

**P. G & Research**  
**Department of Philosophy, Religion & Culture**



**PG Syllabus**  
**(2019-2020 onwards)**

**POOMPUHAR COLLEGE (Autonomous)**

of the Tamilnadu HR & CE (Admn.) Dept.

MELAIYUR – 609 107.

## M.A., PHILOSOPHY, RELIGION & CULTURE

### COURSE STRUCTURE UNDER CBCS

(Applicable to the candidates admitted from the academic year 2019 - 2020 onwards)

	Course	Course Title				Ma		
	Core Course – I	Indian Philosophical Systems						
	Core Course – II	Indian Culture - I						
	Elective – I	Temple Administration						
	Elective – II	Classical Western Philosophy						
	Core Course – III	Personality Development						
		<b>Total</b>						
	Core Course – IV	Western Logic						
	Core Course – V	Indian Culture - II						
	Core Course – VI	Modern Western Philosophy						
	Core Course - VII	Temple Architecture						
	Elective – III	Saiva Siddhanta						
		<b>Total</b>						

	Core Course - VIII	Research Methodology in Philosophy						
	Core Course - IX	Philosophy of Human Rights						
	Core Course - X	Contemporary Indian Philosophy						
	Core Course - XI	Western Philosophy - II						
	Elective - IV	Visistadvaita						
		<b>Total</b>						
	Core Course - XII	Archaeology						
	Core Course - XIII	Moral Philosophy						
	Core Course - XIV	Project Work						
		Dissertation - 80						
		Marks						
		Viva voce Mark-20						
	Elective - V	Temple Arts						
	Core Course - XV	World Religions						
		<b>Total</b>						
<b>Grand Total</b>		<b>120</b>						<b>2000</b>

Head of the Department

Principal

## **PROGRAMME OUTCOMES (POs):**

**PO1: Disciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of a postgraduate programme of study.

### **PO–2 Personal and Professional Proficiency:**

Develop the theoretical, interdisciplinary training necessary for the understanding the application of Economics, Economic policies, theories of various schools of Economics, sectoral studies covering important issues related to regional, national and International subjects and many others.

### **PO–3 Research Proficiency:**

Demonstrate a thirst for advanced learning and research in their domain of interest so as to address economic and social related problems faced by the society and also to encourage the application of knowledge by concentrating on research work and by providing an opportunity to engage in research and giving solution for the society related problem and frame policy and planning for the social welfare.

### **PO-4 Entrepreneurial and Social Proficiency:**

Exhibit competent skills to become successful entrepreneurs and leaders who will engage in policy making and apply economic theory to real world issues as well as critically evaluate market economy, public policies and to create huge level of employment opportunities, by creating new products and services, it will stimulate new employment which ultimately resulting in acceleration of economic development and consider the importance of economic growth.

### **PO-5 Social ethics and environmental responsibilities:**

Emerge as responsible citizens who engage in activities that promote wellness in the community and environmental sustainability and apply moral and ethical standards on interpersonal and social levels to demonstrate integrity on economic, social, political, cultural and environmental issues.

### **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:

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

## CORE I - INDIAN PHILOSOPHICAL SYSTEMS

Hrs:6, Credit:5

### Objectives

- To make the students aware of the basics of Indian Philosophy.
- To make the students aware of the Metaphysics of Indian systems.

### UNIT-I

Introduction: Vedas and Upanishads – Vedic conception of God – Upanisadic Brahman and Atman.

### UNIT- II

Heterodox Systems: (a) Carvaka – Philosophy of Carvaka (b) Jainism: Jiva and 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 – Categories – Atomic Theory.

### UNIT- IV

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

### UNIT- V

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

### **BOOKS FOR REFERENCE:**

1. M. Hiriyanna - Essentials of Indian Philosophy
2. Datta & Chattarjee - Introduction to Indian Philosophy
3. T.M.P. Mahadevan - Invitation to Indian Philosophy
4. Dr. S. Radhakrishnan - Indian Philosophy Vol. I & II
5. M. Hiriyanna - Outlines of Indian Philosophy

### **Course Outcomes**

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

- 11 demonstrate the Vedic theism and Upanisadic conception of Atman & Brahman
- 12 exhibit thorough knowledge about Carvaka, Jainism and Buddhism
- 13 be able to display the epistemology and metaphysics of Nyaya-Vaisesika.
- 14 analyze Sankhya's Theory of Evolution and Patanjali's Astanga yoga.
- 15 identify Advaita and Dvaita.

### **Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5
CO1	2	3	3	3	2
CO2	3	2	3	2	3
CO3	3	3	2	3	3
CO4	3	2	3	2	3
CO5	2	3	3	3	2

**\*1 – Low \*2 - Medium \*3 - Strong**

## CORE II - INDIAN CULTURE - I

Hrs:6, Credit:4

### Objectives

- To make the students aware of the Antiquity of India.
- To make the students aware of the heritage legacy of India.

### UNIT – I:

Meaning and process of Culture - General characteristics features of Indian culture-  
Geographical impact on Indian Culture – Sources: Archaeology, Literature & Foreign  
Accounts.

### UNIT – II:

Pre- and Proto-historic Cultures – Indus Civilization: Origin, Extent, date, art,  
architecture, religion, society – Vedic Culture: Veda and Vedangas – political  
institutions, Religion, society, economy, Changes in the later Vedic period.

