ANNAMALAI UNIVERSITY

(Accredited with 'A' Grade by NAAC)

M. A. Philosophy (Two-Year) Programme

Regulations, Curricula and Syllabi

2023

DEPARTMENT OF PHILOSOPHY

Faculty of Arts

Annamalai University
Faculty of Arts
DEPARTMENT OF PHIOSOPHY
M.A. Philosophy
Programme Code: **APHI21**

These rules and regulations shall govern the Two year post graduate studies leading to the award of degree of M**.A. Philosophy** in the Faculty of Arts. These academic Regulations shall be called "**Annamalai University, Faculty of Arts Two year M.A. Philosophy Academic Regulations 2023**". .They shall come into force with effect from the academic year 2019 – 2020.

1. **Definitions and Nomenclature**

1.1 **University** refers to Annamalai University.

1.2 **Department** means any of the academic departments and academic centres at the University.

1.3 **Discipline** refers to the specialization or branch of knowledge taught and researched in higher education. For example, Botany is a discipline in the Natural Sciences, while Economics is a discipline in Social Sciences.

1.4 **Programme** encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.

1.5 **Course** is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.

1.6 **Curriculum** encompasses the totality of student experiences that occur during the educational process.

1.7 **Syllabus** is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.

1.8 **Academic Year** refers to the annual period of sessions of the University that comprises two consecutive semesters.

1.9 **Semester** is a half-year term that lasts for a minimum duration of 90 days. Each academic year is divided into two semesters.

1.10 **Choice Based Credit System**: A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.

1.11 **Core Course** is mandatory and an essential requirement to qualify for the Degree.

1.12 **Elective Course** is a course that a student can choose from a range of alternatives.

1.13 **Value-added Courses** are optional courses that complement the students' knowledge and skills and enhance their employability.

1.14 **Credit** refers to the quantum of course work in terms of number of class hours in a semester required for a programme. The credit value reflects the content and duration of a particular course in the curriculum.

1.15 **Credit Hour** refers to the number of class hours per week required for a course in a semester. It is used to calculate the credit value of a particular course.

1.16 **Programme Outcomes** (POs) are statements that describe crucial and essential knowledge, skills and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.

1.17 **Programme Specific Outcomes** (PSOs) are statements that list what the graduate of a specific

programme should be able to do at the end of the programme.

1.18 **Learning Objectives** also known as are statements that define the expected goal of a course in **Course Objectives**terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

1.19 **Course Outcomes** (COs) are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.

1.20 **Grade Point Average** (GPA) is the average of the grades acquired in various courses that a student has taken in a semester. The formula for computing GPA is given in section 11.3

1.21 **Cumulative Grade Point Average** (CGPA) is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.

1.22 **Letter Grade** is an index of the performance of a student in a particular course. Grades are denoted by the letters S, A, B, C, D, E, RA, and W.

2. **Programme Offered and Eligibility Criteria**: The Department of Philosophy offers a Two Year M.A. Philosophy Programme.A Pass in Bachelor'sDegree (10+2+3 pattern) in any subject including the Professional courses of this University or an examination of any other university accepted by the Syndicate as equivalent thereto.

3. **Reservation Policy:**Admission to the various programmes will be strictly based on the reservation policy of the Government of Tamil Nadu.

4. **Programme Duration**

4.2 The Two Year Master's Programme consist of two academic years.

4.3 Each academic year is divided into two semesters, the first being from July to November and the second from December to April.

4.4 Each semester will have 90 working days (18 weeks).

5. **Programme Structure**

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

5.2 **Core courses**

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

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

5.3 **Elective courses**

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

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

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

5.4 **Experiential Learning**

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

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

5.4.3 Experiential learning is categorised as Core.

5.5 **Project**

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

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

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

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

5.6   Value added Courses (VACs)

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

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

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

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

5.7   Online Courses

5.7.1   The Heads of Departments shall facilitate enrolment of students in Massive Open Online Courses (MOOCs) platform such as SWAYAM to provide academic flexibility and enhance the academic career of students.

5.7.2   Students who successfully complete a course in the MOOCs platform shall be exempted from one elective course of the programme.

5.8   Credit Distribution: The credit distribution is organised as follows:

	Credits
Core Courses	57
Elective Courses	18
Skill, Internship & Extension	09
Project	07
Total	**91**

5.9   Credit Assignment

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

1 Credit is defined as

1 Lecture period of one hour per week over a semester

1 Tutorial period of one hour per week over a semester

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

6   Attendance

6.1   Each faculty handling a course shall be responsible for the maintenance of Attendance and Assessment Record for candidates who have registered for the course.

6.2   The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition the Record shall also contain the organisation of lesson plan of the Course Instructor.

6.3   The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.

6.4   At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.

6.5	The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.
6.6	Each student shall have a minimum of 75% attendance in all the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.
6.7	Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness, representing the University in extracurricular activities and participation in NCC/NSS/YRC/RRC.

7   Mentor-Mentee System

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

8   Examinations

8.1	The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination (ESE).
8.2	There will be two CIA Tests and one ESE in each semester.
8.3	The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.

8.4   Continuous Internal Assessment Tests

8.4.1	The CIA Tests shall be a combination of a variety of tools such as class tests, assignments, seminars, and viva-voce that would be suitable to the course. This requires an element of openness.
8.4.2	The students are to be informed in advance about the assessment procedures.
8.4.3	The pattern of question paper will be decided by the respective faculty.
8.4.4	CIA Test-I will cover the syllabus of the first two units while CIA Test-II will cover the last three units.
8.4.5	CIA Tests will be for two to three hours duration depending on the quantum of syllabus.
8.4.6	A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason, the student is unable to attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

8.5   End Semester Examinations (ESE)

8.5.1	The ESE for the first/third semester will be conducted in November and for the second/fourth semester in May.
8.6	A candidate who does not pass the examination in any course(s) of the first, second and third semesters will be permitted to reappear in such course(s) that will be held in April and November in the subsequent semester/year.
8.7	The ESE will be of three hours duration and will cover the entire syllabus of the course.

9   Evaluation

9.1   Marks Distribution

9.1.1	Each course, both Theory and Practical as well as Project/Internship/Field work/In-plant training shall be evaluated for a maximum of 100 marks.
9.1.2	For the theory courses, CIA Tests will carry 25% and the ESE 75% of the marks.

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

9.2   Assessment of CIA Tests

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

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

	Marks
Test-I & Test-II	15
Seminar	5
Assignment	5
Total	25

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

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

9.3   Assessment of End-Semester Examinations

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

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

9.4   Assessment of Project/Dissertation

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

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

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

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

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

9.4.6   The marks shall be distributed as follows:

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

9.5   Assessment of Value-added Courses

9.5.1   Assessment of VACs shall be internal.

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

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

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

9.6   Passing Minimum

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

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

10. Conferment of the Master's Degree

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

11. Marks and Grading

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

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

11.3 **The GPA** is calculated by the formula

$$GPA = \frac{\sum_{i=1}^{n} C_i G_i}{\sum_{i=1}^{n} C_i}$$

where, C_i is the Credit earned for the Course i in any semester;

G_i is the Grade Point obtained by the student for the Course i and

n is the number of Courses passed in that semester.

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

$$CGPA = \frac{\sum_{i=1}^{m} \sum_{i=1}^{n} C_i G_i}{\sum_{i=1}^{m} \sum_{i=1}^{n} C_i}$$

Where, C_i is the Credit earned for the Course i in any semester;

G_i is the Grade Point obtained by the student for the Course i and

n is the number of Courses passed in that semester.

m is the number of semesters.

