

THE AMERICAN COLLEGE

(An Autonomous Institution affiliated to Madurai Kamaraj University)



Since 1881

BOARD OF STUDIES IN RELIGION, PHILOSOPHY & SOCIOLOGY

27-05-2019

Department of Religion, Philosophy & Sociology

Department of Religion, Philosophy and Sociology

Choice Based Credit System

Program for B.A. Degree in RPS

SEM	Part	Course No.	Course Title	Hr / Wk	Cr
I	I	XXX 0000	TAM / FRE / HIN	3	2
I	II	ENG 1201	Conversational Skills	3	2
I	III	RPS 1433	Study of Religion	4	4
I	III	RPS 1445	Philosophy: Introduction, Scope & Relevance	4	4
I	III	RPS 1521	General Introduction to Sociology	5	5
I	III S	RPS 1425	Social Anthropology	5	4
I	IV NME	RPS 1235	Analyzing Science through Philosophy	3	2
I	IV LS	RPS 1237	Social Skills	3	2
			Total	30	25
II	I	XXX 0000	TAM / FRE / HIN	3	2
II	II	ENG 1202	Reading and Writing Skills	3	2
II	III	RPS 1534	World Religions	5	5
II	III	RPS 1444	Introduction to Ethics	4	4
II	III	RPS 1424	Social Institutions	4	4
II	III S	RPS 1426	Introduction to Psychology	5	4
II	IV NME	RPS 1236	Science & Reality	3	2
II	IV LS	RPS 1242	Yoga for Healthy Living	3	2
II	Part V	XXXX 0000	NSS / NCC / SLP / P.Ed	2	1
			Total	30+2	25+1
III	I	XXX 0000	TAM / FRE / HIN	3	2
III	II	ENG 2201	Study Skills	3	2
III	III	RPS 2533	Saivism, Vaishnavism & Sakthism	5	5
III	III	RPS 2547	Classical Indian Philosophy - I	5	5
III	III	RPS 2433	Logic	4	4
III	III	RPS 2525	Study of Indian Society	5	5
III	III S	RPS 2435	Philosophy of Religion	5	4
			Total	30	27
IV	I	XXX 0000	TAM / FRE / HIN	3	2
IV	II	ENG 2202	Career Skills	3	2
IV	III	RPS 2444	Ancient and Medieval Philosophy	4	4
IV	III	RPS 2548	Classical Indian Philosophy - II	5	5
IV	III	RPS 2524	Social Structure in India	5	5
IV	III	RPS 2526	Research Methods in Sociology	5	5
IV	III S	RPS 2430	Social and Political Philosophy	5	4
IV	Part V	XXXX 0000	NSS / NCC / SLP	2	1
			Total	30+2	27+1

SEM	Part	Course No.	Course Title	Hr / Wk	Cr
V	III	RPS 3643	Introduction to Hinduism	6	6
V	III	RPS 3543	Modern Western Philosophy	5	5
V	III	RPS 3625	Sociological Theories - I	6	6
V	III	RPS 3637	Modern Indian Thinkers	6	6
V	IV LS	RPS 3233	Socio Philosophical issues in Films	3	2
V	IV	VAL 3233/34	Social Issues and Value stand	4	2
			Total	30	27
VI	III	RPS 3634	Introduction to Christianity	6	6
VI	III	RPS 3544	Contemporary Western Philosophy	5	5
VI	III	RPS 3626	Sociological Theories - II	6	6
VI	III	RPS 3638	Introduction to Islam	6	6
VI	IV LS	RPS 3202	Positive Self Image Development	3	2
VI	IV	RPS 3200	Environment and Ethical Issues	4	2
			Total	30	27
			Grand total for Semester I - VI	180+4	158+2

LS : Life Skills courses
NME : Non-Major Elective courses
S : Supportive courses
VAL : Value Education
EVS : Environmental Studies

PROGRAM SPECIFIC OUTCOMES MAPPED WITH PROGRAM OUTCOMES

Dept. of RPS – May 2019

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
PSO 1	X	X		X			X	X	X	X
PSO 2	X	X		X	X				X	X
PSO 3	X	X		X			X		X	X
PSO 4	X	X		X		X			X	X
PSO 5	X	X		X		X	X	X	X	X
PSO 6	X	X				X	X		X	X
PSO 7	X	X			X		X		X	X
PSO 8		X	X		X	X		X	X	X
PSO 9	X	X				X	X		X	X
PSO 10	X	X		X	X	X	X	X	X	X