### UNIT – III:

Religious movements in 6<sup>th</sup> & 5<sup>th</sup> centuries BC with special reference to Buddhism and  
Jainism – Impact of Persian and Greek invasions – Role of Mauryan empire in  
Indian cultural unification: Asoka – His edicts and Dhamma – Mauryan art.

### UNIT – IV:

Cultural configurations during the Sunga – Satavahana – Kushana era – Stupa and rock-  
cut Architecture – Dharmasastras – Natyasastras – Developments during the Gupta-  
Vakataka: Literature, Education, Art and Architecture.

### UNIT - V:

Mughal: Akbar and his policies, Persian Literature, Abul Fazl, Dara Shukoh, Hindi and  
Urdu Literature – Indo-islamic Architecture- European studies of India – Influence of



Christian Missionaries – Indian Education and Press – Modern writings on Indian Culture.

### **BOOKS FOR REFERENCES:**

1. Luniya, B.N - Evolution of Indian Culture, Lakshmi Narain Agarwal Publishers, Agra, 1986
2. Jeyapalan N.A - History of Indian culture, Atlantic Publishers, New Delhi 2001.
3. Saletore, R.N - Encyclopedia of Indian Culture, Sterling publishers Pvt Ltd., New Delhi 1981.
4. Charles. A. Moore - Philosophy and Culture - East and West. University of Hawali, Honolulu, 1968.
5. John Grimes. A - Dictionary of Indian Philosophy (Sanskrit- English), University of Madras - Madras - 1998.

### **Course Outcome:**

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

- CO1** demonstrate the features of Indian Culture.
- CO2** comprehend the significance of Pre-Historic Culture.
- CO3** explain the Role of Mauryan empire in Indian cultural unification.
- CO4** assess the Cultural configurations during the Sunga.
- CO5** analyze the Modern writings on Indian Culture.

### **Outcome Mapping**

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	2	3

C02	3	2	3	3	3
C03	2	3	3	2	3
C04	3	2	3	3	3
C05	3	3	2	3	3

**\*1 – Low \*2 - Medium \*3 – Strong**

## **ELE I - TEMPLE ADMINISTRATION**

**Hrs:6, Credit:4**

### **Objectives**

- To make the students aware of the Executive Officer Grade Exam in H.R &C. E Department.
- To make the students aware of the basic ideas of Hindu Religion and Temples.

### **UNIT- I**

Religion – Hinduism: Origin and History – Sects of Hinduism – Vedas – Agamas – Thotras – Sastras – Epics – Puranas – Dharsans.

### **UNIT- II:**

Meaning of Oom – Origin of World – God - Soul – Guru – Mantras – Poojas – Bhakti - The Principles of Advaita, Dvaita and Visistadvasita.

### **UNIT- III**

Temple – Meaning – Evolution – Types of Temples – Types of Construction – Temple Worship – Festivals – Temple Arts – Idols – Bhakti Literature – Ramakrishna – Vivekananda – Pampan Swamigal.

### **UNIT- IV**

Saivam : Saivam and Sivam – Tamil and saivam – Saiva Worship – Nayanmars of Periyapuramam – Saiva Acaryas – Introduction of 12 Thirumurais – Saiva Siddhanta.

### **UNIT- V**

Vainavam: Agamas and Narayana – History of Alvars – The principles of Ramanuja – vainava Acaryas – Introduction of Nalayira divya prabantham – Commentators of Vainavam.

### **BOOKS FOR REFERENCE:**

1. Arumuga Navalar : Hindu Samaya Inaippu Vilakkam (Tamil)
2. A.C. Natarajan : Hindu Samaya Alayangal, Arakkatalai, Chattam (Tamil) Balaji Publishers, 10
3. V.K Varadachari : Laws of H.R & C.E., Eastern Book Lucknow
4. The Tamilnadu Hindu Religious a Charitable Endowments Act. XXII of 1959.

### **Course Outcomes**

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

- 1 Identify Hinduism.
- 2 Assess Temple and functions of H.R. & C.E. Board.
- 3 Knowledge about Oom and different Vedanta philosophy.
- 4 t to know about Saivism and its devotees.
- 5 Understanding Vaishnavism through the contribution of Alwars.

### **Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5
CO1	3	2	3	3	3
CO2	2	3	3	3	3
CO3	3	3	3	2	3
CO4	3	2	3	3	3
CO5	3	2	3	2	3

**\*1 – Low \*2 - Medium \*3 - Strong**

## ELE II CLASSICAL WESTERN PHILOSOPHY

Hrs:6, Credit:4

### Objectives

- To make the students aware of the Pre-Socratic philosophy.
- To make the students aware of the basic ideas classical western philosophy.

UNIT – I: A Historical Survey of Pre-Socratic Philosophers and Socrates

UNIT–II: Plato: Epistemology – Concept of Soul – View of Cosmos

UNIT-III: Aristotle: Logic – Metaphysics - Epistemology

UNIT -IV: St. Augustine: Human knowledge – Doctrine of Illumination – Created World.

UNIT -V: St. Thomas Aquinas: Philosophy and Theology – Knowledge of God's Nature Creation.

