

P. G & RESEARCH
DEPARTMENT OF PHILOSOPHY, RELIGION & CULTURE



PG Syllabus
(2023-2024 onwards)

POOMPUHAR COLLEGE(Autonomous)

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

MELAIYUR – 609 107.

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR

P.G & RESEARCH DEPARTMENT OF PHILOSOPHY, RELIGION & CULTURE

COURSE STRUCTURE FOR PG COURSE

PART	Course Code	Study Components & Course Title		Credit	Hours/ Week	Maximum Marks		
						CIA	ES E	Total
	SEMESTER - I							
Part A		Core Course – I	Classical Indian Philosophy	5		25	75	100
		Core Course – II	Indian Culture	5		25	75	100
		Core Course – III	Classical Western Philosophy	4		25	75	100
		.Elective - I	Religious and Cultural Tourism	3	25	75	100	
			Philosophy of Human Rights					
		. Elective - II	Temple Administration	3	25	75	100	
Philosophy of Religion								
				20				500
	SEMESTER - II							
Part A		Core Course – IV	Ethics	5		25	75	100
		Core Course – V	Western Logic	5		25	75	100
		Core Course – VI	Modern Political Thought	4		25	75	100
		Elective - III	Comparative Religion	3	25	75	100	
			Social Philosophy					
		Elective - IV	SaivaSiddhanta	3	25	75	100	
Educational Philosophy								
Part B		Skill Enhancement Course – 1	Personality Development	2		25	75	100
		Total		22				600

(Applicable to the Candidates admitted from the academic year 2023–2024)

HEAD OF THE DEPARTMENT

PRINCIPAL

SEMESTER : I CORE – I PART: A	CLASSICAL INDIAN PHILOSOPHY	CREDIT : 5 HOURS :
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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

Course Outcomes

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

- CO1** Demonstrate the Vedic theism and Upanisadic conception of Atman & Brahman
- CO2** Exhibit thorough knowledge about Carvaka, Jainism and Buddhism
- CO3** Put on display the epistemology and metaphysics of Nyaya-Vaisesika
- CO4** Analyze Sankhya's Theory of Evolution and Patanjali's Astanga yoga
- CO5** Elucidate the Vedanta 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. Chatterjee. S. & Datta D.M. *An Introduction to Indian Philosophy*, Rupa Publications, Kolkata, 2015.
2. Mahadevan, T.M.P. *Invitation to Indian Philosophy*, Arnold- Hainemann Publishers (India), New Delhi, 1981.
3. Radhakrishnan, S. *Indian Philosophy*, Vols. I & II. Oxford University Press, India, 2009.

Supplementary Readings:

1. Balasubramanian, R. *Advaita Vedanta*, Munshiram Manoharlal Publishers, New Delhi, 2010.
2. Hiriyana, M. *Outlines of Indian Philosophy*, Motilal Banarsidass Publishers, New Delhi, 2009.
3. Puligandla. R. *Fundamentals of Indian Philosophy*, D.K. Print world, New Delhi, 1997.
4. Radhakrishnan, S. (Ed.) *History of philosophy: Eastern and Western*, Vol. II. George Allen and Unwin Ltd., London, 1953.
5. Sharma, Chandradhar. *A Critical Survey of Indian Philosophy*, Motilal Banarsidass publishers, New Delhi, 2016.

MAPPING WITH PROGRAMME OUTCOMES (POs) and PROGRAMME SPECIFIC OUTCOMES (PSOs)

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	3							3					3		3		
CO2	3							3					3		3		
CO3	3		3					3						3	3	3	
CO4	3							3		2					3		
CO5	3							3							3		3

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

SEMESTER : I CORE – II PART: A	23AU_P05M2 INDIAN CULTURE	CREDIT : 5 HOURS :
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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

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

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 – VCultural 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, BharathiyaVidyaPrakasans, Varanasi, 1991.
5. NilakandSastri, KA, A History of South India, Oxford University Press, London, 1975.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	P S O 5
CO1								3			3					3	3
CO2								3			3					3	3
CO3	3										3				3	3	3
CO4	3							3			3					3	3
CO5	3					3		3			3					3	3

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

SEMESTER : I CORE – III PART: A	CLASSICAL WESTERN PHILOSOPHY	CREDIT : 4 HOURS :
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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

Course Outcomes:

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

CO1 Demonstrate the genesis of Greek Philosophy

CO2 Exhibit 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

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. Stace, W. T. *A Critical History of Greek Philosophy*, Macmillan publishers, India, 2010.
2. Thilly, Frank. *A History of Philosophy*, Central Book Depot, Allahabad, 1973.
3. Russell, Bertrand. *History of Western Philosophy*, Routledge Classics Edition, 2016.