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

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

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

11.6.1 **For First Class with Distinction: Candidates** who have passed all the courses prescribed in the Programme in the first attempt with a CGPA of 8.25 or above within the programme duration. Candidates who have withdrawn from the End Semester Examinations are still eligible for First Class with Distinction (See Section 12 for details).

11.6.2 **For First Class:** Candidates who have passed all the courses with a CGPA of 6.5 or above.

11.6.3 **For Second Class:** Candidates who have passed all the courses with a CGPA between 5.0 and less than 6.5.

11.6.4 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.

11.7 **Course-Wise Letter Grades**

11.7.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

11.7.2 A student is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.

11.7.3 A course successfully completed cannot be repeated for the purpose of improving the Grade Point.

11.7.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidate has appeared for clearance of the arrears.

11.7.5 If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/ incorporating the clarifications suggested by the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.

12.   Provision for Withdrawal from the End Semester Examination

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

12.2   A candidate is permitted to withdraw from appearing in the ESE for one course or courses in ANY ONE of the semesters ONLY for exigencies deemed valid by the University authorities.

12.3   Permission for withdrawal from the examination shall be granted only once during the entire duration of the programme.

12.4   Application for withdrawal shall be considered only if the student has registered for the course(s), and fulfilled the requirements for attendance and CIA tests.

12.5   The application for withdrawal shall be made ten days prior to the commencement of the examination and duly approved by the Controller of Examinations. Notwithstanding the mandatory prerequisite of ten days notice, due consideration will be given under extraordinary circumstances.

12.6   Withdrawal is not granted for arrear examinations of courses in previous semesters   and for the final semester examinations.

12.7   Candidates who have been granted permission to withdraw from the examination shall reappear for the course(s) when the course(s) are offered next.

12.8   Withdrawal shall not be taken into account as an appearance for the examination when considering the eligibility of the candidate to qualify for First Class with Distinction.

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

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

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

ANNAMALAI UNIVERSITY
DEPARTMENT OF PHILOSOPHY
M.A. PHILOSOPHY (Two Year Programme)
(For students admitted from the academic year 2023-2024)

Course Code		Course Title	Hours/Week		C	Marks		
			L	P		CIA	ESE	Total
Semester - I								
23PHIC101	Core I	Classical Indian Philosophy			5	25	75	100
23PHIC102	Core II	Ethics			5	25	75	100
23PHIC103	Core III	Modern Political Thought			4	25	75	100
23PHIE104	Dept. Elective I	Temple Administration			3	25	75	100
23PHIE105		Philosophy of Human Rights						
23PHIX001	Inter Dept. Elective I	Research Ethics			3	25	75	100
		Total			**20**			
Semester - II								
23PHIC201	Core IV	Contemporary Indian Philosophy			5	25	75	100
23PHIC202	Core V	Educational Philosophy			5	25	75	100
23PHIC203	Core VI	Research Methodology			4	25	75	100
23PHIE204	Dept. Elective II	Comparative Religion			3	25	75	100
23PHIE205		Social Philosophy						
23PHIX002	Inter Dept. Elective II	Comparative Religion			3	25	75	100
23TSSC200	SEC – I	Academic Writing Skills			2	25	75	100
		Total			**22**			
Semester - III								
23PHIC301	Core VII	Classical Western Philosophy			5	25	75	100
23PHIC302	Core VIII	Western Logic			5	25	75	100
23PHIC303	Core IX	Philosophy of Science			5	25	75	100
23PHIC304	Core X	Philosophy of Religion			4	25	75	100
23PHIE305	Dept. Elective – III	Research Ethics			3	25	75	100
23PHIE306		Gandhian Philosophy			3	25	75	100
23TSSC300	SEC – II	Employability Skills			2	25	75	100
23PIIA307	Internship / Industrial Activity	14 Days (2 Weeks)			2			100
		Total			**26**			

Semester - IV								
23PHIC401	Core XI	Modern Western Philosophy			5	25	75	100
23PHIC402	Core XII	Saiva Siddhanta			5	25	75	100
23PROJ403	Project	Project with Viva-voce			7	25	75	100
23PHIE404	Dept. Elective – IV	Religious and Cultural Tourism			3	25	75	100
23PHIE405		Indian Culture			3	25	75	100
23PCSC406	PCS	Professional Competency Skill			2	25	75	100
23EXTN407	Extension	Extension Activity			1	25	75	100
		Total			**23**			
	Total Credits (Semester I – IV)				*91*			

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

Note:

1. **Students shall take both Department Electives (DEs) and Interdepartmental Electives (IDEs) from a range of choices available.**

2. **Students may opt for any Value-added Courses listed in the University website.**

PROGRAMME OBJECTIVES:

- ❖ Shaping every student as good individual and as a meaningful contributor to society

- ❖ Inspiring the students to confront the philosophical problems implicit in the experience of self, others and the universe, together with question of their relations to ultimate transcendence (God and immortality)

- ❖ Developing the habits of clear, critical thinking within the framework of both an adequate philosophical methodology and accepted norms of scholarship

- ❖ Providing exposure to students by making them to read critically the life and thoughts of great philosophers

- ❖ Helping the students to formulate for himself or herself a philosophy of life or world view

PROGRAMME OUTCOMES (POs):

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

PROGRAMME SPECIFIC OUTCOMES (PSOs):

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

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

23PHIC101	CLASSICAL INDIAN PHILOSOPHY	L	T	P	C
		5			5

Learning Objectives

LO1: To make the students aware of the Vedic foundations of Indian Philosophy and its division.

LO2: To make the students aware of the Philosophy of the heterodox systems of Indian Philosophy.

LO3: To enable the students to have a clear understanding of the six orthodox systems of Indian philosophy

Course Outcomes

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

CO1	Demonstrate the Vedic theism and Upanisadic conception of Atman & Brahman
CO2	Exhibit thorough knowledge about Carvaka, Jainism and Buddhism
CO3	Put on display the epistemology and metaphysics of Nyaya-Vaisesika
CO4	Analyze Sankhya's Theory of Evolution and Patanjali's Astanga yoga
CO5	Elucidate the Vedanta philosophy

Unit – I Introduction

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

Unit – II Heterodox Systems

(a) Carvaka – Philosophy of Carvaka

(b) Jainism – Jiva & Ajiva, Theory of knowledge – Syadvada –Ethics

(c) Buddhism – Four Noble Truths – Eight fold path.

Unit – III Nyaya – Vaisesika

Nyaya theory of knowledge: Four pramanas, Theory of Causation, Proofs for the Existence of God

Vaisesika: Categories, Atomic Theory.

Unit – IV Sankhya-Yoga

Sankhya: Prakrti, Purusha, Theory of Evolution

Yoga: Eight Limbs of Yoga (Astanga Yoga)

Unit – V Vedanta

Advaita:Brahman, Atman, Theory of Maya, Bondage and Liberation

Visistadvaita:God, Soul, Bondage and Liberation

Dvaita:Conception of God, Jive, Liberation, Five-Fold Differences (Pancha – Bheda)

Text Books:

1. Chatterjee. S. & Datta D.M. *An Introduction to Indian Philosophy*, Rupa Publications, Kolkata, 2015.

2. Mahadevan, T.M.P. *Invitation to Indian Philosophy*, Arnold- Hainemann Publishers (India), New Delhi, 1981.

3. Radhakrishanan, S. *Indian Philosophy*, Vols. I & II. Oxford University Press, India, 2009.

Supplementary Readings:

1. Balasubramanian, R. *Advaita Vedanta*, Munshiram Manoharlal Publishers, New Delhi, 2010.

2. Hiriyana,M. *Outlines of Indian Philosophy,* Motilal Banarsidass Publishers, New Delhi, 2009.

3. Puligandla. R. *Fundamentals of Indian Philosophy*, D.K. Print world, New Delhi, 1997.

4. Radhakrishanan,S. (Ed.) *History of philosophy: Eastern and Western,* Vol.II. George Allen and Unwin Ltd., London, 1953.