### BOOKS FOR REFERENCE:

1. Frank Thilly : History of Western Philosophy.
2. Frederic Coppleston : History of Western Philosophy.
3. Radhakrishnan, S : History of Philosophy Eastern and Western  
Vol. II, George Allan and Unwin Ltd.,  
London, 1953.
4. Frank Thilly : A History of Philosophy. Central Book  
Depot. Allahabad, 1973.
5. Ayer, A, J : Language, Truth and Logic, Oxford  
University Press, New York, 1936.
6. Herold H. Titus : Living Issues in Philosophy, Eurasic  
Publishing House, Delhi, 1964.

## Course Outcome:

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

**CO1** Knowledge about Pre-Socratic Philosophers and Socrates.

**CO2** Understanding Concept of Soul.

**CO3** Analyze logic and its ways.

**CO4** Identify Doctrine of Illumination.

**CO5** Knowledge of God's Nature Creation.

## Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	3	3	3	2	3
CO3	3	3	2	3	3
CO4	3	2	3	3	3
CO5	2	3	3	3	3

\*1 – Low \*2 - Medium \*3 – Strong

## CORE III - PERSONALITY DEVELOPMENT

Hrs:6, Credit:5

### Objectives

- To make the students aware of the introduction of psychology.
- To make the students aware of the psychological factors.

### UNIT -I:

Introduction to Psychology: Psychology as a Science - Aim, Nature and Scope of psychology - Its relation to other Sciences - Methods of Psychology - Branches of psychology - Schools of Psychology.

### UNIT-II:

Sensation, Emotion, perception & Attention: **Sensation:** Sense organs and Sensations – visual, Auditory and - Olfactory, Kinesthetic sensation – Color Blindness - Emotional feeling - Theories of Emotion - Perception as Selective process - Division and Types of attention.

### UNIT-III:

Motivation: Nature of Motivation - Behaviour - Approaches of Motivation -Hierarchy Theory - Types of Learning- Learning by Imitation - Various forms of Motivation in learning - Learning Curve- Habit Formation - Theories of Learning.

### UNIT-IV:

Remembering and Forgetting: Laws of Memory - Retention and Retention Curve – Measuring Retention - Forgetting - Incubation Theory – Improving Memory. - Thinking and Reasoning: Concepts - Syllogism - Creative Thinking - Development of thinking – Errors in thinking.

### UNIT-V:

Intelligence: Definition and Its nature - Factors of Intelligence Testing – Intelligent Quotient (IQ) -Individual and Groups Tests - Uses of Intelligent test - Personality: Definition and Nature - Development of personality – Types of personality: Abnormal personality - Multiple personality.

### **BOOKS FOR REFERENCE:**

1. Munn. N. L : Psychology, Hawap, London, 1956.
2. Woodworth, Rs Marquis : D.G Psychology, Mathum, London 1955.
3. Boaz. G.D : General Psychology, Minerva Press, Madras, 1957.
4. Morgan. C.T : Introduction to Psychology, Harper, New York 1993.
5. Murphy,G : An Introduction to Psychology, Harper, New York 1951

### **Course Outcome:**

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

- CO1** derstanding about psychology aspects.
- CO2** quiring knowledge about emotions and perception.
- CO3** owledge about motivation and its learning curve.
- CO4** alyzing laws of memory and errors.
- CO5** icidate about Intelligence and personality.

### **Outcome Mapping**

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3
CO2	3	2	3	3	3



C03	3	3	2	3	3
C04	3	3	3	2	3
C05	3	3	3	3	2

**\*1 – Low \*2 - Medium \*3 – Strong**

## CORE IV - WESTERN LOGIC

Hrs:6, Credit:4

### Objectives

- To make the students aware of the Western Logical Ideas.
- To make the students aware of the Symbolic Logic and its applications.

### 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, F, I, O – Distribution of Terms.

### UNIT – III:

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

### UNIT – IV:

Symbolic Logic: Similarities and differences between Traditional and Symbolic Logic – Modern classification of Propositions – Symbols – Variables, Constants, Propositional Form, Argument Form – Truth Values – Truth Function, Construction of Truth Tables, Use of Basic Truth – 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).

### **BOOKS FOR REFERENCE:**

1. S. Radhakrishnan : Indian Philosophy (II Vols)
2. M. Hiriyanna : Outlines of Indian Philosophy
3. M. Hiriyanna : Essentials of Indian Philosophy
4. D.M.P. Mahadevan : Invitation of Indian Philosophy
5. C.D. Sarma : Critical survey of Indian Philosophy
6. Datta and Chattarji : Introduction to Indian Philosophy

### **Course Outcome:**

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

**CO1** distinguish between Deduction and Induction, Truth and Validity.

**CO2** analyze the structure of propositions.

**CO3** demonstrate the differences, rules & fallacies of immediate and mediate syllogism.

**CO4** comprehend the importance of Symbolic logic in modern world.

**CO5** articulate the core concepts of Predicate logic

### **Outcome Mapping**

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	2
CO2	2	3	2	3	3
CO3	3	3	3	2	3
CO4	2	3	2	3	3

C05	3	2	3	3	2
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**\*1 – Low \*2 - Medium \*3 – Strong**

## CORE V - INDIAN CULTURE - II

**Hrs:6, Credit:4**

### **Objectives**

- To make the students aware of the contributions of different dynasties to Indian Culture.
- To make the students aware of the Cultural heritage of India.

