

**B.A.,
PHILOSOPHY**

MODEL SYLLABUS

AUGUST- 2022

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,
CHENNAI – 600 005**

LEARNING OUTCOMES – BASED CURRICULUM FRAME WORK GUIDELINES BASED REGULATIONS FOR POST GRADUATE PROGRAMME	
Programme:	B.A. philosophy
Programme Code	
Duration	3 years [UG]
Program Outcomes (PO)	
On successful completion of the B.A., Philosophy program, the students are expected to	
PO 1	Understanding of the fundamental principles in Philosophy and methods in logical tradition (Indian & Western) and capability of developing ideas based on them.
PO2	Inculcate philosophical/logical reasoning.
PO3	Prepare and encourage students for research studies in Western and Indian Philosophy and other applied fields.
PO4	Provide advanced knowledge on topics in Philosophy, applied philosophy and human values empowering the students to pursue higher degrees at reputed academic institutions.
PO5	Inculcate the skill of critical inquiry which is necessary for philosophical discourse in order to generate the creative thoughts objectively.
PO6	Proficiency in philosophical investigation, ability to explain theories and identify valid argument.
PO7	Equip the students with skilful methodology of philosophy so that they can help themselves to analyse the problem, frame the hypothesis, authenticate reasoning and to get a suggestive or acceptable conclusion.
PO8	Prepare students for pursuing research or careers in any area of philosophy and allied fields.
PO9	Imbibe effective linguistic and critical communication in both oral and writing and ability to develop and defend a logical original position of an argument.
PO10	Continue to acquire applicable knowledge and skills appropriate to professional activities and demonstrate highest standards of moral/ethical issues in human society.

	Programme Specific Outcome
PSO1	Strong foundation on critical thinking and representation of philosophical theories which have strong links and application in day-to-day life particularly practical ethics, tradition, culture, socio- political aspects of philosophy and cognitive sciences.
PSO2	Nurture problem solving skills, thinking, creativity through assignments, field work, seminar presentations and project work.
PSO3	Assist students in preparing (personal guidance, research papers, and books) for competitive exams e.g., NET-JRF, SLET, etc.
PSO4	Students will be able to have argumentative skills while learning different theories and their criticisms within the field of metaphysics, epistemology, logic, Philosophy of religion social and political philosophy. The development of this reasoning power in students is the fundamental outcome of learning Philosophy.
PSO5	Students will acquire critical ability; will be able to construct cogent argument in both speech and writing as a result of learning logic.
PSO6	Students will attain skills to understand the nature of human mind; they will develop knowledge about learning skills and personality traits of mind as well as levels of consciousness.
PSO7	Students will also be enriched with different values of life and will be able to practice those values in real life.
PSO8	Students will be familiar with both Indian and Western philosophical theories and so will be able to make a comparative study of these two kinds of theory.
PSO9	Students will develop creative thinking regarding new possibilities beyond the prevalent philosophical theories.
PSO10	Students will learn to distinguish between appearance and reality, will gain a holistic knowledge of man and world. Also their curious minds will venture into the knowledge of world beyond the arena of sense experience

Credit Distribution for UG Courses - Philosophy

First Year Semester-I

Part	List of Courses	Credit	No. of Hours
Part-1	Language	3	6
Part-2	English	3	4
Part-3	Core Course – CC I Classical Indian Philosophy - I	4	5
	Core Course – CC II Greek and Medieval Philosophy	4	5
	Elective Generic/ Discipline Specific Elective-I Introduction to Sociology	3	4
Part-4	Skill Enhancement Course SEC-1 (NME) Introduction to Philosophy	2	2
	Ability Enhancement Compulsory Course(AECC) Soft Skill-1 Yogic Sadanas – I Asanas	2	2
	Skill Enhancement Course (Foundation Course) Language Skills	2	2
		23	30

First Year Semester-II

Part	List of Courses	Credit	No. of Hours
Part-1	Language	3	6
Part-2	English	3	4
Part-3	Core Course – CC III Modern Western Philosophy I - (Descartes to Kant)	4	5
	Core Course – CC IV Classical Indian Philosophy - II	4	5
	Elective Generic/ Discipline Specific Elective-II Foundations of Psychology	3	4
Part-4	Skill Enhancement Course -SEC-2 (NME) Applied Ethics	2	2
	Skill Enhancement Course -SEC-3 Computing Skills	2	2
	Ability Enhancement Compulsory Course (AECC) Soft Skill-2 Yoga Sadanas – II Pranayama	2	2
		23	30

**Second Year
Semester-III**

Part	List of Courses	Credit	No. of Hours
Part-1	Language	3	6
Part-2	English	3	4
Part-3	Core Course - CC V Modern Indian Philosophy	4	5
	Core Course - CC VI Problems of Philosophy	4	5
	Elective Generic/ Discipline Specific Elective-III Introduction to Feminist Theories	3	4
Part-4	Skill Enhancement Course-SEC-4 Managerial Skills	1	1
	Skill Enhancement Course SEC-5 Work Ethics	2	2
	Ability Enhancement Compulsory Course (AECC) Soft Skill-3 Yogic Sadanas: Dhyana	2	2
	E.V.S	1	1
		23	30

**Second Year
Semester-IV**

Part	List of Courses	Credit	No. of Hours
Part-1	Language	3	6
Part-2	English	3	4
Part-3	Core Course - CC VII Modern Western Philosophy - II (Absolute Idealism to Pragmatism)	4	5
	Core Course - CC VIII Essentials of Saiva Siddhanta	4	5
	Elective Generic/ Discipline Specific Elective-IV Philosophical Counselling	3	4
Part-4	Skill Enhancement Course SEC-6 Critical Thinking I	2	2
	Skill Enhancement Course SEC-7 Critical Thinking II	2	2
	Ability Enhancement Compulsory Course (AECC) Soft Skill-4 Personality Development: Philosophical Perspective	2	2
	E.V.S	1	1
		24	30

Third Year

Semester-V

Part	List of Courses	Credit	No. of Hours
Part-3	Core Course - CC IX Moral Philosophy	4	5
	Core Course - CC X Introduction to Human Rights	4	5
	Core Course CC -XI Western Logic	4	5
	Core Course CC -XII Phenomenology and Existentialism	4	5
	Elective Generic/ Discipline Specific Elective -V Culture and Philosophy of Tamils	3	4
	Elective Generic/ Discipline Specific Elective -VI Philosophy of Education	3	4
Part-4	Value Education	2	2
	Summer Internship /Industrial Training	2	-
		26	30

Third Year

Semester-VI

Part	List of Courses	Credit	No. of Hours
Part-3	Core Course - CC XIII Introduction to World Religions	4	6
	Core Course - CC XIV Political Philosophy - East and West	4	6
	Core Course - CC XV Introduction to 20 th Century Philosophers (Western)	4	6
	Elective Generic/ Discipline Specific Elective -VII Symbolic Logic	3	5
	Elective Generic/ Discipline Specific Elective -V III Social Philosophy	3	5
Part-4	Extension Activity	1	-
	Professional Competency Skill Professional Ethics	2	2
		21	30
Total Credit		140	

First Year
Semester – I

Core Course – CC I Classical Indian Philosophy–I

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
	Classical Indian Philosophy–I	Core	Y	=	=	=	4	4	25	75	100
Pre - requisite											

Learning Objectives	
LO1	Inculcate the skill of critical inquiry
LO2	To make philosophical truths effective in life
LO3	Proficiency in philosophical investigation, ability to explain theories and identify valid argument
LO4	The ultimate aim of every individual should be to perfect himself
LO5	Equip the students with skillful methodology of philosophy

Course Units

Units	Course Units	No. of Hours
Unit – 1	General Characteristic features of Indian Philosophy	
Unit – 2	Vedas: Theism in Vedas, Upanishad: Brahman and Atman, Gita: Svadharma, Niṣkāmakarma, Sthitaprajña. place of God - self – Liberation.	
Unit – 3	Mimamsa: Validity and invalidity of knowledge - theory of error-pratyaksha, anumana, upamana, sabda, arthapatti, anupalabdhi – authority of the Vedas – concept of dharma ethics.	
Unit – 4:	Vedanta: Advaita - nature of Brahman - world - Maya, God - soul – Relation between Brahman, jiva, and world. Moksha-nature, means, jivanmukta.	
Unit – 5:	Visistadvaita - nature of Brahman, world and soul -. Relation between Brahman, Soul and world - Criticism of Maya - Nature of bondage and liberation - Bhakti and Prapatti. Dvaita - God- prakriti- World - Reality of difference - Jiva – categories – concept of Moksha.	

Course out Come:

1. This course provides a brief introduction to Indian philosophy, how it differs from Western Philosophy.
2. Students demonstrate knowledge of core concepts <i>Astika</i> Systems.
3. Students exhibit skills in the use of epistemological understanding of the world
4. Course imparts the theoretical understanding of Indian concept of Liberation.
5. This course also highlights how one can enrich one's life in present times.

Books for Reading:
1. Dr.S. Radhakrishnan – History of Indian Philosophy, Vols. I & II.
2. Surendranath Dasgupta – A History of Indian Philosophy (Five Volumes).
3. Hiriyanna – Outlines of Indian Philosophy.
4. S. Chatterjee – An Introduction to Indian Philosophy.
5. D.Datta – An Introduction to Indian Philosophy.

Reference Book :
1. Ram Mohan Roy – A History of Indian Philosophy.
2. Suryanarayana Sastri – Short History of Indian Materialism.
3. Debiprasad Chattopadhyaya – Lokayata – A Study in Ancient Indian Materialism.

Web Resources
1. Philosophy https://plato.stanford.edu › entries › epistemology-india
2. Classical Indian Philosophy https://historyofphilosophy.net › series › classical-India.
3. https://www.britannica.com › ... › Philosophical Issues

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

Core Course – CC II

GREEK & MEDIEVAL PHILOSOPHY

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
	Greek & Medieval Philosophy	Core	Y	=	=	=	4	4	25	75	100
Pre - requisite											

Learning Objectives	
LO1	To know the important concepts in Ancient and Medieval philosophy
LO2	To the know brilliant contributions of greatest philosophers like Socrates, Plato, Aristotle
LO3	Students will study the religious contributions of medieval thinkers - St. Augustine. St. Anselm, and St. Thomas Aquinas.
LO4	The course enables the students to master all the basic ideas of Classical Greek and Medieval philosophy.
LO5	It will concentrate on the dominant figures of philosophy

Units	Course Units	No. of Hours
Unit – 1	Problem of Nature, Milesian School: Thales; Eleatic School: Parmenides – Heraclitus - Problem of Conduct: Stoicism of Zeno; Sophism	
Unit – 2	Socrates – Socrates’ Approach to Philosophy – Critical Methods	
Unit – 3	Plato – Doctrine of Ideas – Theory of Knowledge – Knowledge and Belief – Doctrine of soul	
Unit – 4:	Aristotle – Theory of Substance (matter and form) – Theory of causality – Potentiality and Actuality	
Unit – 5:	St. Augustine: Human knowledge, Problem of Evil, The Concept of God. St. Thomas Aquinas: Five Proofs for the existence of God , St. Anselm: The Ontological argument	

Course out Come:	
CO1	This course will introduce the thought pattern of the earliest western philosophers, and aims to highlight the contribution of the medieval philosophers too
CO2	Course gives insight into the thinking of the three greatest Philosophers of Greece, namely, Socrates, Plato and Aristotle
CO3	This course aims to train the thought process of the students.
CO4	Course will help the students to identify the problems and find the solutions for life problems.
CO5	This study will definitely benefit the student to sharpen his knowledge, critical thinking and inquisitive nature.

Books for Reading:
1. Frank Thilly, <u>A History of Western philosophy</u>
2. S.E.Stumpf , <u>Socrates to Sartre : A History of Philosophy</u>
3. W.T.Stace, <u>A Critical History of Greek Philosophy</u>
4. Guthrie , <u>The Greek Philosophy</u>
5. John Burnet , <u>Greek Philosophy</u>

Reference Book :
1. The Cambridge history of later Greek and early medieval philosophy, A.H. Armstrong
2. A Critical History of Western Philosophy: Greek, Medieval and Modern, Book by Yakub Masih
3. Greek-Latin philosophical interaction, Book by Sten Ebbesen

Web Resources
1. Medieval Philosophy https://plato.stanford.edu › entries › medieval-philosophy
2. Western philosophy - Medieval philosophy Britannica https://www.britannica.com › topic › Medieval-philoso...
3. Medieval philosophy https://www.rep.routledge.com › articles › overview

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong

M-Medium

L-Low

Elective Generic -I**INTRODUCTION TO SOCIOLOGY**

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Introduction To Sociology	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	The course will introduce students to the field by focusing on several important sociological topics,
LO2	To know socialization, culture, the social construction of knowledge, inequality, race and ethnic relations, poverty, and political sociology
LO3	Will help students to understand the basic principles of society
LO4	know how the social interaction with individuals' society and culture influence the behavior of an individual and society.
LO5	The relevance of social hierarchies and social power in everyday life.