5. Sharma, Chandradhar. *A Critical Survey of Indian Philosophy*, Motilal Banarsidass publishers, New Delhi, 2016.

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

Outcome Mapping

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

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

23PHIC102	ETHICS	L	T	P	C
		5			5

Learning Objectives:

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

Course Outcomes:

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

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

CO2 Comprehend the evolution of human conduct from customary to conscience

CO3 Exhibit the complete knowledge about the core ideas of hedonism, utilitarianism and Marxism

CO4 Realize the importance of environmental ethics

CO5 Enunciate the ethical implication of rights and duties

Unit – I Introduction

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

Unit – II Evolution of human conduct

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

Unit – III Hedonism

Meaning of hedonism – Psychological and Ethical Hedonism – Egoistic Hedonism – Gross egoistic Hedonism – Refined egoistic Hedonism – Altruistic Hedonism – Herbert Spencer's Evolutionary Hedonism.

Utilitarianism: Quantitative utilitarianism of Bentham – Refined or qualitative utilitarianism of J.S.Mill – Sidgwick's Rational utilitarianism – G.E. Moore's Ideal utilitarianism – Marxian Ethics – Dialectical Materialism – Doctrine of Alienation.

Unit – IV Environmental Ethics

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

Unit – V Rights and Duties

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

Current Streams of Thought:

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

Text Books:

1. Sinha, Jadunath. *A Manual of Ethics*, New Central Book Agency Ltd., Kolkatta, 2009.

2. Mackenzie, John S. *A Manual of Ethics*, Cosimo Classics, New York, 2005.

3. Lillie, William. *An Introduction to Ethics*, Methuen & Co. Ltd., London, 1964.

Supplementary Readings:

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

Outcome Mapping

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

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

23PHIC103	MODERN POLITICAL THOUGHT	L	T	P	C
		4			4

Learning Objectives:

LO1: To make the students aware of the core concepts in Political Philosophy

LO2: To enable the students to gain expert knowledge on State & Plato's political thought

LO3: To make the students aware of the political ideologies of Hobbes, Locke, Rousseau, Marx and Gandhi

Course Outcomes:

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

CO1 Demonstrate the philosophical implications in politics

CO2 Comprehend the origin and development of the State

CO3 Exhibit the Political thoughts of Plato

CO4 Analyze the political theories of Hobbes, Locke and Rousseau

CO5 Evaluate the political ideologies of Marx and Gandhi

Unit – I Introduction

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

Unit – II Evolution of the State

Greek City State, Feudal State, National State

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

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

Unit – IV Origin of the Society and the State

(a) Hobbes: State of Nature and Social Contract Theory

(b) John Locke: Conception of Human Nature, Social Contract Theory

(c) Rousseau: Conception of Society and State

Unit – V Political Ideology

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

Current Streams of Thought:

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

Text Books:

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

Supplementary Readings:

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

Outcome Mapping

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

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

23PHIE104	TEMPLE ADMINISTRATION	L	T	P	C
		3			3

Learning Objectives:

LO1: To make the students aware of the importance of Temple Administration

LO2: To enable the students to gain knowledge of various parts of temple and Tamilnadu HR & CE Act 1959

LO3: To make the students aware of various functions of Tamilnadu HR & CE Department

Course Outcomes:

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

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

Unit – I Hindu Temple and their uniqueness

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

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

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

Unit - III Religious institution under the HR & CE Department

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

Unit - IV Administrative structure of HR & CE

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

Unit - V Budget and Maintenance of Temple documents & Properties

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

Text Books:

1. Radhakrishnan, R. *A Hand Book on Tamilnadu Hindu Religious and Charitable Endowment Act 1959 (Tamilnadu Act 22 of 1959) and Rules*,
2. R.K. Dass, *Temple of Tamilnadu*
3. jkpo;ehL ,e;Jrkak; kw;Wk; mwf;fl;lisfs; rl;lk; 1959 (ifNaL) jh;kuh[; rp. (B.A., B.L.)

Supplementary Readings:

1. Arumuga Navalar, *Hindu Samaya Inaippu Villakkam*, Arulmigu Dhandayuthapaniswami Thirukkoil, Palani, 1999.
2. Natarajan A.C. Hindu Samaya Alayangal Arakkattalaigal Chattam.
3. Nagaswami, H. Art and Culture of Tamilnadu, Sandeep Prahasthan, Delhi, 1980.
4. Bercy Brown, Indian Architecture, D.S. Taraporemal Sons & Co.Pvt.Ltd., Bombay,1971.
5. Srinivasan K.R. Temples of South India, Delhi, 1971.
6. Srinivasan K.R. Temple, Art and Architecture in India, Delhi, 1965.
7. www.tnhrce.org

Outcome Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3							3				3			3	3	3
CO2								3	3		3				3	3	3
CO3	3				3			3	3		3				3	3	3
CO4								3	3		3				3	3	3
CO5					3			3	3		3				3	3	3

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

23PHIE105	PHILOSOPHY OF HUMAN RIGHTS	L	T	P	C
		3			3

Learning Objectives:

LO1: To make the students aware of the philosophical implications of human rights and duties

LO2: To enable the students to gain knowledge of moral and cultural relativism

LO3: To make the students aware of the Human Rights violations around the world

Course Outcomes:

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

CO1 Demonstrate the philosophical foundations of human rights

CO2 Analyse the universality of human rights

CO3 Exhibit the cultural aspects of human rights

CO4 Realize the different forms of human rights violations

CO5 Apply the ethical ways to stop human rights violations

Unit – I Theoretical Foundations of Human Rights

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

Unit – II The Universal of Human Rights

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

Unit - III Cultural perspectives on Human Rights

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

Unit – IV Human Rights Violations

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

Unit – V Rights and Responsibilities

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

Current Streams of Thought:

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

Text Books:

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

Supplementary Readings:

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

Outcome Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3				3			3		3						3	3
CO2	3							3		3	3					3	3
CO3	3				3			3								3	3
CO4	3				3					3						3	3
CO5	3				3			3		3	3					3	3

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

23PHIX001	RESEARCH ETHICS	L	T	P	C
		3			3

Learning Objectives:

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

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

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

Course Outcomes:

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

CO1 Understand the importance of Research Ethics in present day scenario

CO2 Analyse the various ethical issues in modern research

CO3 Comprehend the legal issues in research and various measures taken to overcome those issues

CO4 Apply the honesty and integrity while doing research

CO5 Realize that the research is meant for welfare of all human beings and society at large

Unit – I Introduction

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

Unit – II Ethical Issues in Research

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

Unit – III Research Ethics Committees

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

Unit – IV Honesty and Integrity in research

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

Unit – V Justice in research

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

TEXT BOOKS:

1. Deni Elliott and Judy E.Stern, Research Ethics-A Reader, University Press of New England, Hanover, 2007.

2. Gary Comstock, Research Ethics: A Philosophical Guide to the Responsible conduct of Research, Cambridge University Press, UK, 2013.