### UNIT – I:

Pallavas contribution to Indian Cultures: Origin – Pallavas Administration - Society – Economic and Religious conditions - Art and Architecture - Literature -Education.

### UNIT-II:

Cholas contribution to Indian Culture: Chola politics – Local Administration - Election method - Social and Economic conditions - Religion - Silver age of the Cholas – Literature Fine Arts - part played by Rajaraja I and Rajendra I.

### UNIT III:

Pandiyas Contribution to Indian Culture: Society - Politics - Economic and Religious conditions - 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- IV:

Religious contributions to Indian Culture: Hinduism, Buddhism - Jainism - Islam – Christianity.

### UNIT V:

Cultural Renaissance in the 19th and 20th Centuries: Arya Samaj – Brahma Samaj – Theosophical Society and Ramakrishna Mission.

### **BOOKS FOR REFERENCE:**

1. Luniya, B.N. : Evolution of Indian Culture, Lakshmi Narain Agarwal Publishers, Agra, 1986.
2. Nilakanda Sastri : A History of South India, Oxford University Press, 1975.
3. Sal store, R.N : Encyclopaedia of Indian Culture, Sterling publishers Pvt Ltd., New Delhi 1981.
4. Aiyangar S.K : The contributions of South India to Indian Culture.
5. Bhandarkar, R.G : Vaishnavism, Saivism and Minor Religious systems – Early History of Deccan.
6. Kumaraswamy. A.K : History of Indian and Indonesian Art

### **Course Outcome:**

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

**CO1** monstrate the features of Indian Culture

**CO2** mprehend the significance of Cholas contribution to Indian Culture.

**CO3** ribit the contribution of various dynasties to Indian Culture

**CO4** icidate religious contribution to Indian Culture.

**CO5** alyze the effects of Cultural Renaissance took place in 19 and 20<sup>th</sup> Centuries.

### **Outcome Mapping**

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	2	3

C02	3	3	3	3	2
C03	3	3	3	3	3
C04	2	3	3	3	3
C05	3	2	3	3	3

**\*1 – Low \*2 - Medium \*3 – Strong**

## CORE VI - MODERN WESTERN PHILOSOPHY

Hrs:6, Credit:4

### Objectives

- To make the students aware of the Western ideas.
- To make the students aware of the principles of Western Thinkers.

#### 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.



### BOOKS FOR REFERENCE:

1. Frank Thilly : A History of Philosophy, Central Book Depot, Allahabad, 1973.
2. Radhakrishnan. S : History of Philosophy Eastern and Western Vol II, George Allen and Unwin Ltd., London 1977.
3. Richard Falcken Barg : History of Modern Philosophy, Progressive Publishers, Calcutta, 1977.
4. William Kelley Wright : A History of Modern Philosophy, New York 1962.
5. Jones W.T. : A History of Western Philosophy, Harcourt, Brace and world Inc., New York , 1952.
6. Masih, Y.A : Critical History of Modern Philosophy, Motilal Banarsidas, Delhi, 1983.

### **Course Outcome:**

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

**CO1** demonstrate the features of Rationalism.

**CO2** analyze the empiricism of Locke and Hume.

**CO3** exhibit the critical philosophy of Kant.

**CO4** comprehend the Dialectical idealism of George Wilhelm Friedrich Hegel.

**CO5** understand the Absolute idealism of Bradley.

### **Outcome Mapping**

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	2	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	2	3	3
CO5	3	2	3	3	3

**\*1 – Low \*2 - Medium \*3 – Strong**

## CORE VII - TEMPLE ARCHITECTURE

Hrs:6, Credit:5

### Objectives

- To make the students aware of the various styles of Temple Architecture.
- To make the students aware of the Architectural techniques of various dynasties.

### UNIT- I:

Theory of Temple Architecture - Temple – meaning and significance – importance of worship and Rituals - Evolution of Hindu Temples.

### UNIT- II:

Architecture: – Types (Rock cut and structural) and structures - selection of sites - Three styles of temple Architecture - Dravidian, Nagara and Vesara – Their Nature and characteristics.

### UNIT- III:

Evolution of Vimana through the ages - Gopurams, Mandapas and prakaras.

### UNIT- IV:

The Development of temple architecture in South India Sangam - Chola - pandiya – pallava - Vijayanagara and Nayak periods.

### UNIT- V:

Humanistic value of temple Architecture – Philosophy, Culture and Art,

### BOOKS FOR REFERENCE:

1. Percy Brown : Indian Architecture - Buddhist and Hindu.
2. J. Ferguson : History of Indian and Eastern Architecture

3. E.B. Havell : Indian Architecture.
4. Rowland Benjamin : The Art and Architecture in India
5. V. R. Smith : History of Fine Arts in India.
6. C.C. Gongoly and A.Goswami : The Art of Pallavas.
7. S.R. Balasubramanian : Early Chola Art
8. Stella Kramrish : The Hindu temple.
9. T.M. Ramachandran : The styles of temple

### Course Outcome:

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

**CO1** monstrate the meaning and significance of worship.

**CO2** alyze the styles of temple Architecture.

**CO3** t to know the evolution of Vimana through ages.

**CO4** sess the development of temple architecture.

**CO5** unciate the Humanistic value of temple architecture.

### Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	2	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	2	3	3
CO5	3	2	3	3	2

**\*1 – Low \*2 - Medium \*3 – Strong**

## ELE III - SAIVA SIDDHANTA

Hrs:6, Credit:4

### Objectives

- To make the students aware of the Western ideas.
- To make the students aware of the principles of Western Thinkers.