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	Primary concepts: Society, Association, Community, Institution, Customs, Folkways and mores social norms- Society – The origin of Society – Individuals and Society – organismic theory – Social contract theory – Group – Mind theory, Socialization.	
Unit – 2	The Family – origin of the family – Early forms of the family – changes in the family – The modern Indian Family – problems faced by modern nuclear family.	
Unit – 3	Culture – Definition of Culture – Elements of Culture – Culture and civilization – Culture and Personality – Culture lag – Heredity and Environment – Inseparability of heredity and Environment.	
Unit – 4:	Caste System – The meaning and features of caste system – origin of caste – theories of modern India – Distinction between caste and class.	
Unit – 5:	Social prines and interaction – meaning of social interaction – Association and dissociative process cooperation, competition, conflict, Accommodation, Assimilation and Acculturation.	

Course out Come:
1. The course will introduce students to the field by focusing on several important sociological topic.
2. It focuses on the influence of social relationships upon people's attitudes and behavior.
3. This course provides students with both methodologies and knowledge of the study of critical social issues ranging in scope from family to global.
4. To introduce students to the basic social processes of society, social institutions and patterns of social behavior.
5. Studying sociology provides a better understanding of the following: Reasons for social differences, including differences in social behavior

Books for Reading:
1. Bottomore T.B – Sociology, A Guide to problems of Literature
2. Kinsley Dais – Human Society
3. Gisbert.P – Fundamentals of Sociology
4. Maalver and Page – Society: An Introduction Analysis.
5. T.K. Oommen and C.N. Venugopal, Sociology

Reference Book :
1. Oxford Handbook of Sociology, Social Theory and Organization Studies by Paul S. Adler (Editor)
2. Student Handbook to Sociology by Elizabeth Grauerholz; Anne Bubriski-McKenzie
3. The Wiley-Blackwell Companion to Sociology by George Ritzer (Editor)

Web Resources
1. https://sociology.unc.edu › ... › Sociology Major
2. What is Sociology? https://sociology.case.edu › what-is-sociology
3. School of Liberal Arts: IUPUI https://liberalarts.iupui.edu ›

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong**M-Medium****L-Low****Skill Enhancement Course SEC-1 (NME)****INTRODUCTION TO PHILOSOPHY**

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Introduction To Philosophy	<u>Core</u>	<u>Y</u>	<u>:</u>	<u>:</u>	<u>:</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

Learning Objectives

LO1	Introduces philosophical ideas and concepts to the students.
LO2	Understand the genesis of Greek Philosophy
LO3	Acquire thorough knowledge of the philosophical concepts and science
LO4	The course introduces students to the foundational theories and methods of philosophical analysis,
LO5	Analyze the metaphysics, epistemology and ethics

Units	Course Units	No. of Hours
Unit – 1	What Philosophy Is, Who are Philosophers? Definition of Philosophy”, The Subject matter of Philosophy, The Task of Philosophy, The Method of Philosophy, The Characteristics of Philosophy, Science, Religion and Philosophy	
Unit – 2	Relevance of Philosophy, Why Study Philosophy, Is Philosophy Avoidable? How is Philosophy Possible? How to start our Introduction to Philosophy?	

Unit – 3	Branches of Philosophy Logic - Epistemology - Ethics - Metaphysics - Aesthetics	
Unit – 4:	Indian Philosophy - Hindu Philosophy - Chinese Philosophy - Islamic Philosophy - African Philosophy - Tamil Philosophy with reference to Puranānūru	
Unit – 5:	Some Important Problems in Philosophy - Problems in Metaphysics - Problems in Epistemology - Problems in Philosophy of Mind - Problems in Moral Philosophy - Problems in Philosophy of Science and of Nature - Problems in Philosophy of Religion - Problems in Philosophy of God = Problem in Social Philosophy - Problem in Aesthetics	

Course out Come:

1. The course introduces students to the foundational theories and methods of philosophical analysis.
2. This course concentrates on concepts and issues, such as the nature of value, duty, right and wrong, the good life, human rights, social justice.
3. Course will help in applications of selected problems of personal and social behavior.
4. Course emphasizes on critical examination of some fundamental principles and problems of philosophy
5. This course will be of more of an activity of attempting to understand the world.

Books for Reading:

1. Augustine Perumalil, An Invitation to Philosophy
2. P.K.Sundaram, Puranānūru.
3. G.T.W.Patrick, Introduction to Philosophy
4. Datta & Chatterjee, An Introduction to Indian Philosophy
5. Anand Amaladass, Introduction to Philosophy

Reference Book:

1. The Problems of Philosophy, By Bertrand Russell
2. The World of Religions, Paperback by Samarpan
3. The Philosophy Of Hinduism, by Sarvepalli Radhakrishnan

Web Resources

1. Hindu Philosophy https://iep.utm.edu/hindu-p
2. The Global Religious Landscape Pew Research Center https://www.pewresearch.org/religion
3. An Introduction to Philosophy - Open Textbook Library https://open.umn.edu/opentextbooks/textbooks

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong

M-Medium

L-Low

Ability Enhancement Compulsory Course (AECC) Soft Skill -I

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
	Soft Skill -I Yogic Sadanas – I Asanas	Core	Y	-	-	-	4	4	25	75	100
Pre - requisite											

Learning Objectives

LO1	Understand the philosophical implications in yoga
LO2	Analyze the sadanas of Thirumular and Patanjali
LO3	Elucidate the yoga of modern Indian philosophers
LO4	Understand the various methods of Asanas
LO5	Enunciate the necessity of Yoga in modern life

Units	Course Units	No. of Hours
Unit – 1	Shatkarmas: Vamandhauti, Vastradhauti, Dandadhauti, Laghoo and Poorna sankhaprakshalana, Neti (Sutra and Jala), Kapalbhathi(Vaatkrama,Vyutakrama & Sheetkarma), Agnisara, Nauli, Tratak	
Unit – 2	Suryanamaskar- Suryanamaskar must be practiced traditionally	
Unit – 3	Yogasanas -I Tadasana, Vrikshasana, Urdhva-Hastottanasana, Kati Chakrasana ; Ardha Chakrasana, Paada Hastasana; Trikonasana, Parshva Konasana; Veerabhadrasana; Bhunamanasana, Hanumanasana; Dandasana, Swastikasana, Sidhasana,Bhadrasana,Padmasana,Vajrasana; Kagasana	
Unit – 4:	Asanas II - Utkatasana, Gomukhasana,Ushtrasana, Shashankasana, Kurmasana, Navasana, Baddha Padmasana, Uttitha Padmasana; Janusirasana, Paschimottanasana, Supta Vajrasana; Mandukasana, Utthana Mandukasana; Vakrasana, Ardha Matsyendrasana , Marichayasana, Simhasana.	
Unit – 5:	Yogasanas II : Pavanamuktasana, Utthana-padasana, Ardha Halasana, Setubandhasana, Halasana, Karna Peedasana, Sarvangasana, Matsyasana , Chakrasana, Shavasana, Makarasana, Bhujangasana , Shalabhasana, Dhanurasana, Kapotasana , Raja Kapotasana, Bakasana, Kukkutasana, Garbhasana, Matsyendrasana, Marjariasana, Padangusthasana, Hastapadangusthasana, Garudasana, Vatayanasana, Natarajasana, Mayurasana, Sirshasana; Ekapada and Dwipada Kandarasana.	

Course out Come:

1. Understand the benefits, contraindications and procedure of all practices.
2. Demonstrate each practice with confidence and skill.
3. Explain the procedure and subtle points involved.
4. Teach the yoga practices to any given group.
5. It can be used as a tool to help work on oneself, to re-discover the purpose of life.
Books for Reading:
1. Swami Dharendra Bhramhachari :Yogic Sukshma Vyayama, Dharendra Yoga Publications, New Delhi, 1980
2. Swami Dharendra Bhramhachari:Yogasana Vijnana,Dharendra Yoga Publications, New Delhi, 1966
3. Swami Kuvalyananda:Asana, Kaivalyadhama, Lonavla, 1983
4. Swami Satyananda Saraswati:Asana, Pranayama, Bandha, Mudra,Bihar School of Yoga, Munger, 2005-06
5 Yoga for Promotion of Positive Health, by Dr R Nagarathna, Dr H R Nagendra Published by SVYP, 2002
Reference Book:
1. Basavaraddi, I.V. & others:Yogasana: A Comprehensive description about Yogasana, MDNIY, New Delhi, 2011.
2. Basavaraddi, I.V. & others:Yogic Sukshma Evam Sthula Vyayama, mDNIY, New Delhi, 2011.
3. Iyengar, B.K.S.:Light on Yoga,Harper Collins Publishers, 2009

Web Resources
1. Yoga Poses: Sitting, Standing, & Recumbent Yoga Asanas for ... https://www.artofliving.org › in-en › sitting-standing-re...
2. https://www.arhantayoga.org/blog/yoga-exercises-yoga-asana-guide/
3. https://sivanandalondon.org/twelve-basic-asanas/

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong
M-Medium
L-Low

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong

M-Medium

L-Low

First Year

Semester – II

Core Course – CC III

MODERN WESTERN PHILOSOPHY - I (Descartes to Kant)

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Modern Western Philosophy - I (Descartes To Kant)	<u>Core</u>	<u>Y</u>	<u>=</u>	<u>=</u>	<u>=</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	To know complex relations of philosophy to the development of modern science
LO2	Modern Philosophy is from Renaissance 15th to the 17th century, the period of enlightenment from Locke to Kant
LO3	Attention will be focused on the quality of the arguments presented by the philosophers
LO4	Prepare students for pursuing research or careers in any area of philosophy and allied fields.
LO5	Imbibe effective linguistic and critical communication in both oral and writing and ability to develop and defend a logical original position of an argument.

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	Descartes - Cogito ergo sum - Cartesian method – Mind-body Dualism - interactionism – Proofs for the existence of God	
Unit – 2	Spinoza & Leibnitz - Parallelism – Substance and Attributes – Modes - Theory of Monads – Pre-established harmony – God.	
Unit – 3	Locke - Nature of Knowledge - Primary and Secondary Qualities – Critique of innate ideas.	
Unit – 4	Berkeley & Hume - Esse est percipi – Solipsism - Theory of Impressions and Ideas – Scepticism; (a) Denial of causality (b) Denial of Self (c) Denial of God	
Unit – 5	Immanuel Kant - Synthesis of Rationalism and Empiricism - Synthetic a priori Judgement - Phenomena and Noumena	

Course out Come:

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|---|
| 1. This course is a continuation of the western philosophical ideas as pronounced from late fifteenth century after the advent of Jesus Christ. |
| 2. This is a continuation of the study brought out in Greek and Medieval philosophy |
| 3. Highlights the contribution of some philosophers who came in and after fifteenth century |
| 4. Brings out the critical and the need for first-hand knowledge assimilation through independent thinking as envisaged first by Rene Descartes followed by Spiniza, Leibnitz, Locke, Berkeley, Hume an Kant. |
| 5. Study aims to give the best of the thought processes of three decades with emphasis on rationalism and empiricism culminating with a synthesis of both towards knowledge enhancement |

Books for Reading:

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| 1. Frank Thilly, <u>A History of Philosophy</u> |
| 2. B.A.G.Fuller, <u>A History of Philosophy</u> |
| 3. N.T.Jones, <u>History of Western Philosophy</u> |
| 4. Sammuel Enoch Stumpf, <u>Philosophy, History and Problems</u> |
| 5. Y.Masih, <u>A Critical History of Modern Philosoph</u> |

Reference Book:

- | |
|--|
| 1. Descartes to Kant: An Introduction to Modern Philosophy Paperback – by Garrett Thomson |
| 2. The Rise of Modern Philosophy (Paperback) By: Anthony Kenny (Author) , Anthony (University of Oxford) Kenny (Author) Publisher: Oxford University Press, USA |
| 3. Modern Philosophy: From Descartes to Kant Paperback – by Étienne Gilson (Author), Thomas Langan (Author) |