Supplementary Readings:

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

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3					3							3	3	3		3
CO2	3					3							3	3	3		3
CO3	3		2			3		3					3	3	3		3
CO4	3					3		3					3	3	3		3
CO5	3					3		3					3	3	3		3

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

SEMESTER : I ELECTIVE - I PART: A	RELIGIOUS AND CULTURAL TOURISM	CREDIT : 3 HOURS :
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Objectives:

- To enable the students to have a background knowledge about the meaning, origin, nature and scope of tourism.
- To provide an exposure to students about the importance and uses of tourism.

Unit-I

Meaning, Origin and Development – Definition – Tourism its nature and scope – Tourism in the Ancient and Modern Times – Types of Tourism: Man made and Natural.

Unit-II

Tourist, Visitor, Traveller, Excursionist Definition and differentiation – Tourism Recreation and Leisure inter-relationship – Tourism components, Elements and Infrastructure – Role of Tourist Guide.

Unit-III

Means of transport – its impact on tourism – public and private transport facilities: Roads, Railways, Shipping, Airways – Technological Advances – Reservation procedures – its special features – Merits and Demerits.

Unit-IV

Travel formalities: Passport – Visa – Health – Customs – Foreign Exchange and Currency Regulation – Ticketing Procedure – Immigration.

Unit-V

Promotion of basic facilities – Social utility – Team spirit – Economic advantages – Source of income – Cultural exchange – Social and political understanding – National Integration.

Text books:

1. Bhatia, A.K., Tourism Development Principles and Practice, Sterling publishers Pvt. Ltd., New Delhi, 2013.
2. Bhatia, A.K., Tourism in India, History and Development, Sterling publishers Pvt. Ltd., New Delhi, 1978.

Reference Books:

1. Malhotra, Growth and Development of Tourism, Chennai, 2003.
2. PranNath Seth &Sushma Seth Bhat, An Introduction to Travel and Tourism, New Delhi; Sterling publishers, 1999.
3. Pearce, D. Tourism Today, Longman publishers, Harlow, 1987.
4. Cooper, C. Tourism Principles and Practices, pitman publishers, London, 1993.

SEMESTER : I ELECTIVE - I PART: A	PHILOSOPHY OF HUMAN RIGHTS	CREDIT : 3 HOURS :
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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

Course Outcomes:

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

- CO1 Demonstrate the philosophical foundations of human rights
- CO2 Analyse the universality of human rights
- CO3 Exhibit the cultural aspects of human rights
- CO4 Realize the different forms of human rights violations
- CO5 Apply the ethical ways to stop human rights violations

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.

Current Streams of Thought:

The faculty will impart the current developments in the subject of study to the students and this component will not cover in the examination.

Text Books:

1. Jayapalan. N, *Human Rights*, Atlantic Publishers & Distributors, New Delhi, 2000.
2. Clopham, *Human Rights – An introduction*, Oxford Publication, 2015.
3. Kaushal, Rachana. *Women and Human Rights In India*, Book Vistas New Delhi, 2010.

Supplementary Readings:

1. Titus, Herold. *Ethics for Today*, Eurasia Publishing House, New Delhi, 1964.
2. Luard, Evan. *The Origins of International concern with Human Rights in the International protection of Human Rights*, Praeger, 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 University Press, New York, 1970.
5. Kapoor, S.K. *International Law & Human Rights*, Central Law Agency, 2017.