#### UNIT- I:

Introduction: Traces of Saivism in Vedas and Upanishads - Agamas - Scriptures  
Meykanda Sastras - Tirumurais.

#### UNIT- II:

Epistemology: Nature of Jnana - Sources of Knowledge - perception - Inference –  
Testimony - Place of Citsakti.

#### UNIT-III:

Metaphysics: Three eternal realities (Pati, Pasu, Pasa) - Concept of God – Nature of  
God – Arguments for the Existence of God - Concept of Soul – Nature of Soul –  
Arguments for the existence of the soul.

#### UNIT- IV:

Ethics: Means to Release - Carya - Kriya - Yoga and Jnana - Iruvinaiooppu –  
Malaparipaka – Saktinipada - Nature of Mukti - Jivan Mukti - Dasacaryam – Concept of  
Grace in Saiva Siddhanta.

#### UNIT- V:

Saiva Siddhanta - Virasaivism and Kashmir Saivism.

### **BOOKS FOR REFERENCE:**

1. C.V. Narayana Iyer : A History of Saivism
2. V. Pranjothi : Saiva Siddhanta
3. V.A. Devasenapathi : Saiva Siddhanta as Expounded in the sivajnana Siddhiyar .
4. V.A. Devasenapathi : Of Human bondage and Divine Grace
5. Sivaraman : Saivism in philosophical perspective.
6. Annamalai University : Lectures on Saiva Siddhanta Publications

### **Course Outcome:**

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

**CO1** monstrate the various sources and development of Saivism and its contribution to the society.

**CO2** alyze nature of knowledge and its inference.

**CO3** ribit the metaphysical concepts Pati, Pasu, and Pasam.

**CO4** sess the nature of Mukti.

**CO5** derstand the types of Saivism.

### **Outcome Mapping**

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	2	3
CO2	3	3	2	3	2
CO3	2	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	2	3

**\*1 – Low \*2 - Medium \*3 – Strong**

## CORE VIII - RESEARCH METHODOLOGY IN PHILOSOPHY

Hrs:6, Credit:5

### Objectives

- To make the students aware of the Methodology of Research.
- To make the students aware of the Thesis writing.

### UNIT – I:

**Introduction:** Research - Its meaning and scope - Various types of research - Necessity of Research - Project Methodology.

### UNIT – II:

**Kinds of Topic:** Thinker based - Text based and Concept based - Inter-Disciplinary topics - Topics of Social relevance.

### UNIT – III:

**Organization:** Steps involved - Identifying the Area, formulating a topic - Collection of Materials - sources of material - Recording the collected materials.

### UNIT- IV:

**Report:** The oral report written report - the technical report - Documentation.

### UNIT – V:

**Presentation:** Table of contents - Abbreviations - Transliteration – Introduction – Chapters Conclusion - Appendices – Bibliography - Pagination - Style quotations – Foot Notes – Evil of plagiarism.

## BOOKS FOR REFERENCE:

1. Ramachandran, T.P. : The Methodology of Research in Philosophy.
2. Mahadevan : T.M.P - On Thesis Writing.
3. Parsons, C.J : Thesis and Project Work.
4. Anderson and Durson : Thesis and Assignment Writing.
5. Berry D.M. A : Guide to Writing Research Paper.
6. Goode and Hatt : Research Methodology in Social Sciences.

## Course Outcome:

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

**CO1** monstrate the methods of research and its techniques.

**CO2** derstand the different topics for research.

**CO3** sess the steps involved in collecting materials for research.

**CO4** ribit the different types of reporting.

**CO5** ite Research articles, reports, Dissertation and thesis.

## Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5
CO1	3	3	3	2	3
CO2	2	3	2	3	3
CO3	3	3	3	3	2
CO4	2	3	3	3	3
CO5	3	2	3	3	3

**\*1 – Low \*2 - Medium \*3 – Strong**

## CORE IX - PHILOSOPHY OF HUMAN RIGHTS

Hrs:6, Credit:4

### Objectives

- To make the students aware of the Human Rights.
- To make the students aware of the Rights and Responsibilities

### 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 Universality 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 of Human Rights: The Challenges of Moral and Cultural Relativism – International, National and Regional Human Rights – Asian Human 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 cleansing – Terrorism: Is terrorism ever justifiable? – The Good, the Bad and the Intolerable – State sovereignty and Human Rights violations.