Web Resources

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|--|
| 1. https://reasonandmeaning.com/2015/01/27/from-descartes-to-kant-in-two-pages/ |
| 2. https://www.britannica.com/topic/Western-philosophy/The-rationalism-of-Descartes |
| 3. https://www.thoughtco.com/early-modern-philosophy-2670496 |

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong**M-Medium****L-Low****Mapping with Programme Specific Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong**M-Medium****L-Low**

Core Course – CC IV

Classical Indian Philosophy – II

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Classical Indian Philosophy – II	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
<u>Pre - requisite</u>											

<u>Learning Objectives</u>	
<u>LO1</u>	Understand the Vedic theism and Upanisadic conception of Atman& Brahman
<u>LO2</u>	Acquire thorough knowledge about Carvaka, Jainism and Buddhism
<u>LO3</u>	Comprehend the epistemology and metaphysics of Nyaya-Vaisesika
<u>LO4</u>	Analyze Sankhya's Theory of Evolution and Patanjali's Astanga yoga
<u>LO5</u>	Elucidate the Saiva Siddhanta philosophy

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	Carvaka: Epistemology - Metaphysics - Ethics. Jainism and Buddhism: Syadvada - Jiva and Ajiva -Four Noble Truths - Eight-Fold path - Philosophical implications of Four Noble Truths - Kshanikavada, Pratityasamutpada, Nairatmyavada.	
Unit – 2	Nyaya and Vaisesika: Definition and classifications of Perception, Anumana – structure and kinds - Definition and establishment of Vyapti, Upamana. Sabda - conditions of an ideal sentence, concept of God - Padartha (categories) - Atomism.	
Unit – 3	Sankhya: Satkaryavada - prakriti and its gunas - proofs for the existence of prakriti- purusha and its proof- plurality of purushas - theory of evolution – relation between prakriti and purusha - liberation.	
Unit – 4	Yoga: ChittaVrittis and Chittabhumis - Samadhi and its kinds - ashtanga-yoga – place of God - self - Liberation.	
Unit – 5	Saiva Siddhanta: History of Saiva tradition. Pathi - Pasu – Paasa - cariya, kriya, yoga, jnana, - Sadhanas – Concept of Moksa,	

Course out Come:

- | |
|---|
| 1. Students will develop insights into the Indian Philosophical Traditions. |
| 2. Students get exposed to epistemological ideas in Indian Philosophy. |
| 3. Students develop metaphysical understandings of <i>Nastika</i> and <i>Astika</i> . |
| 4. Students can enhance the ability to evaluate and resolve problems. |
| 5. It is an invitation to the student to convert that sense of wonder into specific questions and ways of addressing those questions. |

Books for Reading:

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|---|
| 1. Dr.S.Radhakrishnan - History of Indian Philosophy, Vols. I & II. |
| 2. Surendranath Dasgupta - A History of Indian Philosophy (Five Volumes). |
| 3. M.Hiriyanna - Outlines of Indian Philosophy. |
| 4. S.Chatterjee - An Introduction to Indian Philosophy. |
| 5. D.Datta - An Introduction to Indian Philosophy. |

Reference Book:

- | |
|--|
| 1. Ram Mohan Roy - A History of Indian Philosophy. |
| 2. Suryanarayana Sastri - Short History of Indian Materialism. |
| 3. Debiprasad Chattopadhyaya - Lokayata - A Study in Ancient Indian Materialism. |

Web Resources

- | |
|--|
| 1. https://www.marcellobello.com/phi238/resources/ChatterjeeDattaIntroIndianPhilChp1.pdf |
| 2. https://ndpr.nd.edu/reviews/an-introduction-to-indian-philosophy-perspectives-on-reality-knowledge-and-freedom/ |
| 3. https://ocoy.org/an-introduction-to-the-key-concepts-of-indian-philosophy-and-yoga . |

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong**M-Medium****L-Low****Mapping with Programme Specific Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong**M-Medium****L-Low**

Elective Generic – II

1. FOUNDATIONS OF PSYCHOLOGY

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Foundations of Psychology	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

Learning Objectives	
LO1	An introduction to the systematic study of human cognition, emotion, and behavior with an emphasis on the scientific method.
LO2	Will know the fundamentals of behavior, learning, conditioning, development, cognitive processes, perception, emotion, personality.
LO3	Particular emphasis is placed on the use of the scientific method for the study of human nature
LO4	Students successfully completing the course will demonstrate a general understanding of the knowledge established in these area
LO5	Elucidate the nature of motivation

Units	Course Units	No. of Hours
Unit – 1	Definition and Scope of Psychology - Psychology as a Science – Branches, Schools and Methods of Psychology.	
Unit – 2	Learning – Definition – Trial and Error learning – Conditioned Learning – Operant Conditioning – Insight Learning – Concept Learning.	
Unit – 3	Forgetting – Retention, Recall, Recognition - Theories of forgetting.	
Unit – 4	Behaviour Disorder – Psychoneurosis and Psychosis, Schizophrenia – Therapy for Behaviour Disorder – Psychotherapy, Somato therapy, Group therapy.	
Unit – 5	Psychological Testing –Definition of Intelligence – I.Q – Tests and Characteristics, Performance Tests – Group Tests – Aptitude Tests – Projective Techniques in Personality Measurement, Ink-blot test –T.A.T.	

Course out Come:

- | |
|---|
| 1. It will help you understand human behaviour and mental processes and allow you to better understand how we think act and feel. |
| 2. This course explores major content domains in modern psychology, from the biological to the behavioral. |
| 3. It improves skills in things like communication and conflict management. |
| 4. To enable students to understand, explain and also predict the emotions as well as the behavior of a person. |
| 5. Students also learn about the complex relationships between human behavior and the world in which we live. |

Books for Reading:

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| 1. G.D Boaz, <u>General Psychology</u> |
| 2. E.R.Hilgard & R.L.Atkinson, <u>Introduction to Psychology.</u> |
| 3. S.P.Adinaryanan, <u>Principles of Psychology</u> |
| 4. R.L.Bhatia, <u>General psychology</u> |
| 5. Introduction to Psychology 7th Ed (Clifford Morgan Richard A. King John R. Weisz John Schopler) Paperback – Touch and Feel, 20 August 2017 |

Reference Book:

- | |
|---|
| 1. Introduction To Psychology, by L Linda Davidoff |
| 2. Psychology for Beginners: Introduction to the Basics of Psychology - 2 July 2019 - by Victor Langbehn (Author) |
| 3. An Introduction to Psychology , Paperback by S K Mangal Ph.D |

Web Resources

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|--|
| 1. https://open.maricopa.edu/psy101/back-matter/appendix/ |
| 2. https://www.studocu.com/en-us/document/towson-university/introduction- |
| 3. https://www.pearsonhighered.com/assets/samplechapter/0/2/0/5/0205969569.pdf |

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong**M-Medium****L-Low****Mapping with Programme Specific Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong**M-Medium****L-Low**

Skill Enhancement Course SEC – 2 (NME)

APPLIED ETHICS

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Applied Ethics	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	To provide an introductory background to ethics
LO2	Understand the importance of applying life values in life
LO3	To an intelligent analysis of contemporary issues.
LO4	In order to determine choices for resolving dilemmas
LO5	Students will be analyzing the problems and critically evaluating various possible solutions to problematic situations.

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	Definition and Scope - Nature and Scope of Applied Ethics. Its Importance for Society, Applied ethics and Science -	
Unit – 2	Situational vs Absolute Ethics - Situation ethics (contextualism) - Elements of situation ethics - prefabricated decisions and prescriptive rules – Absolutism ethical theory.	
Unit – 3	Biotechnology and Genetic Engineering - Basic Genetics; The Human Genome Project; Genetically Modified Food – Its Implications; Consumer Ethics and Rights; Cloning of Animals and Humans- Implications. Can Man Play God?	
Unit – 4	Some Contemporary Issues - Abortion and Euthanasia; Cyber Ethics; Consumer Rights; Advertisement Ethics; Biodiversity and Environment; Science, professional ethics.	
Unit – 5	Media ethics: Media ethics- ethics of newspaper journalism and digital media- cyber ethics	

Course out Come:

- | |
|--|
| 1. This course will help the students to identify and critically evaluate arguments for different positions on controversial issues in applied Ethics. |
| 2. They will recognize the distinction between merely holding an ethical opinion and being able to give reasons. |
| 3. Will be able to give an argument for an ethical position. |
| 4. Will be able to argue effectively for a chosen ethical view. |
| 5. Help the students to address specific moral issues that affect real people in real situations. |

Books for Reading:

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|--|
| 1. Cohen, Andrew I. & Wellman, Christopher Heath (eds.). Contemporary Debates in Applied Ethics, 2nd |
| 2. Frey, R. G. (ed.). A Companion to Applied Ethics, Malden, Mass.: Wiley-Blackwell, 2005. |
| 3. Singer, Peter. Practical Ethics, 3rd edition, Cambridge: Cambridge University Press, 2011. |
| 4. Arthur, John. "Famine Relief and the Ideal Moral Code". In Ethics in Practice, |
| 5. Walter Glannon, Biomedical Ethics, New Delhi; Oxford, 2005. |

Reference Book:

- | |
|---|
| 1. introduction to Applied Ethics Paperback – 22 February 2018 by Professor Robert L. Holmes |
| 2. Perspectives in Applied Ethics, Dr. Prajna Prakasini Das Kanungo, Publisher: National Publishing House |
| 3. Applied Ethics, Roosevelt Theodore |

Web Resources

- | |
|--|
| 1. https://www.studocu.com/in/document/university-of-calicut/bcom/applied-ethics-and-its - |
| 2. https://iep.utm.edu/applied-ethics/ |
| 3. https://www.newworldencyclopedia.org/entry/Applied_ethics |

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong**M-Medium****L-Low****Mapping with Programme Specific Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong**M-Medium****L-Low**

**SECOND YEAR
SEMESTER – III**

Core Course – CC V

MODERN INDIAN PHILOSOPHY

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
	Modern Indian Philosophy	Core	Y	-	-	-	4	4	25	75	100
Pre - requisite											

Learning Objectives	
LO1	Understand the features of modern Indian Philosophy
LO2	Explain and defend a position on basic philosophical problems in the modern Indian Philosophy
LO3	To know K.C. Bhattacharya- Concept of Philosophy
LO4	Analyze the idealism of Dr. S. Radhakrishnan
LO5	Comprehend the Integral philosophy of Sri Aurobindo

Course Units

Units	Course Units	No. of Hours
Unit – 1	Modern Renaissance movements-Brahma Samaj, Arya Samaj and Theosophical, Movement-Swami Vivekananda- Practical Vedanta-Universal Religion	
Unit – 2	Sri Aurobindo-Evolution, mind and Supermind, Integral Yoga	
Unit – 3	Iqbal-Self- God, Man and Superman, Tagore-Religion of man, Ideas on education- Gandhi-Non-violence, satyagraha, swaraj, critique of modern civilization	
Unit – 4:	K.C. Bhattacharya- Concept of Philosophy-Subject as freedom-S. Radhakrishnan- Intellect and Intuition-Idealist view of life. -J. Krishnamurti-Freedom from the known-analysis of the self.	
Unit – 5:	Dr. B.R. Ambedkar-Varna and caste system-Neo-Buddhism.	

Course out Come:
1.Students demonstrate general view of the contemporary developments in Indian Philosophy.
2. Students are introduced to Gandhi's concept of Non-violence, Satyagraha and Ramarajya.
3.Importance Philosophical concepts of Swami Vivekananda, Ramana Maharshi, and Sri Aurobindo is introduced
4. It also helps the students to shift away from excessive reliance upon Eurocentric views, methods and concepts to study and interpret Indian society and its politics.
5. The course is expected to equip students with epistemically argumentative issues, helping in the development of a critical mindset.

Books for Reading:
1. Aurobindo - Life Divine , Pondichery: Sri Aurobindo Ashram, 1972.
2. 2. Maitra, S.K. - Introduction to the Philosophy of Aurobindo , Pondichery: Sri Aurobindo
3. Ashram, 1993.
4. 3. Radhakrishnan, S. - An Idealist view of life , London: Bradford and Dickens, 1929.
5. 4. Radhakrishnan, S. - Recovery of Faith , Delhi: Hindu Pocket Books, 1967.