3. Sana Loue, Research Ethics-Theory and Practice, Kluwer Academic Publishers, New York, 2012.

SUPPLEMENTARY READINGS:

1. David Koepsell, Scientific Integrity and Research Ethics, Springer International Publisher, Mexico, 2017.

2. Helen Kara, Research Ethics in the real world, Policy Press, University of Bristol, UK, 2018.

3. Mark Israel and Iain Hay, Research Ethics for Social Scientists, Sage Publication Ltd., London, 2006.

4. Mark Israel, Research Ethics and Integrity for Social Scientists, Sage Publication Ltd., London, 2014.

5. Paul Oliver, The Student's Guide to Research Ethics, Open University Press, McGraw-Hill Education, England, 2010.

Outcome Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2					2		2					2		2	3	
CO2	2					3		3					3		3	3	
CO3	2					3		3					3		3	3	
CO4	2					3		3			3		3		3	3	
CO5	2					3		3					3		3	3	2

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

23PHIC201	CONTEMPORARY INDIAN PHILOSOPHY	L	T	P	C
		5			5

Learning Objectives:

LO1: To make the students aware of the common characteristics of contemporary Indian philosophy.

LO2: To enable the students to have thorough knowledge about the Philosophy of Modern Indian Thinkers.

LO3: To make the students aware of the emergence of Dravidian Movement

Course Outcomes:

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

  CO1 Demonstrate the features of contemporary Indian Philosophy

  CO2 Apply and defend a position on basic philosophical problems in the contemporary Indian Philosophy

  CO3 Exhibit the Integral philosophy of Sri Aurobindo

  CO4 Analyse the idealism of Dr.S.Radhakrishnan

  CO5 Enunciate the self-respect movement of E.V.Ramasamy

Unit - I Introduction

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

Unit – II Swami Vivekananda

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

Unit – III Sri Aurobindo

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

Unit – IV S. Radhakrishnan

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

Unit – V E.V. Ramasamy

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

Current Streams of Thought:

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

Textbooks:

1. Lal, B.K. *Contemporary Indian Philosophy*, Motilal Banarsidass publishers, New Delhi, 1995.

2. Naran, V.S. *Modern Indian Thought*, Asia Publishing, House, Mumbai, 1964.

3. Diel, Anita. *Periyar E.V. Ramasamy*, B.I. Publication, Madras, 1978.

Supplementary Readings:

1. Vivekananda, Swami. *Complete Works vols. I to VII*, Advaita Ashram, Calcutta, 1986.

2. Aurobindo, Sri. *The Life Divine*, Sri Aurobindo Library, New York, 1986.

3. Ramalinga Swamigal, *Thiruarutpa*

4. Datta, D.M. *The Chief currents of contemporary philosophy*, The University of Calcutta, Calcutta, 1961.

5. Mahadevan, T.M.P. and Saroja G.C., *Contemporary Indian Philosophy*, Sterling Publishers, New Delhi, 1983.

Outcome Mapping

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

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

23PHIC202	EDUCATIONAL PHILOSOPHY	L	T	P	C
		5			5

Learning Objectives:

LO1: To make the students aware of the philosophical implications of Education in West and India

LO2: To enable the students to gain knowledge of Naturalism and Pragmatism in Education

LO3: To make the students aware of the various Psychological Tendencies in Education

Course Outcomes:

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

CO1 Demonstrate the core ideas involved in the philosophy of Education

CO2 Apply and defend a position on basic problems in the Field of Education

CO3 Comprehend Dewey's influence on modern education

CO4 Enunciate the psychological principles of Pestalozzi and Herbart

CO5 Analyse the educational philosophies of Tagore, Gandhi & Vivekananda

Unit – I Introduction

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

Unit – II Naturalism in Education

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

Unit – III Pragmatism in Education

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

Unit – IV Psychological Tendencies in Education

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

Unit – V Philosophies of Education

Rabindranath Tagore, Mahatma Gandhi and Swami Vivekananda.

Current Streams of Thought:

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

Text Books:

1. Taneya V.R. *Educational Thought and Practice*, Sterling Publishers, New Delhi, 2005.

2. Agarwal J.C. *Philosophical Foundations of Education*, Bookman Publishers, New Delhi, 2017.

3. Dash. B.N., *Theories of Education and Education in the Emerging Indian Society*, Dominant Publishers and Distributors, New Delhi, 2004.

Supplementary Readings:

1. Rather. A. R. *Theory and principles of Education*, Discovery Publishing House, New Delhi, 2006.

2. Aggarwal. J.C., *Theory and principles of Education*, Vikas publishing House, New Delhi, 2010.

3. Rai, B.C. *Theory of Education*, Prakashan Kendra Publishers, Lucknow, 1999.

4. Chandra S.S. & Sharma R.K., *Philosophy of Education*, Atlantic Publishers, New Delhi, 2006.

5. Samuel Ravi S. *A Comprehensive study of Education*, PHI Learning Publishers, New Delhi, 2011.

Outcome Mapping

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

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

23PHIC203	RESEARCH METHODOLOGY	L	T	P	C
		4			4

Learning Objectives:

LO1: To make the students understand the principles of methodology in Philosophy

LO2:.To enable the students to acquire knowledge of reporting

LO3: To make the students aware of the importance of Presentation in Research

Course Outcomes:

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

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

Unit - I   Preliminaries

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

Unit - II   Qualification Required for Research

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

Unit - III   Kinds of Topic and Tool of Dissertation

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

Unit - IV   Reporting

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

Unit - V   Presentation

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

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

Text Books:

1. Ramachandran, T.P. *The Methodology of Research in Philosophy*, Madras University Publications, Chennai, 1984.

2. Goode W.J. and Paul K. Hatt. *Methods in Social Research*, Asia Law House, First edition, 2017.

3. Kothari, C. R. and Gaurav Garg. *Research Methodology: Methods & Techniques*, New Age International publishers, Fourth edition, 2019.

Supplementary Readings:

1. *MLA Handbook*, Eighth Edition, Modern Language Association of America, US, 2016.

2. Patil, Shridhar and Aditya. *Research Methodology in Social Sciences*, New India Publishing Agency, 2016.

3. Parsons, C.J. *Theses and Project work: A Guide to Research and writing*, Allen & Unwin Publisher, 2013.

4. Anderson, Jonathan and Millicent Poole, *Assignment and Thesis writing*, Wiley India Ltd., Fourth edition, 2011.

5. Berry D.M. and Gordon P.Martin. *A Guide to writing Research papers*, McGraw – Hill (India), Noida, 2013.

Outcome Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3			3							S					3
CO2	3	3			3			3								3	3
CO3	3	3			3											3	3
CO4	3	3			3				3								3
CO5	3	3			3				3								3

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

23PHIE204	COMPARATIVE RELIGION	L	T	P	C
		3			3

Objectives:

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

Unit – I   Introduction

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

Unit – II   Hinduism

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

Unit – III   Christianity & Islam

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

Unit – IV   Buddhism & Jainism

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

Unit – V   Comparison of Religions

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

Text Books:

1. Kedar Nath Tiwari, Comparative Religion, Motilal Banarsidas, Delhi, 1990.

2. Ram Shankar Srivastava, Comparative Religion, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi 1974.

3. Suda J.P, Religion in India, Sterling Publishers Pvt. Ltd., New Delhi, 1978.

Reference Books:

1. Widgoery, A.C, The Comparative Study of Religions, Munshi Ram Manoharlal, Delhi, 1922.

2. Max Mullar, F, Natural Religion, collected works Asian Educational Service, Delhi, 1979.

3. Rajendra Verma, Comparative Religion: concepts and Experience, Intellectual Publishing House, Delhi, 1984.

4. Ward J.Follows. Religions East and West. Holt Rinehart and Winston, New York, 1979.

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

Outcome Mapping

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

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

23PHIE205	SOCIAL PHILOSOPHY	L	T	P	C
		3			3

Objectives:

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

Unit-I   Social Philosophy

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

Unit - II   Liberty and Equality

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

Unit - III   Justice and Rights

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

Unit-IV   Democracy

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

Unit-V   Fascism and corruption

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

Text Books:

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

Suggested Readings

1. Ajit Kumar Sinha, Outlines of Social Philosophy
2. Robert N.Beck, Hand Book of Social Philosophy
3. N.V. Joshi, Social and Political Philosophy
4. R.K. Prabhu and U.R.Rao, The Mind of Mahatma Gandhi
5. P.C. Chatterji, Secular Values for Secular India
6. Marx and Engels, Selected Works, Vol - III
7. Joel Feinberg, Social Philosophy
8. D.D. Raphael, Problems of Political Philosophy
9. J.C. Johari, Contemporary Political Theory
10. V.P. Varma, Political Philosophy
11. B.C. Rout, Political Theories, Concepts and Ideologies

23PHIX002	COMPARATIVE RELIGION	L	T	P	C
		3			3

Objectives:

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

Unit – I   Introduction

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

Unit – II   Hinduism

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

Unit – III   Christianity & Islam

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

Unit – IV   Buddhism & Jainism

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

Unit – V   Comparison of Religions

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

Text Books:

1.   Kedar Nath Tiwari, Comparative Religion, Motilal Banarsidas, Delhi, 1990.

2.   Ram Shankar Srivastava, Comparative Religion, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi 1974.

3.   Suda J.P, Religion in India, Sterling Publishers Pvt. Ltd., New Delhi, 1978.

Reference Books:

1.   Widgoery, A.C, The Comparative Study of Religions, Munshi Ram Manoharlal, Delhi, 1922.

2.   Max Mullar, F, Natural Religion, collected works Asian Educational Service, Delhi, 1979.

3.   Rajendra Verma, Comparative Religion: concepts and Experience, Intellectual Publishing House, Delhi, 1984.

4.   Ward J.Follows. Religions East and West. Holt Rinehart and Winston, New York, 1979.

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

Outcome Mapping

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

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

23TSSC200 ACADEMIC WRITING SKILLS

Credits: 2   **Hours:3**

Learning Objectives:

By introducing the course, it is intended to:

LO1: Enable the students to acquire the skills of writing in English for literary and other purposes

LO2: Enhance the students master the art of writing in English to fulfill their academic and professional goals

LO3: Make the students understand the strategies involved in developing effective and coherent paragraphs

LO4: Make the students get acquainted with the conventions of academic writing in English

LO5: Help them analyse different sentence structures

Course Outcomes:

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

CO1: Construct a variety of flawless sentences in English using appropriate grammatical structures

CO2: Earn their skills in Technical Writing

CO3: Draft effective research proposals/reports

CO4: Exploit the resources of English language for professional development

CO5: Develop effective introduction and conclusion

Unit I
1. Organizing the Theme
2. Introduction and Conclusion

Unit II
1. The Paragraph
2. Logic

Unit III
1. Deadwood
2. Inflated Diction
3. Weak Word
4. Cliche

Unit IV
1. Sentence Structure: Sentence Fragment, Run–together Sentence, and Comma Splice
2. Sentence Structure: Faulty Pronoun Reference
3. Sentence Structure: Faulty Parallelism
4. Correct Usage
5. Agreement

Unit V

Punctuation and Mechanics

> The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

Text Book:
1. Kinsella, Paul. *The Techniques of Writing*. New York: Harcourt, 1975.

Supplementary Reading:
1. Krammer. G. Melinda, et al. *Prentice Hall Handbook for Writers*. New Jersey, 1995.
2. Langan, John. *Sentence Skills with Readings*. New York: McGraw-Hill, 2001.
3. Mohan, Krishna & Meenakshi Raman. *Effective English Communication*. New Delhi: McGraw-Hill, 2000.

23PHIC301	CLASSICAL WESTERN PHILOSOPHY	L	T	P	C
		5			5

Learning Objectives:

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

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

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

Course Outcomes:

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

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

Unit- I   Introduction

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

Unit- II   Eleatic School

Xenophanes – Parmenides - Zero – Heracleitus - Empedocles – The Atomists – Anaxagoras

Unit-III   Sophists to Aristotle – Sophists & Socrates

Sophists – Protagoras – Socrates – Theory of concepts.

Unit– IV   Sophists to Aristotle – Plato & Aristotle

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

Unit – V   Medieval Philosophy

St..Augustine – Human knowledge – Doctrine of illumination – Problem of Evil – the concept of God.
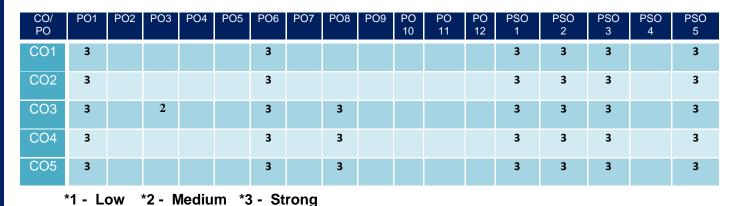
Thomas Aquinas – Faith and Reason – essence and existence – the existence of God. St. Anselm – Ontological argument.

Text Books:

1. Stace, W. T. *A Critical History of Greek Philosophy*, Macmillan publishers, India, 2010.

2. Thilly, Frank. *A History of Philosophy*, Central Book Depot, Allahabad, 1973.
3. Russell, Bertrand. *History of Western Philosophy*, Routledge Classics Edition, 2016.

Supplementary Readings:

1. Masih,Y. *A Critical History of Western Philosophy*, Motilal Banarsidass publishers, New Delhi, 2009.

2. Radhakrishnan S. (Ed.), *History of Philosophy Eastern and Western – Vol.II*, George Allen and Unwin Ltd., London, 1953.

3. Wright, William Kelly. *A History of Modern Philosophy*, The Macmillan Company, New York, 1962.

4. Jones, W. T. *A History of Western Philosophy*, Harcourt Brace and World Inc., New York, 1952.

5. Tubbs, Nigel. *History of Western Philosophy*, Palgrave Macmillan, United Kingdom, 2009.

Outcome Mapping

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

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

23PHIC302	WESTERN LOGIC	L	T	P	C
		5			5

Learning Objectives:

LO1: To make the students aware of reasoning / inference and its kinds in the west

LO2: To enable the students to comprehend the core ideas of mediate and immediate inference

LO3: To make the students aware of modern Symbolic logic and Predicate logic

Course Outcomes:

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

CO1 Distinguish between Deduction and Induction, Truth and Validity

CO2 Analyse the structure of logical propositions

CO3 Demonstrate the differences, rules & fallacies of immediate and mediate syllogism

CO4 Comprehend the importance of Symbolic logic in modern world

CO5 Enunciate the core concepts of Predicate logic

Unit – I Introduction

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

Unit – II Propositions

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

Unit – III Inference

(a) Immediate – Opposition of Proposition – Square of Opposition, Eduction, Conversion, Obversion and Contraposition.

(b) Mediate – Syllogism – Categorical, Mixed Hypothetical and Mixed Disjunctive – Structure, Mood, Figure, Formal Rules and Fallacies

(c) Venn Diagrams – To Test the Validity of Categorical Syllogisms.