PROGRAM SPECIFIC OUTCOMES MAPPED WITH THE SYLLABUS

Dept. of RPS – May 2019

S. No.	Course No.	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10
1	RPS 1433			X	X		X				X
2	RPS 1445	X	X								X
3	RPS 1521	X				X					X
4	RPS 1425			X		X					
5	RPS 1235				X						X
6	RPS 1237						X		X		
7	RPS 1534		X	X			X				
8	RPS 1444						X	X		X	
9	RPS 1424					X	X	X			
10	RPS 1426						X		X		
11	RPS 1236				X						X
12	RPS 1242							X	X		
13	RPS 2533		X				X				
14	RPS 2547	X									X
15	RPS 2433				X					X	
16	RPS 2525					X		X			X
17	RPS 2435			X	X						
18	RPS 2444	X									X
19	RPS 2548	X			X						X
20	RPS 2524					X					X
21	RPS 2526										X
22	RPS 2430				X		X				
23	RPS 3643		X	X							
24	RPS 3543				X						X
25	RPS 3625					X					
26	RPS 3637						X	X			X
27	RPS 3233	X					X	X		X	
28	VAL 3233/34			X			X	X		X	
29	RPS 3634	X					X				
30	RPS 3544				X						X
31	RPS 3626					X					X
32	RPS 3638		X	X							
33	RPS 3202								X		X
34	RPS 3200							X		X	

PROGRAM SPECIFIC OUTCOME (PSO)

RELIGION, PHILOSOPHY & SOCIOLOGY

1. Demonstrate the fundamental concepts in the disciplines of Religion, Philosophy and Sociology.
2. Analyze the concepts of God, Man and Society.
3. Assess the core beliefs of various religions for inclusive living.
4. Use critical and reflective thinking in understanding philosophy.
5. To make use of sociological theories in preparing for higher studies.
6. Relate universal values in personal and social life.
7. Apply ethical principles in contemporary moral issues.
8. Grooming personal and professional skills required for healthy and successful living.
9. Identify the extent of environmental problems and assess the ethical implications.
10. Utilize the knowledge gained in the field of Religion, Philosophy and Sociology and prepare for a career of one's interest.

STUDY OF RELIGION

RPS 1433

4 hr / 4 cr

Objective: *This course is a study of religion as a discipline using the methodology of Philosophy and Sociology to gain insight from the respective disciplinary perspectives on the nature of God, Man and the World. As an introductory course on religion, it helps the students to orient themselves to study religion by way of social science and comparative disciplinary perspectives.*

Unit - I – Religion: Meaning and Scope of study

Definition of Religion – Philosophical, Sociological and Anthropological; Approaching religion through reason and faith – Qualities required for a disciplinary study of religion – Impersonality, respecting other faiths, tolerance and dialogue

Unit - II – Disciplinary approaches to study God and Religion

Philosophical, Sociological, Anthropological and Psychological points of view of God – Relationship between God, Man and Society in various disciplinary perspectives – The attributed meaning behind being religious, the need for religion – religion as a tool to view and explain the world and its processes.

Unit - III – Origin of Religion

Mythological explanation for the origin of universe in different religions - Different theories on origin of religion – Animism, Animatism, Naturism, Fetishism, Totemism, Ancestor worship, Manaism, Religion – Magic and Science.

Unit - IV – World views: Religion and Social Science

The concept of Creation Vs Evolution, meaning of life and death, concept of Karma & Dharma, Sin and Rebirth - Social and Philosophical concept of Morality, Ethics and Values - Concept of Yuga – “Day of Judgment” – Kingdom of God, Moksha and Liberation - concept of history and human emancipation in Philosophy and Sociology.

Unit - V – Religion and life Issues

Concepts of Dharma – Love – Brotherhood – Truth – Nonviolence – forgiveness in different religions and the philosophical and sociological conception of equality, liberty, justice, peace and solidarity.