Reference Book:
1. Vivekananda - Complete Works , Delhi: Advaita Ashrama, 1907.
2. Datta, D.M. - The Philosophy of Mahatma Gandhi , Madison: University Of Wisconsin
3. Ambedkar, B. R.- The Buddha and His Dhamma,Oxford University Press, 1957, 2017

Web Resources
1. http://www2.hawaii.edu/~freeman/courses/phil
2. https://plato.stanford.edu/entries/early-modern-india/
2. https://philpapers.org/browse/modern-indian-philosophy

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3
	S-Strong			M-Medium				L-Low		

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					
	S-Strong			M-Medium	
					L-Low

Core Course – CC VI

Problems of Philosophy

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Problems of Philosophy	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	Understand the problems of philosophy
LO2	To understand fundamental problem of philosophy
LO3	what counts as knowledge; truth and belief; the existence of God;
LO4	Try to form an overall understanding of the world and our situation in it.
LO5	Philosophy as a critical and comprehensive process of thought involves resolving confusion, unmasking assumptions, revealing presuppositions

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	What is Philosophy? Epistemological Problems- Law, Theory and Explanation Metaphysical Problems- Substance and Universals, Ethical problems- Theories of Goodness	
Unit – 2	Sources of Knowledge - Cognition, experience, faith and reason, a priori- a posteriori distinction Theories of knowledge: Idealism, subjective idealism, objective idealism, transcendental idealism, Phenomenalism, Realism.	
Unit – 3	Truth: Certainty and validity, Theories of truth: Correspondence, coherence, pragmatic, relation: Cause-effect, reality- appearance.	
Unit – 4:	Freewill and Determinism - Subject-object, mind-body, matter, space and time, Being -becoming, Universal- particular	
Unit – 5:	Self and Personal Identity - Transcendence-Immanence, Value, Moral action: Utility- Goodness, justice	

<u>Course out Come:</u>
1. It helps to enhance the understanding about the age-old problems that are fundamental to philosophy
2. It helps in improving the analytical and critical thinking ability
3. Improving their capacity to evaluate theories in philosophy as well as in other disciplines.
4. It enhances the creative/ synthesizing ability
5. The ability to think logically; The ability to analyze and solve problems

Books for Reading:
1. Frank Thilly, <u>A History of Western philosophy</u>
2. S.E.Stumpf , <u>Socrates to Sartre : A History of Philosophy</u>
3. W.T.Stace, <u>A Critical History of Greek Philosophy</u>
4. Guthrie , <u>The Greek Philosophy</u>
5. John Burnet , <u>Greek Philosophy</u>

Reference Book :
1. The Cambridge history of later Greek and early medieval philosophy, A.H. Armstrong
2. A Critical History of Western Philosophy: Greek, Medieval and Modern, Book by Yakub Masih
3. Greek-Latin philosophical interaction, Book by Sten Ebbesen

Web Resources
1. Medieval Philosophy https://plato.stanford.edu › entries › medieval-philosophy
2. Western philosophy - Medieval philosophy Britannica https://www.britannica.com › topic › Medieval-philoso...
3. Medieval philosophy https://www.rep.routledge.com › articles › overview

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					
S-Strong	M-Medium	L-Low			

Elective Generic III**Introduction to Feminist Theories**

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Introduction to Feminist Theories	<u>Core</u>	<u>Y</u>	<u>=</u>	<u>=</u>	<u>=</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	To understand the core feminist ideas and debates concerning gender, women and their political, social and economic positions
LO2	To know focus is on the diversity within feminist thought in terms of theoretical frameworks.
LO3	A core goal is to equip students to interpret the world from a variety of feminist.
LO4	To exploring tensions that have inspired new ways of theorizing.
LO5	To achieve full gender equality in law and in practice.

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	The Feminist Tradition - Concept and need for Women’s Studies – Scope of Women’s Studies – Women’s Studies as an academic discipline. Women’s Movements – Pre-independent, Post-independent and Current women’s movements.	
Unit – 2	Waves and Schools of Feminism - First, second and third waves of feminism - Radical feminism - Liberal/ Cultural feminism - Marxist / Socialist feminism - Psychoanalytic approach to feminism - Care focused approach to feminism - Postcolonial feminism - Postmodern feminism / Global feminism, Third world feminism - Eco feminism/ Gender and development	
Unit – 3	Women’s/ Gender Terms and Concepts - Patriarchy - Gender Roles - Gender Mainstreaming - Performing Gender – Intersectionality – Positionality – Perspectives – Stereotyping - Feminism and Feminazism - Feminization of Poverty - Five Sexes - The Other – Agency – Empowerment - Gender Continuum – LGBT	
Unit – 4:	Structural and Philosophical Background to Feminist ideologies - Moral theory - Normative theory – Vulnerability - Human Rights - Equality and Equity - Ecofeminism and Development from Gender Perspective	
Unit – 5:	Unit V- Limitations and Scope of the existing body of Feminist theories and ideologies Feminist Ideologies – Mainstream feminism, feminism from the margins, white feminism, black feminism, Indian feminism – Importance of interdisciplinary/ multidisciplinary approach to feminism – Limitations and scope for research using perspectives of feminism.	

Course out Come:
1. Will provide new and improved perspectives on major themes – women's issues, gender, sexuality, caste to name a few
2. Will exhibits cooperation, mutual care and love
3. To know and understand hermaphrodite
4. Women's and girls' rights are human rights. They cover every aspect of life
5. Will contribute for faster and more inclusive economic growth

Books for Reading:
1. Maitrayee Chaudhuri, Feminism in India, Zed Books 2004
2. Nivedita Menon, Seeing Like a Feminist, New Delhi : Published by Zubaan in collaboration with Penguin Books, 2012.
3. Book by Chris Beasley, What is Feminism? An Introduction to Feminist Theory SAGE Publications, 1999
4. Warhol- Down, Robyn & Diane Price-Herndel. 1997. Feminisms: An Anthology of Literary
5. Putnam Tong, Rosemarie. 2013. Feminist Thought: A More Comprehensive Introduction

Reference Book :
1. DeBeauvoir, Simone. 1961. The Second Sex. New York: Bantam.
2. Friedan, Betty. 1963. The Feminine Mystique. USA: W W Norton & Co
3. Hughes, Christiana. 2002. Key Concepts in Feminist Theory and Research. London: Sage.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong

M-Medium

L-Low

Skill Enhancement Course – SEC- 5

Work Ethics

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Work Ethics	<u>Core</u>	<u>Y</u>	-	-	-	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

Learning Objectives	
LO1	To understand the need for work ethics skills for the professional competence
LO2	course will enrich the student to have a knowledge regarding the ability to understand the economy crisis, environment and social cultural aspects professionally
LO3	work ethic is related to employability skills, and significantly improved the students' workplace knowledge and attitude
LO4	To know Work ethic as one of the five most important employability skills
LO5	Inculcate ethical reasoning

Units	Course Units	No. of Hours
Unit – 1	The Asian and European definitions on ethics - Resolving Ethical Dilemmas in the Workplace - Resolving Ethical Dilemmas and Value , Conflicts – Introductions to Business Ethics – The character and values and Ethics	
Unit – 2	Basic Honesty And Conformity To Law - Conflict of Interest – service Orientation and Procedural Fairness – The Ethic of Democratic Responsibility - Equality, discrimination and preferential treatment – Human rights and political activism.	
Unit – 3	The Ethic of Public policy Determination – Influences on Ethical Behaviour – Ethical / Responses – on Ethical climate - History of Ethics in Business	
Unit – 4:	Corporate Ethics policies - Corporate social responsibility – Ethical corporate Governance	
Unit – 5:	Environmental issues – pollution – Ways to prevent Land pollution – Air Pollution – Water pollution- The sources of water pollution – ways to prevent Water pollution – Workplace Ethics – Marketing Ethics – Market Research	

Course out Come:

- | |
|---|
| 1. Students may realize that, Not all work ethic dimensions in the concept of Multidimensional Work Ethic Profile (MWEP): |
| 2. Students will know that among the work ethic dimensions |
| 3. Students will understand that the variable of job satisfaction mediates the influence of some dimensions of work ethic on task performance |
| 4. Students will come out with the knowledge of knowing Various rules and laws |
| 5. Students will have ability that e there is conformity between the concept of Multidimensional Work Ethic Profile (MWEP) and the concept of religious work ethic. |

Books for Reading:

- | |
|---|
| 1. Macintyre, A., <i>A Short History of Ethics</i> , London: 1966. |
| 2. Mackie, J.L., <i>Ethics: Inventing Right and Wrong</i> , Harmondsworth, Middlesex: 1977. |
| 3. Mitra Barun K, <i>Personality Development and Soft Skill</i> , Oxford University Press New Delhi, |
| 4. S.K.Katariya & sons, New Delhi, Chakravarthi Kalyana, <i>Soft Skills</i> , Biztantra Publisher, Delhi. |
| 5. Nuttall, J., <i>Moral Questions: An Introduction to Ethics</i> , London, Macmilan: 1993. |

Reference Book :

- | |
|---|
| 1. Collins, C. "Before Virtue: A Critique of the New Essentialism in Ethics and Education." <i>Proceedings in Philosophy of Education</i> 40 (1984): 209-218. |
| 2. Dalai Lama. <i>Ethics for a New Millennium</i> . New York: Riverhead, 2001. |
| 3. Hwang, Kyung-Sig. "Complementarity of Duty Ethics and Virtue Ethics." <i>In The World Community in Post-Industrial Society</i> . Vol. 3 |

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	L	S	M	L	M	M	S	M
CO 2	S	S	M	M	S	S	M	S	S	S
CO 3	M	M	S	S	L	M	L	S	M	S
CO 4	S	S	S	S	S	M	S	S	S	S
CO 5	S	S	M	S	M	S	S	S	S	S

S-Strong**M-Medium****L-Low****Mapping with Programme Specific Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong**M-Medium****L-Low**

Ability Enhancement Compulsory Course (AECC) Soft Skills -3

Yogic Sadanas: Dhyana

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
	Yogic Sadanas : Dhyana	Core	Y	-	-	-	4	4	25	75	100
Pre - requisite											

Learning Objectives	
LO1	Understand the philosophical implications in yoga and Dhyana
LO2	To Keeps the mind calm and quiet. Increases concentration, memory, clarity of thought and will power
LO3	To understand dhyana is an instrument to gain self-knowledge.
LO4	It is an art and science for healthy living.
LO5	Enunciate the necessity of Dhyana in modern life

Units	Course Units	No. of Hours
Unit – 1	Bandha and Mudras : Jivha Bandha, Jalandhara Bandha, Uddiyana Bandha, Mula Bandha, Maha Bandha, Tri Bandha Yoga Mudra, Maha Mudra, Shanmukhi Mudra, Shambhavi Mudra, Kaki Mudra, Tadagi Mudra, Vipareet Karni Mudra, Simha Mudra	
Unit – 2	Patyahara (Withdrawing of sense organs)	
Unit – 3	Dharana (Concentration practices) Practice leading to meditation- Pranava and Soham Japa, Antar mouna, Dharana, Pracice of Dhyana, Breath Meditation, Om Meditation Vipassana Meditation , Preksha Meditation.	
Unit – 4:	Practice leading to meditation- Pranava and Soham Japa, Antar mouna, Dharana, Pracice of Dhyana, Breath Meditation, Om Meditation Vipassana Meditation, Preksha Meditation	
Unit – 5:	Yoga Nidra and Meditations, Dhyana leading to various stages of Samadhi – State of Kaivalya	

Course out Come:

1. After learning Dhyana, a learners well-handed in Yoga. They should turn into a
2. researcher's mode by deep references in the literature of Yoga such as Yoga Sutra and
3. Granta Samhitaand Hathayogapradipika and Shiva Samhita
4. 2. Understand the benefits, contraindications and procedure of all practices.
5. 3. Demonstrate each practice with confidence and skill.