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P O 10	PO1 1	P O 12	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5
CO 1	3				3			3		3						3	3
CO 2	3							3		3	3					3	3
CO 3	3				3			3								3	3
CO 4	3				3					3						3	3
CO 5	3				3			3		3	3					3	3

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

SEMESTER : I ELECTIVE – II PART: A	TEMPLE ADMINISTRATION	CREDIT : 3 HOURS :
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Learning Objectives:

- LO1:** To make the students aware of the importance of Temple Administration
- LO2:** To enable the students to gain knowledge of various parts of temple and Tamilnadu HR & CE Act 1959
- LO3:** To make the students aware of various functions of Tamilnadu HR & CE Department

Course Outcomes:

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

- CO1** Understand the need for temple Administration under a Govt Sector
- CO2** Gain the knowledge about the Tamilnadu HR & CE Act of 1959
- CO3** Exhibit the administrative Structure of the HR&CE dept.
- CO4** Demonstrate the responsibilities of various officials in the Tamilnadu HR&CE dept.
- CO5** Evaluate the present Temple Administration

Unit – I Hindu Temple and their uniqueness

Sthalavirksham –Sthalapuranas – Temple Ponds – Special Sannathis and Murtis - Temple worship – Agamas and Temples – Need for Temple Administration.

Unit - II Precedent Acts of Tamilnadu Hindu Religious and Charitable Endowments

Enforcement of the TN HR&CE Act 1959 – Tamilnadu Hindu Religious and charitable Endowments Department – Administration Activities – Department – Temple – General – Institutions – Tiruppani – Advisory committee.

Unit - III Religious institution under the HR & CE Department

Kinds of Institutions – Hindu temples, Jain Temples and Matts – List of Temples on the basis of income –Trust Board and Trustees – Board Activities – Eligibility and removal of a trustee from the board. Professional Ethics for temple administrators – Maintenance of temples.

Unit - IV Administrative structure of HR & CE

The commissioner – Duties and Responsibilities of various grade officials – Joint commissioners – Deputy commissioner – Assistant commissioner – Executive Officers – Appointment of office holders and servants in religious institutions – Punishment of office holders and servants.

Unit - VBudget and Maintenance of Temple documents & Properties

Budget preparation – Accounts maintenance Audit and finance – maintenance of Important Records and Registers – Maintenance of Movable and Immovable properties of Temple – Alienation of immovable trust Property – Utilization of surplus funds – Procedure and mode of eviction Penalty and Recovery – Appeal.

Text Books:

1. Radhakrishnan, R. *A Hand Book on Tamilnadu Hindu Religious and Charitable Endowment Act 1959 (Tamilnadu Act 22 of 1959) and Rules,*
2. R.K. Dass, *Temple of Tamilnadu*
3. தமிழ்நாடு இந்துசமயம் மற்றும் அறக்கட்டளைகள் சட்டம் 1959 (கையேடு) தர்மராஜ் சி. (B.A., B.L.)

Supplementary Readings:

1. Arumuganaval, *Hindu SamayaInaippuVillakkam*, Arulmigu DhandayuthapaniswamiThirukkoil, Palani, 1999.
2. Natarajan A.C. *Hindu SamayaAlayangaArakkattalaigalChattam.*
3. Nagaswami, H. *Art and Culture of Tamilnadu*, Sandeep Prahasthan, Delhi, 1980.
4. Bercy Brown, *Indian Architecture*, D.S. Taraporemal Sons &Co.Pvt.Ltd., Bombay, 1971.
5. Srinivasan K.R. *Temples of South India*, Delhi, 1971.
6. Srinivasan K.R. *Temple, Art and Architecture in India*, Delhi, 1965.
7. www.tnhrce.org

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P O 10	PO1 1	P O 12	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5
CO 1	3							3				3			3	3	3
CO 2								3	3		3				3	3	3
CO 3	3				3			3	3		3				3	3	3
CO 4								3	3		3				3	3	3
CO 5					3			3	3		3				3	3	3

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

SEMESTER : I ELECTIVE – II PART: A	PHILOSOPHY OF RELIGION	CREDIT : 3 HOURS :
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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

Course Outcomes:

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

CO1 Exhibit the philosophical implications of religion

CO2 Evaluate the development of religion from tribal to universal

CO3 Demonstrate the psychological basis of religion

CO4 Analyse the mystical experience in religions

CO5 Elucidate the 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 -RamakrishnanParamahansa.