Text:

1. “Studies in Religion”, Alain Bouchard, SAGE Publication

Books for Ref:

1. “Religion in Sociological Perspective”, Keith A. Roberts and David Vamane, SAGE Publication, 6th Edition, 2012
2. “Religion, Realism and Social Theory”, Phillip A. Mellor, SAGE Publication, 2005

On completion of the course, students should be able

CO1: To define religion and explain the scope of religion

CO2: To analyze the relationship between God, Man and Society in various disciplinary perspectives

CO3: To classify various theories of religion

CO4: To describe the Social and Philosophical concepts of Morality

CO5: To relate the religious values in their life

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering				1	
K2: Understanding	2				
K3: Applying					3
K4: Analyzing		4			
K5: Evaluating			5		
K6: Creating					

Mean = 3

PHILOSOPHY: INTRODUCTION, SCOPE & RELEVANCE

RPS 1445

4 Cr / 4 hr

***Objective:** This course is an introduction to Philosophy. This course helps students to reflect on the nature of Reality, Knowledge, Morality and Beauty. And also envisages the need for learning the scope and its relevance to the personal life in the society at large.*

Unit I - Introduction to Philosophy

Defining / Conceptualizing Philosophy through different schools of thought – Philosophy and its relationship with science and religion – Branches /Subject matter of Philosophy – Philosophy and reasoning – Deductive and Inductive reasoning.

Unit II – Philosophy and The Nature of Reality

The physical Universe – Early views of matter – origin of life – Mechanism, Vitalism, Theories of physical reality – monism, Dualism and pluralism – Materialistic and Idealistic world views.

Unit III - Philosophy and Knowledge

What is knowing? Kinds of knowledge – Sources of knowledge – Rationalism and Empiricism – The problem of evidence and certainty – Theories of truth.

Unit IV- Philosophy and Values

What is Value? - Subjectivism, Objectivism and Relativism – Egoism, Altruism and the Golden Rule

Unit V – Relevance of Philosophy

Importance of developing world views – Relevance of reflective thinking and understanding one's own self and the world – Fundamental philosophical issues in Social, Political, Judicial and Scientific realms and its importance.

Text Books

1. "Living Issues in Philosophy" – Harold H. Titus
2. "An introduction to Philosophical Analysis" – John Hospers

Reference Books

1. "Philosophy an Introduction" - Randall and Buchler
2. "Introduction to Philosophy" – Maritian
3. "Functional Questions of Philosophy – Erving. A.C"

Course Outcome:

- CO1 – Students will be able to define Philosophy and describe Philosophy and its relationship with science and religion
- CO2 – Students will be able to evaluate basic scientific reasoning and make them to solve the problems of induction
- CO3 – Students will be able to Distinguish the Prescriptive and Descriptive laws and able to describe the causal connections in laws of nature
- CO4 – Students will be able to apply the covering law model of explanation and Probabilistic explanation.
- CO5 – Students will be able to evaluate the scientific theories with examples

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering			1		
K2: Understanding	2				
K3: Applying				3	
K4: Analyzing					4
K5: Evaluating		5			
K6: Creating					

Mean = 3

GENERAL INTRODUCTION TO SOCIOLOGY

RPS 1521

5 hr / 5 cr

***Objective:** This is an introductory course which enables the students to understand the subject matter of sociology. This course gives an overview of theoretical perspectives and introduces the basic concepts in Sociology.*

Unit I – Sociology as a Discipline:

Origin of Sociology – Historical context of Emergence of Sociology as discipline –Nature and Scope – Major perspectives: Positivist, Functionalist, Conflict and Symbolic interactionism

Unit II – Sociology and other Social Sciences:

Sociology and its relationship with Anthropology, History, Psychology, Philosophy and Political Science.

Unit III – Understanding Individual and Society:

Concept of Self- Nature Vs Nurture-- Socialisation process – stages, types and agencies –Looking Glass Self theory Culture - characteristics and components – Norms and values – Folkways and Mores – Basic introduction.