## UNIT- V:

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

### BOOKS FOR REFERENCE

1. O.P. DHIMAN - Understanding Human Rights An overview
2. James Nickel - Making sense of Human Rights
3. Brain Tierney - The idea of Natural Rights
4. John Rawls - The law of Peoples
5. John Tasioulas - Human Rights

### Course Outcome:

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

**CO1** monstrate the Theoretical Foundations of Human Rights.

**CO2** derstand the Individual Rights and Social Rights.

**CO3** assess the Relationship of Political and Civil Rights to Survival, Subsistence and Poverty.

**CO4** ribit the Human Rights Violations.

**CO5** icidate Economic Repression.

### Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	2	3	2	3	3
CO3	3	3	3	3	2
CO4	2	3	3	3	3
CO5	3	2	3	3	3

\*1 – Low \*2 - Medium \*3 – Strong

CORE X - CONTEMPORARY INDIAN PHILOSOPHY

**Objectives**

- To make the students aware of the modern Indian thought.
- To make the students aware of the basic ideas of modern thinkers.

**UNIT: I**

Introduction: Characteristics of Contemporary Indian Thought – Arya Samaj – Brahmo Samaj – 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**

St. Ramalingar - Anmaneya Orumaippadu - Embodied Immortality – Jeevakarunyam.

**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**

Jiddu Krishnamurti: Concept of Individual Being – Concept of Pure Being – Liberation and Self-Discipline – Truth – Religion – God – Problem of Human Existence.

**BOOKS FOR REFERENCE:**

1. Basanth Kumar Lal :Contemporary Indian Philosophy, MLBD, New Delhi, 1998.
2. Sri Aurobindo : Life Divine
3. Maitra, S. K : Introduction to the Philosophy of Aurobindo.
4. Datta, D.M : Chief currents of Contemporary Philosophy.
5. Swami Vivekananda : Complete Works, Advaita Ashrama, alcutta-1989.
6. Gandhi, M.K : An Autobiography or The Story of My Experiments with Truth, Navjivan ublication House, Ahmedabad, 1972.
7. Ramalingam : Thiru Arupa.
8. Prasad, R.C : Ambedkarism, MLBD, 1993.
9. Prem Prakash : Ambedkar - Politics and Scheduled Caste, Ashish publishing house, New Delhi – 1993.

### Course Outcome:

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

**CO1** monstrate the features of contemporary Indian thought.

**CO2** derstanding reality and God.

**CO3** ribit the Embodied Immortality.

**CO4** alyze the idealism of Dr. S. Radhakrishnan.

**CO5** unciate the Problem of Human Existence.

### Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	3
CO2	3	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	2	3	2
CO5	2	3	3	3	3

\*1 – Low \*2 - Medium \*3 – Strong

**CORE XI - CONTEMPORARY WESTERN PHILOSOPHY**

**Objectives**

- To make the students aware of the modern.
- To make the students aware of the modern thinkers.

**UNIT -I:**

Creative Evolutionism: Henry Bergson: Time and Change, Intellect and Institution, Creative Evolution, Morality and Religion.

**UNIT -II:**

Pragmatism and Psychology: William James – Meleorism 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:**

Existentialism and Phenomenology: Edmund Husserl: Pre-supposition less 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.

**BOOKS FOR REFERENCE:**

1. Frank Thilly : History of Western Philosophy.
2. Frederic Coppleston : History of Western Philosophy.
3. Radhakrishnan, S : History of Philosophy Eastern and Western  
Vol. II, George Allan and Unwin Ltd., London,
4. Datta. D.M : The Chief Currents of Contemporary  
Philosophy. The University of Calcutta, 1961.
5. Masih, Y : A critical History of Modern Philosophy,  
Motilal Banarsidass, Delhi, 1983.
6. Frank Thilly : A History of Philosophy. Central Book  
Depot. Allahabad, 1973.
7. Ayer, A, J : Language, Truth and Logic, New York, 1936.
8. Herold H. Titus : Living Issues in Philosophy, Eurasic  
Publishing House, Delhi, 1964.

### Course Outcome:

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

**CO1** monstrate the Creative Evolution, Morality and Religion.

**CO2** alyze Pragmatism and Psychology.

**CO3** hibit the Integration of Experience.

**CO4** mprehend Existentialism and Phenomenology.

**CO5** unciate the Post modernism.

### Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	2	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	2	3	3
CO5	3	2	3	3	3

\*1 – Low \*2 - Medium \*3 – Strong

**ELE III - VISISTADVAITA**

## **Objectives**

- To make the students aware of the various agamic practices.
- To make the students aware of the basic principles of Visistadvaita.

### **UNIT – I:**

The origin and development of Vaishnavism - The importance of Vaishnavism in Tamilnadu – The traces of Vaishnavism in Vedas, Upanishads, Mahanarayana Upanisads, Brahmasutra and Bhagavat Gita.

### **UNIT - II:**

Traces of Vaishnavism in Puranas, Epics and Agamas Vishnupurnam and Bagavathapuranam - Ramayanam and Mahabharatham - Vaishnava Agamas – pancharatram and Vaikanasam.

### **UNIT - III:**

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

### **UNIT -IV:**

Philosophy of Visistadvaita : Meaning of Visistadvaita - Philosophical doctrines : Nature of Brahman - Jiva - World Sarira sariri - Sesa sesi sambanda.

### **UNIT - V:**

Ethics of Vaishnavism - Nishkama Karma, Jnana, Bhakti and Prapatti - The Nature of Mukti – Videka Mukti.