Unit - VInter-religious Understanding

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

Current Streams of Thought:

The faculty will impart the current developments in the subject of study to the students and this component will not cover in the examination.

Text Books:

1. Tiwari, KedarNath. *Comparative Religion*, MotilalBanarsidass Publishers, New Delhi, 2018.
2. Srivastava, Ram Shankar. *Comparative Religion*, MunshiramManoharlal Publishers, New Delhi, 2014.
3. Suda J.P, *Religion in India*, Sterling Publishers, New Delhi, 1978.

Supplementary Readings:

1. Widdows A.C, *The Comparative Study of Religions*, MunshiramManoharlal publishers, New Delhi, 2012.
2. Mullar, Max. *Natural Religion - Collected works*, Asian Educational Service, New Delhi, 1979.
3. Verma, Rajendra. *Comparative Religion: Concepts and Experience*, Intellectual Publishing House, Delhi, 1984.
4. Fellows, Ward J. *Religions East and West*, Holt Rinehart and Winston, New York, 1979.
5. Brodov, V. *Indian Philosophy in Modern Times*, Progress Publishers, Moscow, 1984.

Outcome Mapping

[illegible]

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

SEMESTER : II CORE – IV PART: A	ETHICS	CREDIT : 5 HOURS :
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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

Course Outcomes:

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

CO1 Demonstrate the ethical concepts like Right & wrong, Good & Bad, Virtue & vice, Duty & Virtue

CO2 Comprehend the evolution of human conduct from customary to conscience

CO3 Exhibit the 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

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 human beings – 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.

Current Streams of Thought:

The faculty will impart the current developments in the subject of study to the students and this component will not cover in the examination

Text Books:

1. Sinha, Jadunath. *A Manual of Ethics*, New Central Book Agency Ltd., Kolkatta, 2009.
2. Mackenzie, John S. *A Manual of Ethics*, Cosimo Classics, New York, 2005.
3. Lillie, William. *An Introduction to Ethics*, Methuen & Co. Ltd., London, 1964.

Supplementary Readings:

1. Titus, Herold. *Ethics for Today*, Eurasia Publishing House, New Delhi, 1966.
2. Sharma, R.N. *Principles of Sociology*, Educational publishers, Meerut, 1968.
3. Henkin, Louis, *The Rights of Man Today*, Routledge publishers, New York, 2019.
4. Desjardins, Joseph R. *Environmental Ethics: An Introduction to Environmental Philosophy*, Wadsworth Publishing Company, California, 2012.
5. Agarwal H.O. *Human Rights*, Central Law Publications, Allahabad, 2016.

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	3					3		3					3		3	3	
CO2						3		3					3		2	2	

CO3						3		3	2					2	3	2	
CO4						3		3			2				2	2	
CO5	3					3		3							3	3	3

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

SEMESTER : II CORE –IV PART: A	WESTERN LOGIC	CREDIT : 5 HOURS :
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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

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 Demonstrate 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

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

Current Streams of Thought:

The faculty will impart the current developments in the subject of study to the students and this component will not cover in the examination.

Deduction (Formal Proof of Validity).

Text Books:

1. Cohen and Nagel. *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. Copi, Irving M. *Introduction to Logic*, Macmillan Publishing Company, New York, 1972.

Supplementary Readings:

1. Cohen, Morris R. and Ernest Nagel. *An Introduction to Logic and scientific methods*, Routledge, London, 1934.
2. Frank Miller Chapman and Paul Henle. *The Fundamentals of Logic*, Charles Scribners Sons, London, 1933.
3. Nandita Bandyopadhyay, *The Concept of Logical Fallacies*, Sanskrit PustakBhandar, Calcutta, 1977.
4. Ghosh, B.N. and Ghosh Roma. *A Text book of Deductive Logic*, Vikas Publishing House, New Delhi, 1984.
5. Vidyabushana. S.C., *A History of Indian Logic*, Motilal Banaridass Publishers, New Delhi., 1967.