Unit IV –Basic Concepts related to Social Structure:

Structure – Social structure – Function- Community – Association – Institution – Characteristics – Role& Status – Social groups – Nature & types – Social Stratification – Caste and Class – Social inequality

Unit V – Social Process:

Cooperation - Competition - Conflict - Accommodation – Assimilation - Definition, Types, Similarities and differences among Social processes – Social process & Social change

Text:

1. Sociology, C.N. Shankar Rao, S. Chand Publishing, New Delhi

Books for Reference:

1. M. Haralambos & R.M. Herald, 'Sociology – Themes and Perspectives', Oxford University Press, New Delhi, 2006.
2. Peter L. Berger, Invitation to Sociology, Penguin Books, England, 1963
3. R.K. Sharma, Fundamentals of Sociology, Atlantic Publishers, New Delhi, 2013

On completion of the course, students should be able

- CO1: To explain the emergence of Sociology as a discipline
CO2: To remember the major theoretical perspectives in Sociology
CO3: To classify the stages and types of socialization
CO4: To define the basic concepts in Sociology related to Social Structure
CO5: To distinguish between the types of social process

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering		1			
K2: Understanding	2			3	
K3: Applying			4		
K4: Analyzing					5
K5: Evaluating					
K6: Creating					

Mean = 3

SOCIAL ANTHROPOLOGY

RPS 1425

5 hr / 4 cr

Objective: *This course introduces the evolution of human beings and society from scientific and anthropological perspectives. The study of human beings as biological organisms and their adaptation giving rise to different types of social organization will enable the student to understand relationship between Social Anthropology and Sociology.*

Unit - I – Introduction to Anthropology

Anthropology: Meaning, Definition- Physical anthropology and Social anthropology-Social anthropology – Definition- Relationship between Social Anthropology and Sociology

Unit - II – Basic concepts related to Biological Evolution

Mechanisms of Genetic evolution – Natural selection- Mutation- Random Genetic drift- Gene flow- Interbreeding-inbreeding- Theory of Natural selection - Primates and Humans – Similarities and differences

Unit - III – Stages of Human Evolution

Adaptation- Bodily and Non-bodily adaptation- Ramapithecus Punjabicus, Homo Africanus, Homo Erectus, Neanderthals and Homo sapiens Sapiens

Unit - IV – From Biological adaptation to Socio-cultural Adaptation

kinship symbols and terminologies- Clan – Descent - Lineage – meaning – Descent, Ecology and evolution -Marriage as alliance - incest taboo - bride wealth – Endogamy & exogamy – Plural marriages -Belief Systems: Animism- Animatism- - Naturism- Totemism - Magic and religion

Unit - V – Types of Societies and Strategies of Adaptation

Foraging Societies – Intermediate societies - Food producing strategies of adaptation- Horticultural societies - Pastoral societies, Agricultural and societies - Chiefdom- State- Civilization - Differences

Text:

1. Anthropology: The exploration of human diversity by Kottak, Conrad Philip, Random House, New York, 1974.

Reference:

1. “An Introduction to Cultural and Social Anthropology”, Peter B. Hammond, Macmillan Publication Co. Inc. , New York, 1978
2. “An Introduction to Social Anthropology”, D.N. Majumdar and T.N. Madan, National Publishing House, 1989
3. “Culture, People, Nature – An Introduction to general Anthropology”, Marvin Harris, Published by Thomas Y. Corn Well, New York

Course Outcome:

On completion of the course, students should be able

CO1: To describe the relationship between Social Anthropology and Sociology

CO2: To identify the basic concepts related to biological evolution

CO3: To classify the stages of human evolution

CO4: To compare between biological adaptation and socio-cultural adaptation

CO5: To distinguish between the types of primitive and intermediate societies

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering		1			
K2: Understanding	2				
K3: Applying			3		
K4: Analyzing					4
K5: Evaluating				5	
K6: Creating					

Mean = 3

SCIENCE THROUGH PHILOSOPHY

RPS 1235

2 Cr / 3 hr

Objectives: *This course gives the students an experience of learning science through philosophical perspectives. It helps learning scientific laws, nature and reasoning that evolve through philosophical view.*

Unit I – Science and Philosophy

The point of convergence and Divergence in science and Philosophy – Scientific and Philosophical methods – The issue of knowledge from scientific and philosophical perspectives – The complementary nature of science and philosophy

Unit II - Reasoning in Science

Scientific reasoning and Induction – The problem of Induction – Solving the problem of Induction

Unit III - Science and Laws of Nature

Prescriptive and Descriptive laws – Descriptive nature of scientific laws – Universality, open-endedness, hypothetical and generality of laws of nature – causal connections in laws of nature – Is scientific law an accidental generalizations? - Hume's position.