Unit – IV Symbolic Logic

Similarities and differences between Traditional and Symbolic Logic; Modern classification of Propositions – Simple, Compound and General; Propositional Logic Compound Propositions – Negation, Conjunction, Material Implications, Disjunction (Exclusive and Inclusive) and Biconditionals. Symbols – Variables, Constants,

Propositional Form, Argument Form – Truth Values – Truth Function, Construction of Truth Tables, Use of Basic Truth-Tables to Test the validity – Indirect Truth – Table method – Truth Trees to test the Validity, Natural Deduction (Formal Proof of Validity); Use of Rules of Inference and Rules of Equivalence and Replacement

Unit – V Predicate Logic

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

Current Streams of Thought:

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

Text Books:

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

Supplementary Readings:

1. Cohen, Morris R. and Ernest Nagal. *An Introduction to Logic and scientific methods*, Routledge, London, 1934.

2. Frank Miller Chapman and Paul Henle. *The Fundamentals of Logic*, Charless Scribners Sons, London,1933.

3. Nandita Bandyopadhyay, *The Concept of Logical Fallacies*, Sanskrit Pustak Bhandar, Calcutta, 1977.

4. Ghoh, B.N. and Ghosh Roma*. A Text book of Deductive Logic*, Vikas Publishing House, New Delhi, 1984.

5. Vidyabushana. S.C., *A History of Indian Logic*, Motilal Banaridass Publishers, New Delhi., 1967.

Outcome Mapping

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

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

23PHIC303	PHILOSOPHY OF SCIENCE	L	T	P	C
		5			5

Learning Objectives:

LO1: To make the students aware of the similarities between philosophy and science and the values of science and technology.

LO2: To enable the students to understand the problem of induction and its development

LO3: To make the students aware of the role of Logical Positivism & Rationality in science

Course Outcomes:

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

CO1 Demonstrate the principles of philosophy of science and the development of induction

CO2 Exhibit the problem of induction and its role in science

CO3 Enunciate the contribution of Logical Positivism in the development of science

CO4 Analyse the role of rationality in science

CO5Put on display the scientific revolution from philosophical point of view

Unit – I Introduction to Philosophy of Science

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

Unit – II Induction and Confirmation

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

Unit – III Logical positivism and Science

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

Unit – IV The Role of Rationality in Science

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

Unit – V Scientific Revolution in Philosophical Perspective

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

Text Books:

1. Popper, Karl. *The Logic of Scientific Discovery*, Routledge, Second edition, 2002.

2. Frank P. *Philosophy of Science*, Dover Publications, New York, 2004.

3. Bandiste. D.D. *A Manual of Philosophy of Science*, UK educational publishers, 2005.

Supplementary Readings:

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

2. Pap, Arthur*. An Introduction to the Philosophy of Science*, Free Press of Glencoe, New York, 1962.

3. Jardine, N. *The Birth of History and Philosophy of Science*, Cambridge University Press, Cambridge, 1988.

4. Achinstein, Peter. *The concepts of Science – A Philosophical Analysis*, Johns Hopkins University Press, Maryland, 1971.

5. Caws, Peter. *The Philosophy of Science*, D. Van Nostrand publishers, First Edition, New York, 1965.

Outcome Mapping

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

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

23PHIC304	PHILOSOPHY OF RELIGION	L	T	P	C
		5			5

Learning Objectives:

LO1: To make the students aware of the nature & history of Religion

LO2: To enable the students to understand the psychology of Religion

LO3: To make the students aware of the various models of Inter Religious dialogues

Course Outcomes:

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

CO1 Exhibit the philosophical implications of religion

CO2 Evaluate the development of religion from tribal to universal

CO3 Demonstrate the psychological basis of religion

CO4 Analyse the mystical experience in religions

CO5 Elucidate the inter-religious dialogues

Unit – I Introduction

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

Unit – II Origin and Development of Religion

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

Unit - III Psychology of Religion

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

Unit - IV Religious and Mystical Experience

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

Unit - V Inter-religious Understanding

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

Text Books:

1. Tiwari, Kedar Nath. *Comparative Religion*, Motilal Banarsidass Publishers, New Delhi, 2018.

2. Srivastava, Ram Shankar. *Comparative Religion*, Munshiram Manoharlal Publishers, New Delhi, 2014.

3. Suda J.P, *Religion in India*, Sterling Publishers, New Delhi, 1978.

Supplementary Readings:

1. Widgoery A.C, *The Comparative Study of Religions*, Munshiram Manoharlal publishers, New Delhi, 2012.

2. Mullar, Max. *Natural Religion - Collected works*, Asian Educational Service, New Delhi, 1979.

3. Verma, Rajendra. *Comparative Religion: Concepts and Experience*, Intellectual Publishing House, Delhi, 1984.

4. Fellows, Ward J. *Religions East and West*, Holt Rinehart and Winston, New York, 1979.

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

Outcome Mapping

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

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

23PHIE305	RESEARCH ETHICS	L	T	P	C
		3			3

Learning Objectives:

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

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

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

Course Outcomes:

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

CO1 Understand the importance of Research Ethics in present day scenario

CO2 Analyse the various ethical issues in modern research

CO3 Comprehend the legal issues in research and various measures taken to overcome those issues

CO4 Apply the honesty and integrity while doing research

CO5 Realize that the research is meant for welfare of all human beings and society at large

Unit – I Introduction

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

Unit – II Ethical Issues in Research

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

Unit – III Research Ethics Committees

Legal issues in Research – National and International level guidelines, procedures & practices issued by Government & other

Organizations/Agencies to conduct research – Institutional Animal Ethics Committee – UGC-CARE.

Unit – IV Honesty and Integrity in research

Responsible conduct of research at Individual and Group level –

Authorship – Research Integrity – Good experimental practice.

Unit – V Justice in research

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

TEXT BOOKS:

1. Deni Elliott and Judy E.Stern, Research Ethics-A Reader, University Press of New England, Hanover, 2007.

2. Gary Comstock, Research Ethics: A Philosophical Guide to the Responsible conduct of Research, Cambridge University Press, UK, 2013.

3. Sana Loue, Research Ethics-Theory and Practice, Kluwer Academic Publishers, New York, 2012.

SUPPLEMENTARY READINGS:

1. David Koepsell, Scientific Integrity and Research Ethics, Springer International Publisher, Mexico, 2017.

2. Helen Kara, Research Ethics in the real world, Policy Press, University of Bristol, UK, 2018.

3. Mark Israel and Iain Hay, Research Ethics for Social Scientists, Sage Publication Ltd., London, 2006.

4. Mark Israel, Research Ethics and Integrity for Social Scientists, Sage Publication Ltd., London, 2014.

5. Paul Oliver, The Student's Guide to Research Ethics, Open University Press, McGraw-Hill Education, England, 2010.

Outcome Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2					2		2					2		2	3	
CO2	2					3		3					3		3	3	
CO3	2					3		3					3		3	3	
CO4	2					3		3			3		3		3	3	
CO5	2					3		3					3		3	3	2

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

23PHIE306	GANDHIAN PHILOSOPHY	L	T	P	C
					3

Learning Objectives:

LO1: To make the students aware of the core ideas of Gandhian Philosophy

LO2: To enable the students to comprehend Gandhi's concept of religion

LO3: To make the students aware of the relevance of Gandhism in the Contemporary World.