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	3	3	3		3				3						3		3

CO2	3	3	3		3				3						3		3
CO3	3	3	3		3				3						3		3
CO4	3	3			3				3						3		3
CO5	3	3			3				3						3		3

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

SEMESTER : II CORE – VI PART: A	MODERN POLITICAL THOUGHT	CREDIT : 4 HOURS :
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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

Course Outcomes:

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

CO1 Demonstrate the philosophical implications in politics

CO2 Comprehend the origin and development of the State

CO3 Exhibit the Political thoughts of Plato

CO4 Analyze the political theories of Hobbes, Locke and Rousseau

CO5 Evaluate the political ideologies of Marx and Gandhi

Unit – IIntroduction

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

Unit – IIEvolution of the State

Greek City State, Feudal State, National State

Unit – IIIPlato'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.

Current Streams of Thought:

The faculty will impart the current developments in the subject of study to the students and this component will not cover in the examination

Text Books:

1. Gupta R.C., *Great Political Thinkers*, Lakshmi Narain Agarwal, Enlarged 2nd edition, 1970.
2. Sabine G.H., *History of Political Theory*, Oxford Edition, 1973.
3. Agarwal R.C., *Political Theory*, S. Chand Publication, New Delhi, 2010.

Supplementary Readings:

1. Mackenzie. J.S., *Outline of Social Philosophy*, Routledge, July 2017.
2. Robert Beck, *Hand book of Social Philosophy*, Macmillan Publishing Company, 1979.
3. Gauba O.P. *Social and Political Philosophy*, Mayur Paper packs, 2009.
4. Prabhu. R.K. and U.R. Rao, *The Mind of Mahatma Gandhi*, Navajivan Publishing House -2007
5. Chatterji. P.C. *Secular Values for Secular India*, Mender publishers and Distributors, 1995.

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	2																2
CO2																	3
CO3						3		3					2	2	2		3
CO4						3		3					3	3	2		3
CO5	3					3		3			3		3	3	2	2	2

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

SEMESTER : II ELECTIVE – III PART: A	COMPARATIVE RELIGION	CREDIT : 3 HOURS :
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Objectives:

- To make the students aware of the Principles of major religions.
- To make the students aware of the techniques of comparing religions.

Unit – I Introduction

Religion – Meaning – Nature and Functions – Types – Comparative Religion : History, Need, Uses and techniques.

Unit – II Hinduism

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

Unit – III Christianity & 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. KedarNath Tiwari, Comparative Religion, MotilalBanarsidas, Delhi, 1990.
2. Ram Shankar Srivastava, Comparative Religion, MunshiramManoharlal Publishers Pvt. Ltd., New Delhi 1974.
3. Suda J.P, Religion in India, Sterling Publishers Pvt. Ltd., New Delhi, 1978.

Reference Books:

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. RajendraVerma, 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.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3				3			3					3	3	3	3	
CO2	3				3			3					3	3	3	3	
CO3	3				3			3					3	3	3	3	
CO4	3				3			3					3	3	3	3	
CO5	3				3	3		3	3		3	3		3	3	3	3

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

SEMESTER : II ELECTIVE – III PART: A	SOCIAL PHILOSOPHY	CREDIT : 3 HOURS :
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Objectives:

- To make the students aware of the relevance of social Philosophy.
- To make the students aware of the social ideologies of Liberty, Equality, Justice, Rights, Democracy, Fascism and Corruption.

Unit-I Social Philosophy

The Nature of Social Philosophy - The State: Meaning of the State - State and Society - Essential Elements of State. Political Obligation: Moral Grounds for Political Obligation - Theories of Political Bases of Social Intuitions - Family, Marriage, Property, Education, Religion and Different Forms of Marriage.

Unit - II Liberty and Equality

Liberty and Authority: - The Scope and Limits of Liberty - Liberty and Law - Liberty and State Authority. Equality: Meaning and Scope of Equality - Right to Equality - Secularism: Philosophical basis, origin and development of Secularism; Theory and Practice of Secularism in India.