Unit IV- Science and Explanation

Science and the question of why of events – The covering law model of explanation – Probabilistic explanation.

Unit V - Science and Theories

Theories acting as contours – The re visibility of scientific theories – Observation and theory – Conformation of scientific theories – Examples from Astronomy, Geology, Physics and Biology.

Text:

1. “An Introduction to Philosophical Analysis” – John Horpers

Reference Books

1. “Philosophy 1: A guide through the subject” – A.C. Grayling
2. “A Historical Introduction to the Philosophy of Science” – John Losee

Course Outcome:

CO1 – Students will be able to analyze the issue of knowledge from scientific and philosophical perspectives

- CO2 – Students will be able to evaluate basic scientific reasoning and make them to solve the problems of induction
- CO3 – Students will be able to Distinguish the Prescriptive and Descriptive laws and able to describe the causal connections in laws of nature
- CO4 – Students will be able to describe the covering law model of explanation and Probabilistic explanation.
- CO5 – Students will be able to identify the scientific theories with examples

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering				1	
K2: Understanding					2
K3: Applying			3		
K4: Analyzing	4				
K5: Evaluating		5			
K6: Creating					

Mean = 3

SOCIAL SKILLS

RPS 1232

3 hr / 2 cr

Objective: *This course helps the students to develop himself as an individual with the requisite social skills needed for self expression and identification. Included in this course are the teaching and training components of social skills such as assertiveness, emotional intelligence and conflict management.*

Unit - I – Soft Skills

Introduction to Soft Skills – Types of soft skills – Need for soft skills – Soft Skills training methods – Social skills

Unit - II – Assertive Skills

Assertiveness – Elements of assertive behavior – Types of assertion – Importance of assertive skills

Unit - III – Emotional Intelligence

Understanding emotions – Emotion management – Emotional Intelligence & IQ – Four branches of Emotional Intelligence – EQ Tests

Unit - IV – Social Intelligence

Definition – Elements of Social Intelligence - Awareness of Self – Different types of personality – How to develop social intelligence

Unit - V – Conflict Management skills

Understanding Conflicts - Types of conflicts – Conflict stimulation & conflict resolution – Techniques for effective conflict management

Ref:

1. “Introduction to Psychology”, Clifford T. Morgan, Richard A. King, John R. Weisz, John Schopler, Tata McGraw Hill Edition, New Delhi, 1993
2. “Interpersonal Skills Training”, Philip Burnard, Viva Books Ltd., New Delhi, 1999
3. “Personality Development” Hurlock E.,B., Tata McGraw Hill Edition, New Delhi, 2006

Course Outcome:

CO1: Students will be able to utilize the Soft Skills and its training methods learnt

CO2: To explain the elements of Assertive behavior and its types

CO3: Students will be able to demonstrate Emotional Management skills

CO4: Students will be able to relate social intelligence and self awareness in their personal life

CO5: Critically analyze and apply conflict management skills in their professional and personal life

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying			3		
K4: Analyzing				4	
K5: Evaluating					5
K6: Creating					

Mean = 3

WORLD RELIGIONS

RPS 1534

5 Cr / 5 hr

Objective: *This course is a survey of the major religious traditions which have either emerged in India or find a place exclusively in India. Special attention is given to the sects of these religions traditions along with the belief and practices.*

Unit - I Introduction to Major Religions

Judaism, Christianity, Islam, Hinduism

Unit - II Zoroastrianism

Founder, God, Basic concepts, Holy Scripture, Beliefs and practices

Unit - III Buddhism, Jainism, Sikhism

Historical context, Question of god, Hinayana, Mahayana, Svetambara, Digambara, 5 Khalsas, Symbols, Guru Grant Sahib