Books for Reading:
1. Swami Dharendra Bhramhachari :Yogic Sukshma Vyayama, Dharendra Yoga Publications, New Delhi, 1980
2. Swami Dharendra Bhramhachari:Yogasana Vijnana,Dharendra Yoga Publications, New Delhi, 1966
3. Swami Kuvalyananda:Asana, Kaivalyadhama, Lonavla, 1983
4. Swami Satyananda Saraswati:Asana, Pranayama, Bandha, Mudra,Bihar School of Yoga, Munger, 2005-06
5 Yoga for Promotion of Positive Health, by Dr R Nagarathna, Dr H R Nagendra Published by SVYP, 2002

Reference Book:
1. Basavaraddi, I.V. & others:Yogasana: A Comprehensive description about Yogasana, MDNIY, New Delhi, 2011.
2. Basavaraddi, I.V. & others:Yogic Sukshma Evam Sthula Vyayama, mDNIY, New Delhi, 2011.
3. Iyengar, B.K.S.:Light on Yoga,Harper Collins Publishers, 2009

Web Resources
1. Yoga Poses: Sitting, Standing, & Recumbent Yoga Asanas for ... https://www.artofliving.org › in-en › sitting-standing-re...
2. https://www.arhantayoga.org/blog/yoga-exercises-yoga-asana-guide/
3. https://sivanandalondon.org/twelve-basic-asanas/

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3
	1-Strong			2-Medium			3-Low			

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong**M-Medium****L-Low**

SECOND YEAR
SEMESTER – IV

Modern Western Philosophy - II

(Absolute Idealism to Pragmatism)

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Modern Western Philosophy - II (Absolute Idealism to Pragmatism)	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	Understand the problems of philosophy
LO2	Explicate the recent developments in philosophy
LO3	Analyze the values in western philosophy
LO4	Understand the various sources and development of Modern Western Philosophy and its contribution to the society
LO5	Comprehend the different divisions of Metaphysics

Course Units

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	G.W.F. Hegel - Dialectical Method - Absolute Idealism	
Unit – 2	Absolute Idealism of F H Bradley - Appearance and Reality	
Unit – 3	Dialectical Materialism of Karl Marx - Dialectical Method - Materialistic and Economic Interpretation of History - Surplus Theory of Labour - Dictatorship of the Proletariat	
Unit – 4:	Logical Positivism - Conception of Meaning, A.J.Ayer – Verification Principle, Protocol - statements, Problem of Privacy	
Unit – 5:	Pragmatism - William James - Radical Empiricism - John Dewey – Instrumentalism - F C S Shiller - Humanism	

Course out Come:

1. Traces the development of philosophy in the eighteenth and nineteenth centuries
2. The study ranges from the land of Germany to England and America
3. Some of the best philosophical thoughts of this period like Marxism that ruled major part of the world plus Pragmatism that even gave us insights in the field of education and that of understanding truth from a different perspective are available for study in this course.
4. Another important feature of this period is the self-evaluation of philosophy done by the logical positivist philosophers.
5. This kind of inquiry prepares the student to be ready for evaluation and re-thinking or re-defining one's own stand point based on the need of the hour.

Books for Reading:
1. Y.Masih, <u>A Critical History of Western Philosophy</u>
2. Frank Thilly, <u>A History of Philosophy</u>
3. Samuel Enoch Stumpf, <u>Socrates to Sartre: A History of Philosophy</u>
4. Frederick Copleston, <u>History of Philosophy</u>
5. Contemporary Western Philosophy Paperback – 1 January 2022 by Dr. N.P. Tiwary (Author)

Reference Book :
1. A Critical History of Western Philosophy: (Greek, Medieval and Modern) January 2017, by Y. Masih (Author)
2. The History of Philosophy by A.C. Grayling
3. The Handy Western Philosophy Answer Book: The Ancient Greek Influence on Modern Understanding (Handy Answer Books) Hardcover – Illustrated, 15 October 2020 by Ed D'Angelo

Web Resources
1. https://www.britannica.com/topic/Western-philosophy
2. https://ocw.mit.edu/courses/24-01-classics-of-western-philosophy-spring-2016/pages/lecture-
3. https://www.studocu.com/in/document/university-of-kerala/western-philosophy/western-

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(1) M-Medium (2) L-Low (3)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong

M-Medium

L-Low

Core Course – CC VIII
Essentials of Saiva Siddhanta

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Modern Western Philosophy - II (Absolute Idealism to Pragmatism)	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	Understand the various sources and development of Saivism and its contribution to the society
LO2	Describe the metaphysical concepts Pati, Pasu, and Pasam
LO3	Comprehend the Saiva siddhanta's means to liberation
LO4	Enunciate the pramanas of Saiva siddhanta
LO5	Analyze the relation of Saiva siddhanta to cosmology and theological categories of Agamic and Vedic Shaivism.

Course Units

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	Origin of Saivism - Sources-Vedas –Upanishads-Saiva Agamas- Saiva Puranas	
Unit – 2	Contribution of Nayanmars and Samaya Kuravas to Bhakti Movement-Saiva Siddhanta literature –Adagan Murai and Panniru Thirumurai-14 Meikanda Sathiras- Sivajnana Bodham- Text with commentary (Religious and Philosophical ideas)	
Unit – 3	Theory of Knowledge - Pramanas – Prathiyatsha- Anumanam-Sapdapramana - Nature of Truth and Error-Metaphysics – Nature of Pati (GOD) -Arguments for the Existence of God-Nirguna and Saguna-Panja Kiruthiyangal-Grace	
Unit – 4:	Pasu (SOUL)–Nature-Arguments for the Existence of Soul-Plurality of Soul-Relation between God and Soul. Pasa-Nature of Pasa –Kinds of Pasa-Anava –kanma-and Maya- Creation of World.	
Unit – 5:	Liberation (Realization) - Means of release- Carya, Kriya, Yoga - Stages towards release-Iruvinai Oppu-Malaparipakam- - Nature of release.	

Course out Come:
Got introduced to the literatures of the Saiva Siddhanta
Understand the various sources and development of Saivism and its contribution
Understands thoroughly the metaphysical concepts Pati, Pasu, and Pasam
Comprehend the Saiva Siddhanta's means to liberation
Gets acquainted with the pramanas of Saiva siddhanta

Books for Reading:
1. Grace in Saiva Siddhanta- A Study of Tiruvarutpayan.
2. Studies In Saiva-Siddhanta Paperback – by J. M. Nallaswami Pillai (Author), V. V. Ramana Sastrin (Introduction)
3. Dravidian Philosophy- with Special Refrence to Saiva Siddhanta, Author: C. Sam Christopher Publisher: Dravidian University Campus
4. St. Umapati's Six Saiva Siddhanta Sastras, Author: T.N.Ramachandran, Publisher: Saint Sekkizhar School Of Saiva Siddhanta, Thanjavur
5. Philosophical Anthropology in Saiva Siddhanta, Author: Jayandra Soni, Publisher: Motilal Banarsidass Publishers Pvt. Ltd.

Reference Book :
1. Philosophical Anthropology in Saiva Siddhanta, Author: Jayandra Soni, Publisher: Motilal Banarsidass Publishers Pvt. Ltd.
2. Saiva Siddhantam by Sekkizhar Adl - Podi T N Ramachandran, Franklin Classics: Sekkizhar Adl - Podi T N Ramachandran, Publisher: Franklin Classics
3. Saiva Traditions Through the Ages, Author:A.P Singh, Publisher:Agam Kala Prakashan, Delhi

Web Resources
1. https://shaivam.org/saiva-siddhanta
2. https://www.britannica.com/topic/Shaiiva-siddhanta
3. https://www.saivism.net/sects/siddha/siddhasaivism.asp

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong

M-Medium

L-Low

Elective Generic IV
Philosophical Counselling

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Philosophical Counselling	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	To embark on an inquiry into your life
LO2	To understand Core beliefs and truths of dialectical method
LO3	To recognize that not all life-problems are medical in nature
LO4	To understand the holistic focus of yoga therapy which encourages the integration of mind, body, and spirit
LO5	To understand Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing.

Course Units

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	What is Counselling? Nature and Scope of Philosophical Counselling, Distinction between Psychological and Philosophical Counselling.	
Unit – 2	Philosophical Attitudes - Courageous- Open -Assertive -Caring-Grateful. Philosophical Methods-Method of Doubt – Argument-Dialectic.	
Unit – 3	Varieties of Philosophical Counselling – Logo Therapy-its basic principles – Man’s search for meaning of Life. Existential Therapy – The Inner conflict of man – Existential Givens-Inevitability of death, freedom and responsibility- Alienation and Meaninglessness)	
Unit – 4:	Yoga as a way of Philosophical Counselling –Chittabhumis and the method of Self-analysis –Practical ways to attain mental balance – Pranayama and Dhyana.	
Unit – 5:	Buddhist principles of Philosophical Counseling –Vipassana and Samatha-Zen – Zazen – Mindfulness	

Course out Come:

- | |
|--|
| 1. He/ she able deal with life events in an effective manner. |
| 2. In life, skills like Courageous- Open -Assertive -Caring-Grateful will one to take calculated risk and refined over time |
| 3. Will have insights of inevitable end of human life which is unavoidable. |
| 4. Yoga therapy is used to treat mental and physical health issues |
| 5. Able to understand Mindfulness-based interventions, will be relieving symptoms of stress, mental health concerns, and physical pain |

Books for Reading:

- | |
|---|
| 1. Hart, William - The Art of Living: Vipassana Meditation: As Taught by S. N. Goenka, HarperOne,2009 |
| 2. Kapleau, Phillip - The Three Pillars of Zen: Teaching, Practice and Enlightenment, New York: Anchor Books, 1989, 2000. |
| 3. Shaw, Sarah -Buddhist meditation: an anthology of texts from the Pāli canon, Routledge, 2006 |
| 4. Schuster, S. - Philosophical Practice: An Alternative to Counselling and Psychology, Michigan: Praeger, 1999 |
| 5. Raabe, Peter - Philosophical Counselling, Michigan: Praeger, 2001 |

Reference Book :

- | |
|--|
| 1. Nelson Jones, Richard - Theory and Practice of Counselling and Therapy, Lonon: Sage, |
| 2. Peter B. Raabe, Philosophical Counseling: Theory and Practice, Praeger, 2001 |
| 3. Marlysa B. Sullivan Laurie C. Hyland Robertson, Understanding Yoga Therapy : Applied Philosophy And Science For Health And Well-Being, Taylor & Francis Ltd |

Web Resources

<https://npcassoc.org/>

https://www.academia.edu/42328434/Introduction_to_Philosophical_Counselling

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong

M-Medium

L-Low

Skill Enhancement Course SEC – 6 Critical Thinking - I

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Critical Thinking - I	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	To familiarize the students to identify the assumptions needed to analyze the case or problem.
LO2	To provide insights on the imagination to explore new possibilities
LO3	Comprehend the philosophical implications of thinking
LO4	Comprehend the various tools of critical thinking
LO5	Enunciate the core concepts of Critical Thinking

Course Units

Units	Course Units	No. of Hours
Unit – 1	Introduction: Nature and Scope of Critical Thinking Dialectical method: Socrates, Descartes, Hegel, Karl Marx	
Unit – 2	Bertrand Russell: Logical Atomism - Ludwig Wittgenstein: Picture of theory of meaning, Language Game	
Unit – 3	Phenomenology - Edmund Husserl: Method, epoche (Reduction), Eidetic (Essence), Transcendence	
Unit – 4:	Existentialism - Soren Kierkegaard: Truth inward and subjective, subjectivity Martin Heidegger: Dasein, Time and Being	
Unit – 5:	Jurgen Habermas: Critical Theory, Derrida: Deconstruction	

Course out Come:
1. Helps to understand the meaning of people's lived experience
2. To show we are each responsible for creating purpose or meaning in our own lives
3. Student will be familiar about dominant ways of thinking—presence/absence, speech/writing, and so forth.
4. Helps to understand the meaning of people's lived experience
5. To show we are each responsible for creating purpose or meaning in our own lives

Books for Reading:
1. Munitz, M. K. - Contemporary Analytical Philosophy, New York: Mc Millen, 1981, 2007.
2. Solomon, Robert C & Sherman, David - The Blackwell Guide to Continental Philosophy, Oxford: Blackwell Publishing, 2003
3. Datta, D.M. - Chief Currents in Contemporary Philosophy, Calcutta: University of Calcutta, 1950, 1961
4. Jean-Paul Sartre, Existentialism Is a Humanism,
5. West, David -An Introduction to Continental Philosophy, Cambridge: Polity, 1996, 2010

Reference Book :
1. Mrinal Kanti Bhadra -A Critical Survey of Phenomenology and Existentialism, New Delhi: ICPR Publication,
2. Richard Kearney, Twentieth Century Continental Philosophy, Routledge
3. Jonathan Culler, On Deconstruction: Theory and Criticism After Structuralism

Web Resources
1. https://open.library.okstate.edu/criticalthinking
2. https://philosophy.hku.hk/think/critical/ct.php
3. https://plato.stanford.edu/entries/critical-thinking/

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

Skill Enhancement Course SEC – 7

Critical Thinking – II

Course Objectives

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. Good critical thinkers can draw reasonable conclusions from a set of information, and discriminate between useful and less useful details to solve problems or make decisions. Employers prioritize the ability to think critically—find out why, plus see how you can demonstrate that you have this ability throughout the job application process.