Unit - I Introduction

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

Unit – II Concept of Truth

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

Unit – III Non-violence (Ahimsa)

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

Unit – IV Religion

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

Unit – V Sarvodaya and Satyagraha

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

Text Books:

1. Patil V.T. Studies on Gandhi. New Delhi: Sterling publishers Pvt. Ltd., 1983.

2. Navajivan publication. The Collected Works of Mahatma Gandhi. New Delhi: Publication Division, 1967.

3. K.D. Gangrade, Gandhian Approach to development and social work, Concept Publishing Company, 2005.

Supplementary Readings:

1. Gandhi M.K. The Story of My Experiments With Truth. Ahmedabad: Navajivan 1948.

2. Hiriyana M. Outline of Indian Philosophy. Bombay: George Allen and Unwin (India) Pvt. Ltd., 1973.

3. Roy Chaudhury P.C. Gandhi and His Contemporaries, New Delhi: Sterling publishers pvt.Ltd.1986.

4. James D.Hunt. Gandhi and the Non-Conformists. New Delhi: Premilla and Co. Publishers, 1986.

5. Ram Balak Roy. Gandhian Philosophy. Patna: Anupam Publications, 1986.

Course Outcomes:

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

CO1 Understand the various influences that shaped Gandhi's thought

CO2 Enunciate Gandhi's assertion of Truth is God

CO3 Comprehend the concept of Ahimsa, Means and End

CO4 Analyse Gandhi's views on religious conversion

CO5 Explicate the Sarvodaya, Satyagraha and Trusteeship

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1								3					3				
CO2	3				3			3			3		3	3	3	3	3
CO3	3				3		3	3			3		3	3	3	3	3
CO4	3				3		3	3			3		3		3		
CO5					3		3	3			3		3		3	3	3

23TSSC300 EMPLOYABILITY SKILLS

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
	EMPLOYABILITY SKILLS	Extra Disciplinary	3	-	-	-	3	45	25	75	100

Course Objectives	
C1	To learn about the employability skills
C2	To understand dimensions of task oriented skills
C3	To study on critical problem-solving techniques
C4	To develop employability skills
C5	To understand the logical and reasoning skills

SYLLABUS			
UNIT	**Details**	**No. of Hours**	**Course Objectives**
I	**INTRODUCTION TO EMPLOYABILITY SKILLS** Meaning – Definition – Hard skills and soft skills –Employability skills and vocational skills – Employability and employment – Employability attributes.	9	C1
II	**UNPACKING EMPLOYABILITY SKILLS** Embedded employability skills – Dimensions of competency – Task skills –Task Management skills – Contingency Management skills – Job/Role Environment skills.	9	C2
III	**INTER – RELATIONSHIPS OF EMPLOYABILITY SKILLS** Communication – Team work – Problem solving – Initiative and Enterprise – Planning and Organizing – Self management – Learning – Technology.	9	C3
IV	**RESUME WRITING** Meaning – Features of good resume – Model (Exercise). Etiquettes – Dress, Cleanliness, Etiquettes to be followed inside the employment seeking process.	9	C4
V	**Arithmetic and Logical Reasoning Skills – Exercise.**	9	C5
	Total	**45**	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Acquire employability skills	PO4, PO6, PO7
CO2	understand dimensions of task oriented skills	PO4, PO6, PO7
CO3	study on critical problem-solving techniques	PO4, PO6, PO7
CO4	develop employability skills	PO4, PO6, PO7
CO5	understand the logical and reasoning skills	PO4, PO6, PO7
Reading List		
1.	https://www.jobjumpstart.gov.au/article/what-are-employability-skills	
2.	https://www.simplilearn.com/why-are-employability-skills-important-article	
3.	https://blog.hubspot.com/marketing/employability-skills	
4.	https://www.indeed.com/career-advice/finding-a-job/employability-skills	
References Books		
1.	Soft Skills, Dr. K. Alex	
2.	Winning Interview Skills, Complied & Edited by J.K. Chopra.	
3.	A Modern Approach to Verbal and Non- Verbal Reasoning, R. S. Aggarwal.	
4.	Fafinski, S., Finch, E. (2014). Employability Skills for Law Students. United Kingdom: OUP Oxford.	
5.	Trought, F. (2017). Brilliant Employability Skills: How to Stand Out from the Crowd in the Graduate Job Market. United Kingdom: Pearson Education Limited.	
6.	Chaita, M. V. (2016). Developing Graduate Employability Skills: Your Pathway to Employment. United States: Universal Publishers.	

23PIIA307	INTERNSHIP / INDUSTRIAL ACTIVITY	14 Days (2 Weeks)

1. **VETRI,** Vadalur
2. **Sri Aurobindo Ashram**
3. **Temples under H.R. & C.E.**
4. **Vethathiri Maharishi's Satya Gnana Sabhai**
5. **Adheenams in Tamilnadu**
6. **WAKF & Christian Missionaries**

The students will learn practical knowledge about the thoughts and philosophies of Vallalar, Sri Aurobindo, Vethathiri Maharishi and also saints of Saivism and Vaishnavism. They will also get training for doing various Yogas such as Vethathiri Maharishi's Kundalini Yoga, Aurobindo's Integral yoga. The paramount importance of rendering social service to the needly and down trodden sector of the society will be realized by them through practice. The students belonging to Christianity and Islam will be taken to their respective holy place and internship will be given according to their religious practices in Churches and Mosques.

		L	T	P	C
23PHIC401	**MODERN WESTERN PHILOSOPHY**	**5**			**5**

Learning Objectives:

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

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

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

Course Outcome:

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

CO1 Demonstrate the main tenets of modern rationalism

CO2 Analyse the empiricism of Locke and Hume

CO3 Exhibit the critical philosophy of Kant

CO4 Comprehend the Dialectical idealism of Hegel

CO5 Enunciate the Absolute idealism of Bradley

Unit – I Rationalism

      (a) Rene Descartes: Methodic doubt, Existence of self, God and World, Criterion of Truth, Mind and body

      (b) Gottfried Wilhelm Von Leibniz: Monadology, Pre-Established Harmony, Proofs for the Existence of God.

Unit – II Empiricism

      (a) John Locke: Refutation of Innate Ideas, Theory of   Knowledge, Substance and Qualities

      (b) David Hume: Theory of Knowledge, Existence of God, Self, Causation

Unit-III Immanuel Kant

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

Unit – IV George Wilhelm Friedrich Hegel

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

Unit - V F.H. Bradley

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

Text Books:

1. Datta, D. M. *The Chief Currents of Contemporary Philosophy*, The University of Calcutta, Calcutta University Press, 1961.

2. Thilly, Frank. *A History of Philosophy*, SBW Publishers, New Delhi, 2018.

3. Masih, Y. *A Critical History of Western Philosophy*, Motilal Banarsidas publishers, New Delhi, 2017.

Supplementary Readings:

1. Radhakrishnan, S. (Ed.) *History of Philosophy Eastern and Western – Vol.II*, George Allen and Unwin Ltd., London, 1953.

2. Wright, William Kelly. *A History of Modern Philosophy*, The Macmillan Company, New York, 1962.

3. Jones, W. T. *A History of Western Philosophy*, Harcourt, Brace and World Inc., New York, 1952.

4. Singh, Raghavendra Pratap. *Philosophy-Modern and Post Modern*, Intellectual Book publishing house, New Delhi, 1997.

5. Russell, Bertrand. *History of Western Philosophy*, Routledge Classics, Eighth Edition, UK, 2016.

Outcome Mapping

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

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

		L	T	P	C
23PHIC402	**SAIVA SIDDHANTA**	**5**			**5**

Learning Objectives:

LO1: To make the students aware of the historical development of Saiva Siddhanta

LO2: To enable the students to gain expert knowledge in Saiva Siddhanta's epistemology and its relation to other schools

LO3: To make the students aware of the concept of Pati, Pasu , Pasam and the means to Mukti.

Course Outcomes:

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

CO1 Demonstrate the various sources and development of Saivism
and its contribution to the society

CO2 Exhibit the metaphysical concepts Pati, Pasu, and Pasam

CO3 Comprehend the Saiva siddhanta's means to liberation

CO4 Enunciate the pramanas of Saiva siddhanta

CO5 Analyse the relation of Saiva siddhanta to Vedantic schools,
Vira & Kashmir Saivism

Unit – I Introduction to Saiva Siddhanta

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

Unit – II Metaphysics of Saiva Siddhanta

Pati: Nature of God – Arguments for the existence of God – Grace **Pasu:** Nature of the soul – Three classes of soul - Arguments for existence of soul

Pasam: Anava – Karma – Maya.

