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**

<table>
<thead>
<tr>
<th>Faculty of Arts</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme</td>
<td>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.</td>
</tr>
<tr>
<td>M.A. Philosophy</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>70</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>15</td>
</tr>
<tr>
<td>Project</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th></th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-I &amp; Test-II</td>
<td>15</td>
</tr>
<tr>
<td>Seminar</td>
<td>05</td>
</tr>
<tr>
<td>Assignment</td>
<td>05</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-I</td>
<td>15</td>
</tr>
<tr>
<td>Test-II</td>
<td>15</td>
</tr>
<tr>
<td>Viva-voce and Record</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Continuous Internal Assessment (25 Marks)</th>
<th>End Semester Examination (75 Marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review-I</strong> 10</td>
<td><strong>Review-II: 15</strong></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

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

\[
GPA = \frac{\sum_{G} G_{G} G_{G}}{\sum_{G} G_{G}}
\]

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.

\[
CGPA = \frac{\sum_{G} G_{G} G_{G} G_{G}}{\sum_{G} G_{G} G_{G}}
\]

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

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

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

Model Question Paper

Nov., 2019

Maximum: 75 Marks

Time: 3 Hours

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.

*****
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) OR
7. a) OR
   b) OR
8. a) OR
   b) OR
9. a) OR
   b) OR
10. a) OR
    b) OR

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

11.
12.
13.
14.
15.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours/Week</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>P</td>
</tr>
<tr>
<td>Semester-I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIC –101</td>
<td>Core 1: Indian Philosophy</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PHIC –102</td>
<td>Core 2: Ethics</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PHIC –103</td>
<td>Core 3: Educational Philosophy</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PHIC –104</td>
<td>Core 4: Political Philosophy</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective 1: Interdepartmental Elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total credits for Sem.-I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester-II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIC –201</td>
<td>Core 5: Contemporary Indian Philosophy</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PHIC –202</td>
<td>Core 6: Classical Western Philosophy</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PHIC –203</td>
<td>Core 7: Indian Culture</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PHIC –204</td>
<td>Core 8: Philosophy of Human Rights</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Elective 2: Department Elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective 3: Interdepartmental Elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total credits for Sem.-II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester-III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIC –301</td>
<td>Core 9: Western Logic</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PHIC –302</td>
<td>Core 10: Western Philosophy</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PHIC –303</td>
<td>Core 11: Saiva Siddhanta</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PHIC –304</td>
<td>Core 12: Philosophy of Science</td>
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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)

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<tr>
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#### VALUE ADDED COURSE (VAC)

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Semester – I
PHIC – 101 INDIAN PHILOSOPHY

Credits: 5
Lecture hours: 80

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:
Supplementary Readings:


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

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Semester - I

PHIC-102   ETHICS

Credits: 5
Lecture hours: 80

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

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

Unit – IV Environmental Ethics

Unit – V Rights and Duties
Text Books:

Supplementary Readings:

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

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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

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

Unit – V Philosophies of Education
Rabindranath Tagore, Mahatma Gandhi and Swami Vivekananda.

Text Books:


Supplementary Readings:


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

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Semester - I

PHIC-104 POLITICAL PHILOSOPHY

Credits: 4
Lecture hours: 60

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

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
   (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:

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
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

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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, Bhramo Samaj and Prarthana Samaj.

Unit – II Swami Vivekananda

Unit – III Sri Aurobindo

Unit – IV S. Radhakrishnan

Unit – V E.V. Ramasamy

Textbooks:
Supplementary Readings:
3. Ramalinga Swamigal, Thiruarutpa.

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

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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


Unit- II  Eleatic School


Unit-III  Sophists to Aristotle – Sophists & Socrates


Unit– IV  Sophists to Aristotle – Plato & Aristotle


Unit – V  Medieval Philosophy

Thomas Aquinas – Faith and Reason – essence and existence – the existence of God.
St.Anselm – Ontological argument.