Course Outcomes

On completion of this course, students will

- | | |
|------------|---|
| CO1 | 1. Helps to understand the meaning of people's lived experience |
| CO2 | 2. To show we are each responsible for creating purpose or meaning in our own lives |
| CO3 | 3. Student will be familiar about dominant ways of thinking—presence/absence, speech/writing, and so forth. |
| | 4. Critical thinking provides the tools for self-evaluation. |
| | 5. Will lead students to think critically when appropriate situations arises. |

UNIT – I

UNIT – II

Text Books

1. Munitz, M. K. - Contemporary Analytical Philosophy, New York: Mc Millen, 1981, 2007.
2. Solomon, Robert C & Sherman, David - The Blackwell Guide to Continental Philosophy, Oxford: Blackwell Publishing, 2003
3. Datta, D.M. - Chief Currents in Contemporary Philosophy, Calcutta: University of Calcutta, 1950, 1961

Reference Books

1. Jean-Paul Sartre, Existentialism Is a Humanism,
2. West, David -An Introduction to Continental Philosophy, Cambridge: Polity, 1996, 2010

3. Mrinal Kanti Bhadra -A Critical Survey of Phenomenology and Existentialism, New Delhi: ICPR Publication
4. Richard Kearney, Twentieth Century Continental Philosophy, Routledge

Ability Enhancement Compulsory Course (AECC) Soft Skill-4

PERSONALITY DEVELOPMENT: Philosophical Approach

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
	Personality Development: Philosophical Approach	Core	Y	=	=	=	4	4	25	75	100

<u>Learning Objectives</u>	
LO1	The student will be able to understand, analyse develop and exhibit accurate sense of self
LO2	Think critically. demonstrate knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment.
LO3	Personality development helps an individual to inculcate positive qualities like punctuality, flexible attitude, willingness to learn, friendly nature, eagerness to help others and so on.
LO4	help students to develop the communication skills they need to be successful in their studies.
LO5	Leadership is an important quality for success in any field. Students who want to achieve success in their chosen career path need to be able to lead others.

Course Units

Units	Course Units	No. of Hours
Unit – 1	Relative Definitions of Personality	
Unit – 2	Philosophical Perspective of Personality - Yogic Perspective - Swami Vivekananda's Views	
Unit – 3	Psychological Perspective Of Personality – Maslow's Theory Of Needs	
Unit – 4:	The Power of Positive Thinking - Believe in Yourself - Usefulness of Positive Thinking - Know to Handle your Difficulty	
Unit – 5:	Practical Suggestions to Develop Personality - How to Handle Unpleasantness and Solve Problems - Frustration Causes Aggression - The Epidemic of Hate - How to Get Rid of Resentment - Laugh Your Way through Life	

Course out Come:
1. This study initiates the student into the realm of himself/his personality
2. It aims to suggest the available models and introduce the philosophical angle to it
3. It aims to juxtapose the philosophical stand point from that of yoga and Swami Vivekananda with that of Abraham Maslow and his theory of needs
4. It focuses on the growth-needs as against deficiency-needs that characterize personality and introduces the forethought of philosophers in this regard.
5. Students will learn how to be more confident, happier, productive and successful.

Books for Reading:
1. C.G.Jung, <u>The Integration of Personality</u>
2. Radhakamal Mukherjee, <u>The Philosophy of Personality</u>
3. K.S.Joshi, <u>Yoga and Personality</u>
4. Norman Peale, <u>The Power of Positive Thinking</u>
5. Norman Peale, <u>The Amazing Results of Positive Thinking</u>

Reference Book :
1. Napoleon Hill, <u>Think and Grow Rich</u>
2. M.R.Kopmeyer, <u>Thoughts to Build on: Thought Power for Successful Living</u>
3. Personality Development And Soft Skills 2/E Paperback – April 2016,By Barun Mitra (Author)

Web Resources
1. https://www.artofliving.org/in-en/personality-development
2. https://www.verywellmind.com/personality-development-
3. https://www.managementstudyguide.com/personality-development.htm

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

THIRD YEAR
SEMESTER – V

Core Course – CC IX Moral Philosophy

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Moral Philosophy	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	To familiarize the students to the basic concepts of Moral Philosophy
LO2	To provide insights on Origin and Development of Morality
LO3	To throw light on importance Moral Judgement
LO4	To write and express themselves well about their own ethical positions,
LO5	To understand one's duties and rights

Course Units

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	Introduction and Ethical Language: Definition and Scope for Ethics, Reasons for the Study of Ethics, Evaluative Language, Emotive Language, Prescriptive Language, Descriptive Language.	
Unit – 2	Origin and Development of Morality: Instinctive Morality, Customary Morality, Reflective Morality, Agencies of Morality	
Unit – 3	Moral Judgement: Nature of Moral Judgement, Object of Moral Judgement - Motive and Intention. The Ethics of the Gita	
Unit – 4:	Moral Theories: Hedonism, Utilitarianism, Intuitionism, Perfectionism, Rigorism- Moral Absolution and Subjectivism - Deontology ethical theory - Virtue ethics.	
Unit – 5:	Theories of Punishment and Rights. Deterrent Theory, Retributive Theory, Reformatory Theory. Nature of Rights, Rights of Man, Determination of Duties, Duty as Moral Obligation.	

Course out Come:

- | |
|--|
| 1. Possess the knowledge on the basic concepts of Moral Philosophy and understand how ethics is important in one's life. |
| 2. Possess knowledge on moral reasoning and how it has evolved over the ages. |
| 3. Have insights on Moral Judgement and its application in the real-life situation. |
| 4. Learn Concepts and techniques of Moral Theories |
| 5. Have better understanding on ethics and responsibility |

Books for Reading:

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| 1. John Deigh , An Introduction to Ethics, Cambridge University Press, March 2010. |
| 2. Simon Blackburn, Ethics: A Very Short Introduction (2nd edn), Oxford University Press, 2021 |
| 3. Jadu Nath Sinha, A Manual Ethics, New Central Book Agency, 2009 |
| 4. Weston, Anthony -A 21st Century Ethical Tool Box, New York: Oxford University Press |
| 5. Mackenzie, J.S. -A Manual of Ethics, London: University Tutorial Press |

Reference Book :

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| 1. Harold, H. -Titus, Ethics for Today, New Delhi: Eurasia Publishing House |
| 2. Lillie, William -An Introduction to Ethics, London: Methuen and Co., |
| 3. Bernard Williams Morality: An Introduction to Ethics Cambridge University Press |

Web Resources

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| 1. https://www.britannica.com/topic/ethics-philosophy |
| 2. https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/what-is-ethics/ |
| 3. https://www.canada.ca/en/treasury-board-secretariat/services/values-ethics/code/what-is |

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

Core Course CC X

Introduction to Human Rights

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Introduction to Human Rights	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	To know all the rights emerged from Human Rights.
LO2	Understand different legislations and acts were passed to protect the human rights
LO3	To know and enable the fundamentals of human rights
LO4	To be aware and protect the people from various violations of human rights
LO5	To understand that human beings have some inalienable basic rights, is appealing and has an important practical function

Course Units

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	Introduction to Human Rights: Meaning and Nature of Human Rights - Characteristics and nature of human rights – Philosophical perspectives: Theories of human rights, History of human rights civilization, Human rights movements. Different kind of rights. Six features of Human rights	
Unit – 2	Human rights legislation: Universal declaration of Human rights, 1948 – International conventional on Human rights – ICCPR – ICESCR and other movements relating to women and Children. Optional Protocol, Constitution of India – Part IV, Protection of Human rights Act 1983.	
Unit – 3	Stages in the development of Human Rights, - Human rights and legal procedures	
Unit – 4	Human rights violations: Human violations against women, Children, aged people, refugees, religious minorities, SC/ST's and other suppressed Classes.	
Unit – 5	Human rights – Role of Government and Nongovernmental organization: National human rights commission and State human rights commission – The role and structure of United nations human rights commission – Amnesty international, International Red Cross Society- Human Rights Watch, People Watch, PUCL,AIDWA.	

Course out Come:
1. After completion of this course the students have a potential knowledge to create awareness to the people regarding the importance of Human rights.
2. Academically the candidate further moves to higher level of studies.
3. The candidate can serve as a scholar in HR in national and international bodies.
4. The course attempts to examine the underlying basis of the concept of human rights and critically looks at its content and justification.
5. The core idea, that all human beings have some inalienable basic rights, is appealing and has an important practical function

Books for Reading:
1. National Council for Teacher Education, Human Rights and National Values: Self-Learning Module, volumes I-III (New Delhi, 1996).
2. UN Centre for Human Rights, Civil and Political Rights: The Human Rights Committee (Geneva: World Campaign for Human Rights, 1997).
3. UN Centre for Human Rights, Discrimination against Women (Geneva: World Campaign for Human Rights, 1994).
4. Promotion, Protection and Restoration of Human Rights at National and International Levels (New York: UN Publication Division, 1992).
5. UN Centre for Human Rights, Elimination of all Forms of Intolerance and Discrimination Based on Religion or Belief (New York: UN Publication Division, 1989).

Reference Book :
1. Alston, Phillip, The United Nations and Human Rights (London: Clarendon Press, 1995).
2. Amnesty International, Political Kings by Governments (London: Amnesty International, 1983).
3. H.O. Agarwal, International Law and Human Rights (CLP, 2019)

Web Resources
1. https://www.unicef.org/child-rights-convention/what-are-human-rights
2. https://humanrights.gov.au/our-work/education/introduction-human-rights
3. https://www.youthforhumanrights.org

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

Core Course CC XI WESTREN LOGIC

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Western Logic	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	To make the students aware of modern Symbolic logic and Predicate logic
LO2	Will improve their ability to identify, analyze, and evaluate arguments by other people and also to construct arguments of their own
LO3	To introduces general standards of good reasoning and offers tools to improve your critical thinking skills.
LO4	Understand the valid and invalid arguments
LO5	To develop the skill of reasoning

Course Units

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	Basic logical concepts- proposition and sentence-Argument and Inference - truth, validity- Deduction and Induction.	
Unit – 2	Definition of term-connotation and denotation of terms-categorical propositions.	
Unit – 3	Distribution of terms –concept of mediate and immediate inference- conversion, obversion, contraposition.	
Unit – 4	Square of opposition and existential import-mediate inference: Categorical syllogism: mood, figure,	
Unit – 5	Rules of syllogism and formal fallacies. -validating/invalidating categorical syllogisms through syllogistic rules and Venn diagrams.	

<u>Course out Come:</u>
1. To understand that Logic as a study of language, inference and reasoning.
2. This paper intends to give the students some basic ideas about kinds of reasoning.
3. Will enable the students to get basic ideas about reasoning.
4. To make the students aware of reasoning / inference and its kinds in the west
5. To enable the students to comprehend the core ideas of mediate and immediate inference

Books for Reading:
1. Irving M. Copi & Carl Cohen, Introduction to Logic.
2. Belsare. K. V., An Introduction to logic and scientific method.
3. Stebbing Susan, A modern Introduction to logic.
4. Guttenplan and Tammy martin, Logic a comprehensive introduction.
5. Chakraborti, chanda, logic informalsymbolic and inductive.

Reference Book :
1. Bhola nath roy, text book of deductive logic.
2. Morris. R. cohen, an introduction to logic.
3. H. W. B. joseph, introduction to logic.