Unit – III Liberation

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

Unit – IV Epistemology

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

Unit – V Vira Saivism and Kashmir Saivism

Saiva Siddhanta in relation to (a) Advaita (b) Visistadvaita

(c) Virasaivism   (d) Kashmir Saivism.

Text Books:

1. Paranjothi V. *Saiva Siddhanta*, Luzac and Co. Ltd., London, 1954.

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

3. Pillai, G. Subramania. *Introduction & History of Saiva Siddhanta*, Annamalai University, 1948.

Supplementary Readings:

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

2. Devasenathipathi, V.A. *Saiva Siddhanta*, University of Madras, 1974.

3. Radhakrishnan, S. *Indian Philosophy Vol. I & II*, George Allen and Unwin Ltd., New York, 1966.

4. Sharma, Chandradhar. *A Critical Survey of Indian Philosophy,* Motilal Banarsidas publishers, Delhi, 1976.

5. Mahadevan, T.M.P. *An Invitation to Indian Philosophy*, Arnold-Heinemann Publishers, New Delhi, 1974.

Outcome Mapping

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

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

23PROJ403	PROJECT WITH VIVA-VOCE	L	T	P	C
					8

9.4 Project / Dissertation

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

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

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

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

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

9.4.6 The marks shall be distributed as follows:

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

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

Course Outcomes:

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

CO 1. Identify and define the problems.

CO 2. Apply appropriate research methods.

CO 3. Generate questions or hypothesis.

CO 4. Review and summarize the literature

CO 5. Collect data systematically

CO 6. Evaluate, Interpret and analyse the data and evidence.

CO 7. Discuss findings in the broader context of the field.

CO 8. Develop and sustain an evidence – based argument.

CO 9. Write and speak critically and coherently

CO 10. Produce publishable results.

		L	T	P	C
23PHIE404	**RELIGIOUS AND CULTURAL TOURISM**				**3**

Objectives:

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Unit-V

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

Text books:

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

Reference Books:

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

	L	T	P	C
23PHIE405 **INDIAN CULTURE**				**3**

Learning Objectives:

LO1: To make the students aware of the general characteristics of Indian
     Culture

LO2: To enable the students to understand the Pre-Historic culture

LO3: To make the students aware of the contribution of various dynasties to
     Indian Culture

Unit – I Introduction

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

Unit – II Pre-Historic Culture

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

Unit – III Contribution of Pallavas, Cholas & Pandiyas

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

Unit – IV Vijayanagar Rulers, Nayaks and Guptas

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

Guptas: Origin – sources – Samudragupta – Chandragupta – Administration – Social, Economic and Religions conditions – Gupta art – Causes of downfall of Gupta dynasty.

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

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

Text Books:

1. Luniya, B.N. Evolution of Indian Culture, Lakshmi Narain Agarwal Publishers, Agra,1986.

2. AL. Basham, The Wonder That Was India, Picador; Indian edition, 2004.

3. Jeyapalan, N. A History of Indian Culture, Atlantic publishers, New Delhi, 200l.

Supplementary Readings:

1. Saletore, R.N. Encyclopedia of Indian Culture, Sterling publishers Pvt. Ltd., New Delhi, 1981.

2. Charles A. Moore. Philosophy and Culture – East and West, University of Hawaii, Honolulu, 1968.

3. John Grimes. A Concise Dictionary of Indian philosophy (Sanskrit-English), University of Madras, Madras, 1998.

4. Misra, R.S. Studies in philosophy and Religion, Bharathiya Vidya Prakasans, Varanasi, 1991.

5. Nilakand Sastri, KA, A History of South India, Oxford University Press, London, 1975.

Course Outcomes:

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

CO1 Understand the features of Indian Culture

CO2 Comprehend the significance of Pre-Historic Culture

CO3 Explicate the and contribution of various dynasties to Indian Culture

CO4 Assess the emergence and downfall of Gupta dynasty

CO5 Analyse the effects of Cultural Renaissance took place in 19th & 20th Centuries

Outcome Mapping

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

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

23PCSC406	PROFESSIONAL ETHICS	L	T	P	C
		5			2

Learning Objectives:

- ➤ **LO1:** To aware of the basic Principles of Ethics.
- ➤ **LO2:** To understand the idea of Morality.
- ➤ **LO3:** To get the knowledge of Ethical theories, professional Ethics and Social Evils

Course Outcomes:

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

CO1.   Improve grasp the basic Principles of Ethics

CO2.   Realize the idea of Morality

CO3.   Acquire the knowledge about the professional Ethical theories.

CO4.   Observe the professional Ethics.

CO5.   Realize the Social Evils.

Unit-1 :Definition, Nature, Functions and scope of Professional ethics - Rights – Duties Responsibilities- Human Values- Service and Learning - Respect For Others- Honesty - Courage - Commitment and Spirituality- inquiry- Distinction between Profession and Business

Unit-2: Medical Ethics - Basic issues of Society- Cloning - Abortion, Alcohol and other Narcotics Addictions - Ethical Basis of Mental Health - Code and Conduct of Doctors, Nurse and Technician - rights and Duties of Patients and attender - Rights and Duties of Hospital Management - Need for Facilities- Need of Medical Insurance.

Unit–3: Academic Ethics- Problem of Teaching Profession-Time management- Cooperation - Responsibility and Spirituality for Teachers- Rights and Duties of Teachers and Students- Social Activities and Awareness-Character Buildings.

Unit-4: Environmental Ethics- Definition, Scope of Environmental Ethics.- Need For Environmental Ethics- policy of Environmental Ethics- Anthropocentrism- Eco-centrism- Biocentrism - Environmental Ethics in Indian Culture and Religious Activities.

Unit-5: Media Ethics- Definition- Nature of Issues in Media - Role of Media in Society - importance of Truthfulness- code and conduct for Media - Ethics for Internet Social Medias.-Cyber Crimes - Legal Ethics- Definitions - Scope- Role of lawyers in society- code and conduct of lawyers and Judges- Judicial Ethics - Disciplinary Proceedings - Professional Responsibility for Lawyers.

BOOKS FOR REFERENCE:

1. Andrew Belsey (Editor), Ruth Chadwick (Editor) - Ethical Issues in Journalism and theMedia
2. Atty. Ruben E. Agpalo - Legal and Judicial Ethics
3. Balbir Singh - Principles of Ethics
4. Edward Shils - The Academic Ethic
5. J.Michael - legal ethics
6. Louis P. Pojman-Environmental Ethics
7. M.Govindarajan and Others - Professional Ethics and Human Values.
8. M.Neelamalar -Media Law and Ethics
9. Mackenzie - Manual of Ethics
10. Mikael Stenmark - Environmental Ethics and Policy Making,
11. Neil W. Hamilton - Academic Ethics
12. R.Hakemulder Jan -Media Ethics and Laws
13. S.K Aggarval -Media and Ethics
14. Sinha, Rajiv K. (ed.),- Environmental Crisis and Humans at Risk
15. Sri satyaSai Books and publication Trust- Education in Human Values.
16. Taylor, Paul - Respect for Nature : A Theory of Environmental Ethics,
17. Titus - Ethics for Today
18. William Lillee - An introduction To Ethics

23EXTN407	EXTENSION ACTIVITY	L	T	P	C
		5			5

- To disseminate and make awake of the people about the significance of being ethical / moral even in critical situations of life.

- As a part of protecting environment and extending environment ethics, palm seeds will be planted in the suitable places.

- Cleaning and keeping the premises of holy places neat and tidy as a part of Uzhavara pane **(cothug; gzp)**

- Doing extension activities through NSS / NCC by involving the students of Philosophy Department