Text Books:

Supplementary Readings:

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**

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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

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

Unit – IV Vijayanagar Rulers, Nayaks and Guptas
Politics - social and economic conditions – Religion 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:
Supplementary Readings:


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

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Semester - II

PHIC-204 PHILOSOPHY OF HUMAN RIGHTS

Credits: 4
Lecture hours: 60

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

Unit – II The Universal of Human Rights

Unit - III Cultural perspectives on Human Rights

Unit – IV Human Rights Violations

Unit – V Rights and Responsibilities

Text Books:


Supplementary Readings:


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

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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

Unit – I Introduction

Unit – II Propositions

Unit – III Inference
(a) Immediate – Opposition of Proposition – Square of Opposition, Eduction, 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
Text Books:

Supplementary Readings:

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

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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:**


Supplementary Readings:


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

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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

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

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:
2. Collected Lectures on Saiva Siddhanta, Annamalai University, 1978.

Supplementary Readings:
1. Ponniah, V. The Saiva Siddhanta Theory of knowledge, Annamalai University, Annamalainagar, 1952.
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

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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

Text Books:

Supplementary Readings:


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

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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


Unit – III Instrumentalism

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

Unit – IV Phenomenology and Existentialism


(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:


**Supplementary Readings:**


**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

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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

Unit – I Introduction

Unit – II Origin and Development of Religion

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 Paramahamsa.

Unit - V Inter-religious Understanding
Models of Inter-religious dialogue - Peace and Conflict Resolution.

Text Books:
Supplementary Readings:

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

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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

Unit - II Qualification Required for Research

Unit - III Kinds of Topic and Tool of Dissertation

Unit - IV Reporting

Unit - V Presentation

Text Books:
Supplementary Readings:


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

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Semester - IV

PHIC- 404  DISSERTATION

Credits: 8

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:

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- The total number of pages for a dissertation should be more than 50 pages and less than 100 pages

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 9. Write and speak critically and coherently
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

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:

Supplementary Readings:


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

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Semester - II

PHIE – 205(B) GENERAL PSYCHOLOGY (DE)

Credits: 3
Lecture hours: 50

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

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

Text Books:

Supplementary Readings:
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

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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

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)

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

Unit – V Temple and Social Services

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

Supplementary Readings:

**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**

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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 Achariyas 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 Achariyas


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:


Supplementary Readings:

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 Achariyas to Vaishnavism

**CO4** Comprehend the main tenets of Visistadvaita

**CO5** Enunciate the importance of Prapatti in Vaishnavism

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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


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:


Supplementary Readings:


**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. Krishnmurthi’s concept of Truth

**CO4** Comprehend the main tenets of Iqbal’s philosophy

**CO5** Enunciate K.C.Bhattacharya’s idealism

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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**


**Unit - II Ethics and Human Life**

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

**Unit - III Professional Ethics**


**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**


**Text Books:**


**Supplementary Readings:**


**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

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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

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 – Intrinisic and Extrinsic values Ethics : Purusharthas: Dharma, Artha, Kama and Moksha.

Unit - V Other Branches
Logic, Aesthetics, Politics, and Environmental Philosophy.

Text Books:


Supplementary Readings:

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

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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


Unit – V Sarvodaya and Satyagraha

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

Text Books:


Supplementary Readings:


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

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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

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.

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

Unit - V  Other Branches
Logic, Aesthetics, Politics, and Environmental Philosophy.

Text Books:

Supplementary Readings:

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

CO1 Understand the problems of philosophy
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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


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


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:

2. Collected Lectures on Saiva Siddhanta, Annamalai University, 1978.

Supplementary Readings:

1. Ponniah, V. The Saiva Siddhanta Theory of knowledge, Annamalai University, Annamalainagar, 1952.


**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**

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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


Unit – II Christianity


Unit – III Islam


Unit – IV Buddhism & Jainism


Unit – V Comparison of Religions

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

Text Books:


Supplementary Readings:


**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**

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Semester - III

PHIX – 306 (B) INDIAN CULTURE (IDE)

Credits: 3
Lecture hours: 50

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

Unit – IV Vijayanagar Rulers
Politics - social and economic conditions – Religion 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:

Supplementary Readings:

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

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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

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:
Supplementary Readings:


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

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