Web Resources
1. https://plato.stanford.edu/entries/aristotle-logic/
2. http://pachamamatrust.org
3. https://philosophy.lander.edu/logic/symbolic.html

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(1) M-Medium (2) L-Low (3)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

Core Course CC XII Phenomenology and Existentialism

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Phenomenology and Existentialism	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	Helps students to understand what it is like to experience a specific situation or life event
LO2	To understand Phenomenology is a philosophy of experience
LO3	Understand that Existentialism and Phenomenology move the focus away from facts about the world towards facts about the individual self.
LO4	To know Existentialism emphasizes action, freedom, and decision as fundamental to human existence;
LO5	Elucidate Existential phenomenology describes subjective human experience

Course Units

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	Introduction - Nature and Origin of Phenomenology	
Unit – 2	Phenomenology of Edmund Husserl - Intentionality of Consciousness - Critique of Psychologism - Phenomenological Reduction (Epoche)	
Unit – 3	Existentialism of Søren Kierkegaard - Nature and Origin of Existentialism – Truth – Subjectivity - The three stages of inner life	
Unit – 4	Existentialism of Martin Heidegger- Concept of Dasein -Existenz, Facticity and Fallenness -Authenticity - Time and Historicity	
Unit – 5	Existentialism of Jean-Paul Sartre -Theory of Consciousness - Concept of Nothingness - Concept of Freedom - Bad-faith	

Course out Come:

- | |
|--|
| 1. This study intends to take the student into the newer methods used by philosophers in understanding consciousness and man, in general |
| 2. It exhorts man to undertake a study without prejudices. |
| 3. Student is introduced into the way in which philosophy regained its pristine purity in the light of tremendous advancement in other fields. |
| 4. Students are taught how to understand essence and existence and to relate philosophy to these in place of abstract concepts |
| 5. This study shows to the student how philosophy is yet again ready for re-designing its core in order to suit the needs of the time. |

Books for Reading:

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|--|
| 1. D.M.Datta, <u>Chief Currents of Contemporary Philosophy</u> |
| 2. Debabrata Sinha, <u>Phenomenology and Existentialism</u> |
| 3. Dermot Morgan and Timothy Mooney, <u>The Phenomenology Reader</u> |
| 4. Mary Warnock, <u>Existentialism</u> |
| 5. John Macquire, <u>Existentialism</u> |

Reference Book:

- | |
|---|
| 1. A Critical Survey of Phenomenology and Existentialism, AUTHOR: Mrinal Kanti Bhadra
Publisher: Indian Council Of Philosophical Research (Icpr) |
| 2. Phenomenology and EXIstentialism in the Twentieth Century Book I New Waves of philosophical inspirations by Anna-Teresa Tymieniecka, Springer |
| 3. Phenomenology and Existentialism, Robert C. Solomon |

Web Resources

- | |
|--|
| 1. https://plato.stanford.edu/entries/phenomenology/ |
| 2. https://www.britannica.com/topic/phenomenology |
| 3. https://iep.utm.edu/existent/ |

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(1) M-Medium (2) L-Low (3)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

Elective Generic - V

Culture and Philosophy of Tamils

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
	Culture and Philosophy of Tamils	Core	Y	-	-	-	4	4	25	75	100
Pre - requisite											

Learning Objectives	
LO1	To make the students to general understanding to the ancient Tamil culture.
LO2	To make the students to demonstrate general knowledge of ancient Tamil literature and Philosophy
LO3	To make the students demonstrate skills to understand and learn Tami literature and culture.
LO4	Known to be one of the oldest civilisations in the world,
LO5	To understand the people of Tamil Nadu belong to the prestigious Dravidian Family.

Course Units

Units	Course Units	No. of Hours
Unit – 1	Tamil culture during Sangam Age: Introduction to Tolkkappiam and Sangam literature, concept of Ainthinai (5 thinaikal), Philosophy of Pura Nanooru.	
Unit – 2	Tamil Culture in Kappiyams: Introduction to Chilappathikaram and Manimekhalai.	
Unit – 3	Bhakti movement (Vaishnavism): Introduction Nalayiram Divya Prabhandam, Alwar bhakthi prapathi, Bridal mysticism of Andal.	
Unit – 4	Bhakti movement (Saivism): Introduction to 12 Thirumuraikal – Introduction to Thirunjana Sambandhar, Appar, Sundarar, Manika Vasakar.	
Unit – 5	Performing arts: Koothu, Bharathanatyam, Karnatic Music	

Course out Come:
1. This course will educate the students about the Contributions of the Tamil to Indian Culture-Religion and Philosophy.
2. To know that Tamil Culture has existed in this Island from time immemorial.
3. Students will understand that Tamil Culture is nothing else but the Tamil way of life, a pattern of gracious living that has been formed during the centuries of Tamil history.
4.To make the students understand Tamil literature has made certain definite contributions to world thought and letters.
5. To understand altruism of Tamil culture

Books for Reading:
1. Sundaram.P.K. Some Philosophical concepts in Purananuru.
2. Varadarajan. M. A., Compendium of Nalayira Divya Prabandham and Its commentaries.
3. Cutler Norman, Songs of experience: the poetics of Tamil devotion.
4. Kanakasabhai. V., The Tamils Eighteen Hundred Years ago.
5. Iyengar. S. Krishna swamy, Some contributions of South Indian culture.

Reference Book:
1. Slater, Gilbert, Dravidian Elements in Indian Culture.
2. B. N. Lunia, Evolution of Indian culture.
3. Nilakanda Sastri. K. A., A History of South India.

Web Resources
1. https://www.britannica.com/place/Tamil-Nadu/Cultural-life
2. https://www.adotrip.com/state-detail/tamil-nadu
3. https://factsanddetails.com/india

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

Elective Generic - VI

PHILOSOPHY OF EDUCATION

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Philosophy of Education	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	To make the students aware of the modern philosophy of Education.
LO2	To enable the students to gain knowledge of theories education
LO3	To make the students aware of the various Psychological Tendencies in Education
LO4	To enable the students to gain expert knowledge on education
LO5	To make the students aware of the problem of examination – The role of the teacher – The Problem of discipline.

Course Units

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	The meaning of education Philosophy of Education, Education as a Science – Contribution of Psychology and Social Education.	
Unit – 2	Aims of education Social and Individualism meaning of Individuality.	
Unit – 3	The educational outlook – School, Society and individual.	
Unit – 4	The curriculum – Principles of Curriculum – Construction – correlations of Studies Curriculum and Co-Curricular activities.	
Unit – 5	The problem of examination – The role of the teacher – The Problem of discipline.	

<u>Course out Come:</u>
1. To understand the nature and aims of education.
2. To emphasize how philosophical ideas about education developed over a considerable period.
3. This course provides an opportunity for students to consider the relationship between the teacher, the learner and the curriculum.
4. It helps to identify conflicts and contradictions in any theory.
5. It develops the human capacity to raise questions about theory.

Books for Reading:
1. R.S. Ross, Ground work of education Theory.
2. Bhata and Bhata, The philosophical and Sociological Foundation of Education.
3. Swami Vivekanda by T.S. Akinshiligan, Education Sri R.K.Mission Vidydaya Coimbatore.
4. D.J. Seoncer – An introduction to Philosophy Education Rout leader and Kegan paul.
5. Philosophical Foundations Of Education, Prof. T. Mrunalini

Reference Book:
1. A Philosophy of Education by Charlotte M Mason, Living Book Press
2. Advanced Philosophy Of Education – 1 January 2020, By Dr. Lokman Ali (Author)
3. Philosophy Of Education - July 2022, by S.S. Chandra (Author)

Web Resources
1. https://www.britannica.com/topic/philosophy-of-education
2. https://archive.mu.ac.in/myweb_test
3. https://kfoundation.org/what-do-we-mean-by-education

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

THIRD YEAR
SEMESTER – VI

Core Course – CC XIII
Introduction to World Religions

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Introduction to World Religions	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
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
LO4	Comprehend the philosophical implications of religion
LO5	Elucidate the inter-religious dialogues

Course Units

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	Introduction - Definition of Religion, Necessity of Religion, Scope and Function of the Study of Religion. – Hinduism - Classical, Medieval and Modern Hinduism, Idea of God in Vedas, Upanishads, Gita; Concept of Man, Soul, Evil, and Salvation; Evolution of World, Eschatology	
Unit – 2	Zoroastrianism - Founder, Scripture, Idea of God, Cosmic Dualism, Ethics, Sacrament and Eschatology, Sects.	
Unit – 3	Sikhism - Origin and Development, Ten Gurus, Idea of God, Way to Realize God, Sabad, Guru, Soul and Man, Ethics and Worship.	
Unit – 4	Christianity - Life and Teaching of Jesus, Christianity after Christ, Reformation, Concept of God, Attributes of God, Trinity, Creation, Original Sin, Atonement, Salvation, Nature of World, Eschatology.	
Unit – 5	Islam - Life and Mission of Mohammed, Sufis, Concept of God: Monotheistic; Concept Of Man: Creation, Sin and Salvation, Spiritual Tenets; Concept of World: Creation Purpose, Nature of World, Ethics and Eschatology.	

Course out Come:

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| 1. The students will have a ideal way to explore religious ideas from a variety of perspectives. |
| 2. Students will be researching religion and have the chance to learn how others understand existence and our purpose. |
| 3. To appreciate uniqueness and similarities and promote mutual understanding among believers of different faiths. |
| 4. Students will learn about the founders, the history and essential teachings of each of these major religions. |
| 5. It helps students in personal development & supports an understanding of the spiritual, moral, social & cultural questions that surface again & again in their lives. |

Books for Reading:

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| 1. Kedar Nath Tiwari, Comparative Religion, |
| 2. A.C.Bouquet, Comparative Religion |
| 3. R.S.Srivatsava, Comparative Religion |
| 4. Parinder, Comparative Religion |
| 5. World Religion: Origins History Pratices Beliefs Worldview Hardcover – March 2007 by Franjo Terhart (Author), Janina Schulze (Author) |

Reference Book:

- | |
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| 1. A Little History of Religion Paperback – July 2017, by Richard Holloway (Author) |
| 2. Our Religions: The Seven World Religions Introduced by Preeminent Scholars from Each Tradition - January 2021 by Arvind Sharma (Author) |
| 3. The World of Religions, by Samarpan |

Web Resources

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| 1. https://www.visualcapitalist.com/mapped-major-religions-of-the-world/ |
| 2. https://www.pewresearch.org/religion/2012/12/18/global-religious-landscape-exec/ |
| 3. https://www.infoplease.com/world/social-statistics/world-religions |

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

Core Course - CCXIV
POLITICAL PHILOSOPHY: EAST AND WEST

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Political Philosophy: East and West	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	To make the students aware of the core concepts in Political Philosophy
LO2	To enable the students to gain expert knowledge on State and its functions
LO3	To make the students aware of the political ideologies of Hobbes, Locke, Rousseau, Marx and Gandhi
LO4	To make the students aware of the political ideologies of Indian Political Thought
LO5	To make the students aware of the emergence of Doctrine of Dharma: Law, Justice, Duty and Varnasrama, Right to Revolt.

Course Units

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	Nature and Scope - Methodology - Relationship with other social sciences – State – Definition, Elements, Distinction between State, Society, Association, Government, Community and Nation – Nationality and Nation State.	
Unit – 2	Thomas Hobbes – Social Contract Theory – State of nature – Sovereignty – Powers, Function and Limitation, John Lock - Social Contract Theory – State of nature – Natural Rights, Rousseau: Social Contract Theory – General Will – The Paradox of Freedom	
Unit – 3	Jeremy Bentham – Law, Liberty and Government, Rights, State, Sovereignty Karl Marx – The Class Struggle – the State – Idealism and Materialism, Communism	
Unit – 4	Harold J Laski – Political Pluralism - John Rawls – Distributive Justice - Robert Nozick – Entitlement Theory of Justice	
Unit – 5	Indian Political Thought: The Theory of State – The Doctrine of Matsya-Nyaya, Danda -The Theory of Property, Law and Social Order – Doctrine of Mamatva, Doctrine of Dharma: Law, Justice, Duty and Varnasrama, Right to Revolt.	

Course out Come:
1. Students demonstrate knowledge in the political philosophy in general
2. Students demonstrate knowledge of general political philosophical teachings in Indian tradition
3. Course imparts the skills to analyses the present-day political situations.
4. The course will make students on reflection of how best to adjust in our collective life.
5. It provides a comprehensive understanding of the matters like justice, liberty, freedom and equality.