## **BOOKS FOR REFERENCE**

1. P.N. Srinivasachari : The Philosophy of Visistadvaita.
2. S. Krishnaswami Ayyangar : History of South Indian Vaishnavism.
3. S.M. Srinivasa Chari : Vaisnavism - Its Philosophy, Theology and Religious Discipline.
4. K.G. Goswami : A study of Vaisnavism
5. G.N. Mallik : The Philosophy of Vaisnava Religion
6. K.D.Bharadwaj : The Philosophy of Ramanuja
7. Anima Sen Gupta : A Critical study of the Philosophy of Ramanuja
8. Sir subramanya Ayyar : Lectures on the History of Sri Vaisnavas
9. R.G. Bhandarkar : Vainavism, Shaivism and minor religious sects.

### Course Outcome:

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

**CO1** monstrate the historical development of Vaishnavism.

**CO2** alyse the traces of Vaishnavism in Puranas, Epics & Agamas

**CO3** sess the contribution of Alwars and Achariyas to Vaishnavism

**CO4** mprehend the main tenets of Visistadvaita.

**CO5** unciate the importance of Prapatti in Vaishnavism.

### Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	2	3
CO2	3	3	2	3	3
CO3	3	3	3	2	3
CO4	3	3	2	3	3
CO5	3	2	3	3	2

\*1 – Low \*2 - Medium \*3 – Strong

**CORE XIII - ARCHAEOLOGY**

## **Objectives**

- To make the students aware of the importance of Archaeology.
- To make the students aware of the gloriousness of our ancient history.

### **UNIT -I:**

Archaeology: Meaning and Significance - Aim and Methods of excavation - different kinds of excavations, pottery types and their importance.

### **UNIT -II:**

Stone Age culture - a brief survey of Paleolithic, Mesolithic and Neolithic cultures of India.

### **UNIT -III:**

Indus Valley Culture - Chalcolithic culture of Western, central and South India - Early Iron Age Culture-megalithic Black and Red ware culture of South India - Archaeology of Tamil Nadu.

### **UNIT -IV:**

Epigraphy and its importance origin of writing in India Antiquity of writing - The language of the Brahmi Inscription - Languages and types of inscriptions with special reference to South India.

### **UNIT -V:**

Numismatics importance and illustrations - coins of the Gupta, Cholas, Pandyas and Vijayanagar - Important Archaeological cities in Tamil Nadu.

## **BOOKS FOR REFERENCE:**



1. D.P Agarwal : The Archaeology of India
2. T.Desikachari : South Indian Coins
3. R. Venkatramani : Indian Archaeology
4. S. Gurumoorthy : Thoiporul Ayvum, Tamila Panbadum
5. Rama Velusamy : Namadu Kasukal

### Course Outcome:

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

**CO1** unctionate Archaeology and different kinds of excavations.

**CO2** analyze the stone age culture.

**CO3** assess the different cultures.

**CO4** comprehend the different languages and types of inscriptions.

**CO5** t to know about different coins from various dynasty.

### Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	2	3
CO2	2	3	2	3	3
CO3	3	3	3	3	2
CO4	3	3	2	3	3
CO5	2	3	3	2	3

\*1 – Low \*2 - Medium \*3 – Strong

**CORE XIII - MORAL PHILOSOPHY**

**Hrs:6, Credit:5**

### **Objectives**

- To make the students aware of the basic principles of India.
- To make the students aware of the important ethical theories.

#### **Unit – I:**

Greed Ethics: An Introduction to Ethics – Definition – Development – Absolute and Relative Ethics, Sophists and Socrates – Defining Virtue, Intellectual Midwifery; Plato's Definition of Ethics, Virtues are Innate, Metaphysics and Ethics; Aristotle's Ethical Views, Golden Mean, Teleological View of Virtue, Plato and Aristotle on Ideal Society.

#### **Unit – II:**

Ethics of Immanuel Kant: Kant's Critical Philosophy, nature of Good and Good-Will, Duty, Categorical Imperative and the 3 Maxims, Moral Postulates, Freedom of Man, Kant and Gita, A Critical Evaluation of kant's Ethics.

#### **Unit – III:**

Ethics of the Bhagavad Gita: Historical setting and importance of Gita, Metaphysical Allusion to its characters, Doctrine of Nishkamakarma – Reference to Chapters III, IV, V and VI, A critical evaluation of the application of Gita.

#### **Unit – IV:**

Existentialist Ethics: Basic tenets of Existentialism, Theistic and Atheistic approaches (a) Soren Kierkegaard – Attack on reason and organized religion, concept of Subjectivity, three stages of Life-Aesthetic, Ethical and Religious, suffering and ethics (b) Jean Paul Sartre - Atheism and Pessimism of Sartre, En-Soi and Pour-soi, Existentialism is Humanism, Freedom of Man, Ba Faith, Illustrations of a Lover, Waiter and Nothingness.

#### **Unit – V:**

Current Ethical Trends: (a) Medical Ethics – Euthanasia, Organ Transplantation, Abortion Dilemma, Family Planning, Marriage and Sex (b) Business Ethics – Profit, Advertisement Ethics.

