delhi, 1974.

Course Outcomes:

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

- CO1** Understand the various sources and development of Saivism and its contribution to the society
- CO2** Describe the metaphysical concepts Pati, Pasu, and Pasam
- CO3** Comprehend the Saiva siddhanta's means to liberation
- CO4** Enunciate the pramanas of Saiva siddhanta
- CO5** Analyse the relation of Saiva siddhanta to Vedantic schools, Vira & Kashmir Saivism

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓				✓			✓					✓	✓	✓		
CO2	✓				✓			✓		✓				✓	✓	✓	
CO3	✓				✓			✓		✓				✓	✓	✓	
CO4	✓				✓			✓						✓	✓		✓
CO5	✓				✓			✓						✓	✓	✓	✓

Learning Objectives:

- LO1:** To make the students aware of the core principles of Hinduism and Christianity
- LO2:** To enable the students to gain knowledge of Islam, Buddhism and Jainism
- LO3:** To provide the students the method of comparing the major religions

Unit – I Hinduism

God - World – Man – Evil and suffering - Life after death – Human destiny – Hindu Ethics, prayer and rituals.

Unit – II Christianity

God – World – Man – Evil and suffering - Life after death – Human destiny – Ethics and Prayer.

Unit – III Islam

God – World – Man – Evil and suffering - Life after death – Human destiny – Ethics and Prayer.

Unit – IV Buddhism & Jainism

Buddhism: God-hood – World – Man – Evil and suffering - Life after death – Ultimate destiny – Buddhist discipline

Jainism: God-hood – World – Man – Evil and suffering - Life after death – Ultimate destiny.

Unit – V Comparison of Religions

Comparison of Hinduism, Christianity, Islam, Buddhism & Jainism.

Text Books:

1. Kedar Nath Tiwari, Comparative Religion, Motilal Banarsidas, New Delhi, 1990.
2. Ram Shankar Srivastava, Comparative Religion, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 1974.
3. Suda J.P, Religion in India, Sterling Publishers Pvt. Ltd., New Delhi, 1978.

Supplementary Readings:

1. Widgoery, A.C, The Comparative Study of Religions, Munshi Ram Manoharlal, Delhi, 1922.
2. Max Mullar, F, Natural Religion, collected works Asian Educational Service, Delhi, 1979.
3. Rajendra Verma, Comparative Religion: concepts and Experience, Intellectual Publishing House, Delhi, 1984.
4. Ward J.Follows. Religions East and West. Holt Rinehart and Winston, New York, 1979.

5. Brodov, V. Indian Philosophy in Modern Times, Progress Publishers, Moscow, 1984.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the salient features of Hinduism as a religion
- CO2** Explain the core ideas of Christianity
- CO3** Comprehend the main tenets of Islam
- CO4** Enunciate the core principles of Buddhism and Jainism
- CO5** Compare and analyse the key concepts of five major religions

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓				✓			✓					✓	✓	✓	✓	
CO2	✓				✓			✓					✓	✓	✓	✓	
CO3	✓				✓			✓					✓	✓	✓	✓	
CO4	✓				✓			✓					✓	✓	✓	✓	
CO5	✓				✓	✓		✓	✓		✓	✓		✓	✓	✓	✓

Learning Objectives:

- LO1:** To make the students aware of the general characteristics of Indian Culture
- LO2:** To enable the students to understand the Pre-Historic culture
- LO3:** To make the students aware of the contribution of various dynasties to Indian Culture

Unit – I Introduction

Culture and civilization: Meaning - Nature and scope –Differences and Relationship between culture and civilization - General characteristics of Indian culture – Geographical impact on Indian Culture.

Unit – II Pre-Historic Culture

Dravidian culture – Old stone age – New stone age – Metal age – Indus valley culture – Salient Features and Importance of Indus valley culture.

Unit – III Contribution of Pallavas, Cholas & Pandiyas

Origin of Pallavas - Pallavas Administration - Social, Economical and Religious conditions – Art and Architecture - **Contribution of Cholas:** Cholas Administration – Election method – Social, Economical and Religious conditions – Chola Fine Arts and Architecture - **Contribution of Pandiyas:** Society – Politics – Economic and Religious conditions – Art and Architecture.

Unit – IV Vijayanagar Rulers

Politics - social and economic conditions – Religion and Fine Arts **Nayaks of Madura:** Administration – Society – Economic and Religious conditions – Education and Fine Arts.