Books for Reading:
1. Ebenstein, William (ed.) - Great Political Thinkers from Plato to Present, California: Holt, Rinehart and Winston, 1969.
2. Jones, W.T. - Masters of Political Thought, Vols. I, II, & III, London: George Harrap & Co., 1971.
3. Charles King, J. & McGilvary, James A. - Political and Social Philosophy, New York: McGraw-Hill
4. Bhandri, D. R. - History of European Political Philosophy, Bangalore: The Bangalore Press,
5. Sabine, George - A History of Political Theory, New York: Richard and Winston,

Reference Book:
1. Political Philosophy: The essential Texts, 3rd Edition. Oxford University Press. 2015
2. Matt Zwolinski and Alan Wertheimer, "Exploitation", The Stanford Encyclopedia of Philosophy (Summer 2017 Edition), Edward N. Zalta (ed.),
3. Eric Brown, "Plato's Ethics and Politics in The Republic", The Stanford Encyclopedia of Philosophy (Fall 2017 Edition), Edward N. Zalta (ed.)

Web Resources
1. https://iep.utm.edu/polphil/
2. https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/p/Political_philosophy.htm
3. https://plato.stanford.edu/entries/locke-political/

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

Core Course - CCXV

INTRODUCTION TO THE 20TH CENTURY WESTERN PHILOSOPHERS

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Introduction To The 20th Century Western Philosophers	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
LO1	To think critically, creatively, and independently
LO2	To become familiar with concepts fundamental to of contemporary European philosophy.
LO3	To relate philosophical ideas and movements
LO4	To read, analyze, and apply philosophical texts and their concepts
LO5	To communicate effectively

Course Units

Units	Course Units	No. of Hours
Unit – 1	Ludwig Wittgenstein - Language Games- Picture Theory of Meaning and Use Theory of Meaning.	
Unit – 2	Gilbert Ryle - Ordinary Language Philosophy- Critique of Descartes Mind-Dualism	
Unit – 3	Jacques Derrida - Postmodernity; Logocentrism and Deconstruction	
Unit – 4	Jurgen Habermas - Public Sphere, Communicative Rationalit	
Unit – 5	Hans-Georg Gadamer - Dialogue and Phronesis - Aesthetics and Subjectivism - The Happening of Tradition	

Course out Come:
1. Students will be familiar with the major thinker and trends of 20th century Europe.
2. They will be able to articulate the ideas, discern their motivation, reasoning and argumentation and critically engage with them.
3. They will be able to practice carefully the readings of different styles of philosophical writing.
4. To provide an overview of the history of philosophy in the West.
5. To relate philosophical ideas and movements

Books for Reading:
1. Richard Kearney, Twentieth Century Continental Philosophy (Routledge,)
2. Simon Critchley & William Schroeder, eds., A Companion to Continental Philosophy Blackwell,
3. John Lechte, Fifty Key Contemporary Thinkers (Routledge, 1994)
4. Ted Honderich, The Oxford Companion to Philosophy, Oxford University Press, New York
5. The Routledge Encyclopedia of Philosophy (Routledge, 1998)

Reference Book:
1. The Routledge Encyclopedia of Philosophy (Routledge, 1998)
2. Twentieth-Century Philosophy of Religion, The History of Western Philosophy of Religion, Volume 5, By Graham Oppy, N. N. Trakakis
3. Twentieth-Century Philosophy by Morris Weitz , Simon & Schuster, Books from same Author: Morris Weitz

Web Resources
1. https://www.britannica.com/topic/Western-philosophy
2. https://philosophybreak.com/reading-lists/history-of-western-philosophy/
3. https://www.marxists.org/reference/subject/philosophy/help/collect.htm

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

Elective Generic – VII

SYMBOLIC LOGIC

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Symbolic Logic	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
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
LO4	Understand the differences, rules & fallacies of immediate and mediate syllogism
LO5	Enunciate the core concepts of symbolic logic

Course Units

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	Definition of Symbolic Logic, its relation with Traditional Logic – Elements of Propositional Logic: Sentences – Propositions – Modern Classifications – Truth-value and Truth-functions.	
Unit – 2	Use of Symbols in Propositional Logic – variables, Constants, Conjunction, Implication, Disjunction – Bi-conditional and Negation. Truth-Table Method - Decision Procedures – Basic Truth tables – Direct Truth-table, Indirect Truth-table, Case-analysis.	
Unit – 3	Rules of Inference and Rules of Equivalence – Natural Deduction method – Conditional Proof method – reductio ad absurdum method – Jaffrey’s Truth-tree method.	
Unit – 4	Predicate Logic – General Proposition – Expression of Four Traditional Propositions in Predicate Symbolic Form –Use of U.I, U.G, E.G, E.I rules and their restrictions.	
Unit – 5	Tests of reasoning: Applications of Principles of Symbolic Logic Training in (a) Verbal; (b) Non-verbal; (c) Analogy tests; (d) Series tests; (e) Odd man out; (f) Jumble Spelling test.	
Course out Come:		
1. To increase proficiency in reasoning and to distinguish between valid and invalid arguments.		
2. To apply these principles in reasoning tests which are commonly administered in several competitive exams.		
3. Empowers and enables students with the ability to take what information they are given and build upon it.		

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| 4. Logical reasoning encourages students to think for themselves, experiment, and even ask the big, out-of-the-box questions. |
| 5. Logic shapes every choice of our daily lives. Logical thinking enables someone to learn and make decisions that affect their way of life. |

Books for Reading:
1. Irving M. Copi & Carl Cohen, Introduction to Logic.
2. P. Balasubramanian, An Invitation to Symbolic Logic.
3. Barson, A. H. and O'Connur, Introduction Symbolic Logic.
4. P. Balasubramanian, Symbolic Logic and Decision Procedures.
5. Competition Success Review (2004-till date), Competition Success Rrvie, Mumbai

Reference Book:
1. Competition world (2004-till date), S. Chand co., New Delhi.
2. I. M. Copi, Symbolic Logic.
3. R. S. Agarwal, A modern Approach to verbal and Non verbal reasoning

Web Resources
1. https://study.com/academy/lesson/symbolic-logic-definition
2. https://www.maa.org/sites/default/files
3. https://www.philosophy-index.com/logic/symbolic/

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

Elective Generic – VIII

Social Philosophy

Subject Code	Subject Name	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
	Social Philosophy	Core	Y	-	-	-	4	4	25	75	100
Pre - requisite											

<u>Learning Objectives</u>	
LO1	To make the students aware of the core ideas of Social Philosophy
LO2	To enable the students to comprehend Gandhi's concept of social philosophy
LO3	Analyze social problems in the society
LO4	Enunciate rights and duties
LO5	To make the students aware of the relevance of State as Social Institution

Course Units

Units	Course Units	No. of Hours
Unit – 1	Social Philosophy - Problem and need – native and scope – subject matter and methods – relations with ethics and polities.	
Unit – 2	Individual and the Society - Association and institutions – group, community and Society and traditions, Language.	
Unit – 3	Nature and Development of Social Functions and Institutions - Marriage and Family – Costas and labor – work and leisure –Civilizations and Cultural religion.	
Unit – 4	State as Social Institution - Theories of the origin of the state nature and forms of the state ration state and Governments – nature of Sovereignty – function and instruments of consideration, decision and execution in a state – responsible government – nature and function.	
Unit – 5	State and Individual - Basis of Political delegation and Obedience to the state rights and duties of the individual nature, content and source of law – limits of law and state action right of disobedience and pros and cons.	

Course out Come:
1. It helps the students to build bridges between peoples and cultures of different societies.
2. Social issues are what matter to many people, so this course will provide better understanding of the society.
3. It focuses on principles for regulating the living together of members of society.
4. Students will be able to known What makes a good society?" and "What makes a government legitimate?

5. It enriches students with its wealth of knowledge and also helps them to find answers to those questions which society is suffering.

Books for Reading:

1. Social and Political Philosophy, Author: O.P. Gauba, Publisher Mayur Books, New Delhi
2. The Philosophy of Social Ecology: Essays on Dialectical Naturalism. Murray Bookchin
3. Social Philosophy Past and future, Daya Krishna, Publisher: Indian Institute Of Advanced Study, Shimla
4. Social Relevance of Philosophy, P. George Victor, Publisher: D. K. Printworld Pvt. Ltd.
5. Social Work Philosophy and Methods Hardcover – 1994, by P D Misra (Author)

Reference Book:

1. Social Philosophy Past and future, Daya Krishna, Publisher:
2. Social Relevance of Philosophy, P. George Victor, Publisher:
3. Social Work Philosophy and Methods Hardcover – 1994, by P D Misra (Author)

Web Resources

1. <https://www.nottingham.ac.uk/research/groups/nottingham-centre-for-social>
2. <https://www.sciencedirect.com/topics/social-sciences/social-philosophy>
3. https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/soc_philo-II.pdf

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)

Professional Competency Skill

PROFESSIONAL ETHICS

<u>Subject Code</u>	<u>Subject Name</u>	<u>Category</u>	<u>L</u>	<u>T</u>	<u>P</u>	<u>S</u>	<u>Credits</u>	<u>Inst. Hours</u>	<u>Marks</u>		
									<u>CIA</u>	<u>External</u>	<u>Total</u>
	Professional Ethics	<u>Core</u>	<u>Y</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>4</u>	<u>4</u>	<u>25</u>	<u>75</u>	<u>100</u>
Pre - requisite											

<u>Learning Objectives</u>	
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	Enunciate the emerging ethical issues in medicine, media, cyber zone and environments
LO4	Understand the importance of applying life values in life
LO5	To make the students aware of the necessity of ethics in Biotechnology and Genetic Engineering

Course Units

<u>Units</u>	<u>Course Units</u>	<u>No. of Hours</u>
Unit – 1	Definition, Nature, Function and Scope of Professional Ethics-Distinction between profession and business.	
Unit – 2	Medical and Engineering Ethics (a) Medical Ethics- some basic issues – code of conduct for Doctors – Rights of Patients. (b) Engineering Ethics- Scope and Aim of Engineering Ethics- Professional rights- the engineer’s responsibility for safety.	
Unit – 3	Academic Ethics - Ethics of teachers and students - Problem of the teaching profession.	
Unit – 4	Media Ethics – treatment of women related issues by the press - advertisement in television and the ethical problems in child related issues.	
Unit – 5	Legal Ethics – Definition - Ethical Standards for Lawyers - Problems facing the legal Profession.	

Course out Come:

1. Demonstrate ethical awareness.
2. The ability to do ethical reflection, and the ability to apply ethical principles in decision-making
3. Developing a student's ethical awareness, reflection, and decision-making ability.

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| 4. Distinguish between ethical and non-ethical situations. |
| 5. Develop concepts based on moral issues and enquiry. |

Books for Reading:
1. Bernard Rubin(Ed.), Questioning Media Ethics, New York: Praeger Publishers, 1978.
2. C.M. Francis, Medical Ethics (second edition), New Delhi: Jaypee Brothers Medical Publishers Pvt, Ltd, 2004.
3. Harold .H. Titus, Ethics for Today, (third edition), New Delhi: Eurasia Publishing House, Pvt, Ltd, 1966.
4. Mike.W. Martin and Roland Schinzinger, Ethics in Engineering (third edition), Singapore: The McGraw- Hill Companies, 1997.
5. Dr. Subashini Ramaswamy Gandhi and others (ed.). Ethics for the New Millenium, Chidambaram ; Rasi Prienter, 2005.

Reference Book:
1. Harold .H. Titus, Ethics for Today, (third edition), New Delhi: Eurasia Publishing House, Pvt, Ltd, 1966.
2. Mike.W. Martin and Roland Schinzinger, Ethics in Engineering (third edition), Singapore: The McGraw- Hill Companies, 1997.
3. Dr. Subashini Ramaswamy Gandhi and others (ed.). Ethics for the New Millenium, Chidambaram ; Rasi Prienter, 2005.

Web Resources
1. https://www.iaa.govt.nz/for-advisers/adviser-tools/ethics-toolkit/professional-ethics
2. https://www.accountingtools.com/articles/professional-ethics
3. https://www.ala.org/tools/ethics

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2		1		2		1		2
CO 2	2	3	1	2	2	2	1	2	2	
CO 3	1	3	2	3	2	3	2	1	3	1
CO 4		2	2	3	3	2	2	3	2	3
CO 5	2	2	3	1	1	1	1	3	2	3

S-Strong(3) M-Medium (2) L-Low (1)

Mapping with Programme Specific Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2		1	
CO 2	2	3	1	2	2
CO 3	1	3	2	3	2
CO 4		2	2	3	3
CO 5	2	2	3	1	1
Weightage					
Weighted percentage of course contribution to POS					

S-Strong(3) M-Medium (2) L-Low (1)