### **BOOKS FOR REFERENCE:**

1. Balbir Singh : Principles of Ethics, S. Nahin & Co., Delhi, 1971.
2. Hrian : Fundamentals of Ethics
3. Hill : T.E., Contemporary Ethical Theories
4. Mackenzie : Manual of Ethics
5. Srinivasacari : P.N., The Ethics of Gita
6. William Lilee : An Introduction to Ethics, Allied Publishers Ltd., Delhi, 1990.

### **Course Outcome:**

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

**CO1** Knowledge about Metaphysics and Ethics.

**CO2** Understanding Ethics of Immanuel Kant.

**CO3** Analyze Ethics of the Bhagavad Gita.

**CO4** Identify Basic tenets of Existentialism.

**CO5** Get to know about Current Ethical Trends.

### **Outcome Mapping**

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	3	3	3	2	3
CO3	3	3	2	3	3
CO4	3	2	3	3	3
CO5	2	3	3	3	3

\*1 – Low \*2 - Medium \*3 – Strong

**ELE I - TEMPLE ARTS**

**Objectives**

- To make the students aware of the significance of Temple.
- To make the students aware of the Arts of Temples.

**UNIT – I:**

Geographical back ground of India – Unity in diversity – Physical feature of India –

Evolution of Hindu Temples – Cultural and Spiritual values of temples – Temple festivals and their significance.

**UNIT - II:**

Role of Temples in society - Temple as a centre of worship - As a centre of public administration – As a centre of learning – As a centre of Fine Arts – As a centre of public health.

**UNIT- III:**

Social life of Sangam age – Art and Architecture of the Tamils in Sangam age – Music, Dance and other Fine Arts as found in Silappathikaram & other Sangam classics.

**UNIT- IV:**

Hindu Temples – The Philosophy of Agamic temple plan, Art and Architecture – Types of temples – Mode of worship – Rituals and their significance – Arts in temples – Sculpture – Paintings.

**UNIT- V:**

Music - vocal and instrumental music - contribution of the Musical Trinity (Isai Mummurtis – Tamizhisai Moovar) – Dance and their significance – Various kinds of dances: Classical and Folk dances.

**BOOKS FOR REFERENCE:**

1. L.Frederic : Indian Temples and culture.
2. Henrich Zhyimmer : The Arts of Indian and Asia.
3. V.A. Smith : A History of Fine Arts in India and Ceylon
4. C.C. Gancoly & A. Goswami: The Art of Pallavas.
5. S.R. Balasubramanian : Early Chola Art
6. Stella Kramriseh : Indian Sculpture
7. T.A. Gopinatha Rao : Elements of Hindu Iconography
8. Mohan Khokar : Traditions of Indian Classical Dance
9. C. Sivaramamurthi : Indian Sculpture

### Course Outcome:

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

**CO1** monstrate the Geographical back ground of India.

**CO2** alalyze the Role of temples in society.

**CO3** sess the contribution of social life of Sangam age.

**CO4** mprehend the main tenets of Hindu temples.

**CO5** unciate the importance of music and dance.

### Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	2	3
CO2	3	3	2	3	2
CO3	3	3	3	2	3
CO4	2	3	3	3	3
CO5	3	3	3	2	3

\*1 – Low \*2 - Medium \*3 – Strong

**CORE XV - WORLD RELIGIONS**

## **Objectives**

- To make the students aware of the importance of Religion.
- To make the students aware of the World Religions.

### **UNIT- I:**

Introduction: Nature of Religion – Meaning of religion – Necessity of Religion – Primitive Religions: Animism, Totemism – Fetishism – Monism.

### **UNIT- II:**

Indian Religions: Hinduism – Buddhism – Jainism – Sikhism their scriptures: Concepts of God, Soul world: Religious practices such as rituals, festivals, Modes of worship and their significance.

### **UNIT- III:**

Western Religions: Zoroastrianism – Judaism – Christianity and Islam – Their Scriptures: Concepts of God, Soul, world, evil. Religious practices such as rituals, festivals modes of worship and their significance.

### **UNIT- IV:**

Eastern Religious: Confucianism – Taoism and Shintoism – Their Scriptures: Concepts of God, Soul, world, evil. Religious practices such as rituals, festivals modes of worship and their significance.

### **UNIT- V:**

Relevance of comparative (study of) Religion: Unity in Diversity of World Religions – The possibility of Religious Tolerance – Individual and Society – Formation of one world Religion – Humanism – Brotherhood of man and Fatherhood of God.

## BOOKS FOR REFERENCE:

1. A.C. Bouguet : Comparative Religion
2. T.M.P. Mahadevan : Outline of Hinduism, Chetana Publishers
3. R.S.Srinivastaya : Comparative Religions, Memshiram Manoharlal
4. D.S. Sarma : What is Hinduism.

## **Course Outcome:**

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

**CO1** t to know the nature and meaning of religion.

**CO2**alyze the religious practice rituals, festivals, mode of worship.

**CO3**nowledge of western religion and religious practices.

**CO4**mprehend the main tenets of eastern religion and its practices.

**CO5**unciate the importance of humanism and formation of one world religion.

## **Outcome Mapping**

CO/ PO	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	2	3
CO2	3	3	3	3	2
CO3	2	3	3	3	3
CO4	3	3	2	3	2
CO5	3	3	3	2	3

**\*1 – Low \*2 - Medium \*3 – Strong**