Unit – V Cultural Renaissance in the 19th and 20th Centuries

Causes of Renaissance - Arya Samaj – Brahma Samaj – Theosophical Society and Ramakrishna Mission.

Text Books:

1. Luniya, B.N. Evolution of Indian Culture, Lakshmi Narain Agarwal Publishers, Agra, 1986.
2. AL. Basham, The Wonder That Was India, Picador; Indian edition, 2004.
3. Jeyapalan, N. A History of Indian Culture, Atlantic publishers, New Delhi, 2001.

Supplementary Readings:

1. Saletore, R.N. Encyclopedia of Indian Culture, Sterling publishers Pvt. Ltd., New Delhi, 1981.
2. Charles A. Moore. Philosophy and Culture – East and West, University of Hawaii, Honolulu, 1968.
3. John Grimes. A Concise Dictionary of Indian philosophy (Sanskrit-English), University of Madras, Madras, 1998.
4. Misra, R.S. Studies in philosophy and Religion, Bharathiya Vidya Prakasans, Varanasi, 1991.
5. Nilakand Sastri, KA, A History of South India, Oxford University Press, London, 1975.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1** Understand the basics of Indian Culture
- CO2** Comprehend the significance of Pre-Historic Culture
- CO3** Explicate the and contribution of various dynasties to Indian Culture
- CO4** Assess the culture prevailed during Vijayanagar dynasty
- CO5** Analyse the effects of Cultural Renaissance took place in 19th & 20th Centuries

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓							✓			✓	✓				✓	✓
CO2								✓			✓					✓	✓
CO3								✓			✓				✓	✓	✓
CO4	✓										✓					✓	✓
CO5	✓					✓		✓			✓					✓	✓

Semester – I

VALUE ADDED COURSE (VAC)

PHIV – 106 RESEARCH ETHICS

Credits: 2

Lecture hours: 33

Learning Objectives:

LO1: To make the students aware of the emerging ethical issues in modern research.

LO2: To enable the students to understand the role and responsibilities of Research Ethics Committees.

LO3: To make the students aware of the necessity of honesty & integrity while doing research.

Unit – I Introduction

Research Ethics: Meaning – Nature & Importance – Need of the study in Theoretical, Applied and Experimental Research.

Unit – II Ethical Issues in Research

Research Misconduct – Fabrication, Falsification & Plagiarism (FFP) – Researcher-Participant (Subject) relationship – Confidentiality and Disclosure.

Unit – III Research Ethics Committees

Legal issues in Research – National and International level guidelines, procedures & practices issued by Government & other Organizations/Agencies to conduct research – Institutional Animal Ethics Committee – UGC-CARE.

Unit – IV Honesty and Integrity in research

Responsible conduct of research at Individual and Group level – Authorship – Research Integrity – Good experimental practice.

Unit – V Justice in research

Exploitation of Research Subjects (Participants) – Exclusion of particular group from research – Distributive Justice – Welfare of all human beings and Society.

Text Books:

1. Gary Comstock, Research Ethics: A Philosophical Guide to the Responsible conduct of Research, Cambridge University Press, UK, 2013.
2. Sana Loue, Research Ethics-Theory and Practice, Kluwer Academic Publishers, New York, 2012.
3. Deni Elliott and Judy E.Stern, Research Ethics-A Reader, University Press of New England, Hanover, 2007.

Supplementary Readings:

1. Mark Israel and Iain Hay, Research Ethics for Social Scientists, Sage Publication Ltd., London, 2006.
2. Paul Oliver, The Student's Guide to Research Ethics, Open University Press, McGraw-Hill Education, England, 2010.
3. Mark Israel, Research Ethics and Integrity for Social Scientists, Sage Publication Ltd., London, 2014.
4. Helen Kara, Research Ethics in the real world, Policy Press, University of Bristol, UK, 2018.
5. David Koepsell, Scientific Integrity and Research Ethics, Springer International Publisher, Mexico, 2017.

Course Outcomes:

At the end of the Course, students will be able to:

- CO1 Understand the importance of Research Ethics in present day scenario
- CO2 Analyse the various ethical issues in modern research
- CO3 Comprehend the legal issues in research and various measures taken to overcome those issues
- CO4 Apply the honesty and integrity while doing research
- CO5 Realize that the research is meant for welfare of all human beings and society at large

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	✓				✓			✓					✓	✓		✓	
CO2	✓	✓			✓			✓					✓			✓	
CO3					✓		✓	✓						✓	✓	✓	
CO4					✓			✓		✓	✓			✓		✓	
CO5	✓				✓			✓			✓			✓		✓	