Unit - III Justice and Rights

Justice: Meaning and Nature of Justice - Social, Economic and Political Justice - Functions of Justice - Socialist theory of Distributive Justice. Rights: Meaning and Nature of Rights - Relation between Rights and Duties - Different Kinds of Rights.

Unit-IV Democracy

Democracy: The Concept of Democracy - Democratic Values of Liberty, Equality and Fraternity - Nature and Function of Democratic Government - Application of Democracy to International Society. Socialism and Communism: The Origin and Development of Socialism - Salient Features of Socialism - Comparison between Socialism and Communism.

Unit-V Fascism and corruption

Fascism: Origin and Development of Fascism - The Ideology of Fascism - An Assessment of Fascism - Social Causes of Crime - Means to Prevent Crime - Crime and Punishment - Theories of Punishment - Corruption: Corruption in Indian Public Life - Causes of Corruption - Areas of Corruption - Remedies of Corruption - Private Property System and Corruption.

Text Books:

1. Gupta R.C. : Great Political Thinkers
2. Sabine : History of Political Theory
3. Asirvatham : Political Theory
4. Gettell : History of Political Thought
5. Joad C.E.M. : Guide to the Philosophy of Morals and Politics

Suggested 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
6. Marx and Engels, Selected Works, Vol - III
7. Joel Feinberg, Social Philosophy
8. D.D. Raphael, Problems of Political Philosophy
9. J.C. Johari, Contemporary Political Theory
10. V.P. Varma, Political Philosophy
11. B.C. Rout, Political Theories, Concepts and Ideologies

SEMESTER : II ELECTIVE – IV PART: A	SAIVA SIDDHANTA	CREDIT : 3 HOURS :
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Learning Objectives:

- LO1:** To make the students aware of the historical development of SaivaSiddhanta
- LO2:** To enable the students to gain expert knowledge in SaivaSiddhanta'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.

Course Outcomes:

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

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

Unit – I Introduction to SaivaSiddhanta

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

Unit – II Metaphysics of SaivaSiddhanta

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 – Iruvinaiooppu – Saktinipadam – Cariya – Kriya – Yoga – Jnana - Nature of Liberation.

Unit – IV Epistemology

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

Unit – V ViraSaivism and Kashmir Saivism

SaivaSiddhanta in relation to (a) Advaita (b) Visistadvaita
(c) Virasaivism (d) KashmirSaivism.

Text Books:

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

Supplementary Readings:

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

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	3				3			3					3	3	3		
CO2	3				3			3		3			3	3	3	3	
CO3	3				3			3		3				3	3	3	
CO4	3				3			3						3	3		3
CO5	3				3			3						3	3	3	3

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

SEMESTER : II ELECTIVE – IV PART: A	EDUCATIONAL PHILOSOPHY	CREDIT :3 HOURS :
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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

Course Outcomes:

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

- CO1** Demonstrate the core ideas involved in the philosophy of Education
- CO2** Apply 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

Unit – I Introduction

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

Unit – IINaturalism 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 – I 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.

Current Streams of Thought:

The faculty will impart the current developments in the subject of study to the students and this component will not cover in the examination

Text Books:

1. Tanaya V.R. *Educational Thought and Practice*, Sterling Publishers, New Delhi, 2005.
2. Agarwal J.C. *Philosophical Foundations of Education*, Bookman Publishers, New Delhi, 2017.
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, New Delhi, 2010.
3. Rai, B.C. *Theory of Education*, Prakashan Kendra Publishers, Lucknow, 1999.
4. Chandra S.S. & Sharma R.K., *Philosophy of Education*, Atlantic Publishers, New Delhi, 2006.
5. Samuel Ravi S. *A Comprehensive study of Education*, PHI Learning Publishers, New Delhi, 2011.

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	2							2			2	2		2			
CO2						2						2	2	2			
CO3						3			3			3	3	3			
CO4						3					3	3	3	3			

CO5	3					3		3				3	3	3		3	3
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*1 - Low *2 - Medium *3 - Strong

SEMESTER : I SEC - I PART: B	PERSONALITY DEVELOPMENT	CREDIT : 2 HOURS :
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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 – Personality: Definition – Concept.

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 - 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