Unit - IV Confucianism, Taoism, Shinto

Basic tenants, Prevalence, Teachings

Unit - V Folk and Popular Religions

Tamil traditions, Anthropomorphic feature, other practices

Text:

1. Anindita N. Balslev, "On World Religions", SAGE Publications, 2014

Books for Reference:

1. Kitagawa, J.M. Lasalle, "Modern Trends in World Religions", Illinois, Open Court Publishing Co., 1967
2. D.S. Sharma, "Hinduism through the Ages"
3. Humphrey C., "Buddhism: An Introduction and Guide", Penguin Books , 1990

Course Outcome:

CO1: Able to explain the basic concepts of God as fire or light

CO2: To utilize the Asian concepts on epistemology in improving the knowledge

CO3: To identify different religious beliefs and relate them with their own beliefs

CO4: To evaluate ancient religions and their traditions' impact

CO5: To assess and apply religious values in personal life

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering		1			
K2: Understanding	2				
K3: Applying					3
K4: Analyzing			4		
K5: Evaluating				5	
K6: Creating					

Mean = 3

INTRODUCTION TO ETHICS

RPS 1444

4h/4cr

Objective: *This course is a study of the nature and scope of different ethical theories and their defining modes of goodness, rightness or moral values. Special attention is given to the exploration of enduring moral concerns, such as moral relativism, the place of reason in ethics, egoism, altruism and the nature of moral responsibility.*

Unit I - Defining ethical terms

Distinction between Fact and Value, Right and good, Virtue and vice, Moral values and moral obligation, Free will and Determinism, Ethical relativism, Egoism and Altruism

Unit II- Evolution of morality

Custom, conscience and Reflective morality search for ethical standards – Moral law and happiness as standards

Unit III- Classification of Ethical theories

Normative and Meta ethical distinction, Teleological and De ontological distinction, Basic assumptions of teleological and De ontological ethical theories, Naturalistic ethical theory, Intuitionism of Kant, Types of hedonism, Utilitarianism of Jeremy Bentham and J.S. Mill

Unit IV- Freedom, Determinism and Moral Responsibility

Determinism, Fatalism, hard and soft determinism, Libertarianism and Action theory

Unit V- Ethics in Contemporary World

Arguments for and against Abortion, Euthanasia, Capital punishment and Sexual morality.

Text Book:

1. “Applying Ethics”, Jeffrey Olen & Vincent Barry, Wadsworth Publishing Company, 1999

Books for Reference:

2. “Taking Sides: Clashing Views on Controversial Moral Issues”, Stephen Satris, The Dushkin Publishing Group Inc., 1994
3. “Ethics and the limits of Philosophy”, Fontana Press, Collins, 1985
4. “An Introduction to Philosophical Analysis”, John Hospers, Prentice Hall Inc., 1997

Course Outcome:

- CO1: Understanding the purpose of ethical studies from humanistic point of view.
CO2: Distinguishing Goodness and Bad

- CO3: Differentiate right and wrong in social life.
 CO4: Students are able to face competitive examinations
 CO5: Enable the students to be responsible citizens

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying			3		
K4: Analyzing					4
K5: Evaluating				5	
K6: Creating					

Mean = 3

SOCIAL INSTITUTIONS

RPS 1424

4 hr/ 4 cr

Objective: *This course enables the students to understand the concept of social institutions and provides them an overview of the functional aspects of Social institutions which will help the students to analyze the social reality*

Unit I – Understanding Kinship

Kindred meaning – Kinship definition –Types of Kinship – Descent – Unilineal – Patrilineal, Matrilineal – Double Unilineal descent – Ambilineal descent –Residence rules - Rules of descent – clan – lineage – Differences – Types of Kin -Kinship usages

Unit II – Marriage

Definition, characteristics, types – Monogamy, Polygamy – Polygyny – Sororal Polygyny – Non-sororal Polygyny – Polyandry – Fraternal Polyandry – Non-fraternal Polyandry – Widow inheritance – Rules of Marriage – Exogamy, Endogamy, Hypergamy & Hypogamy- Functions

Unit III – Family

Meaning, characteristics - types, functions – Joint family System Changes in Joint family system – Nuclear family – Merits and demerits – Significance of family as an institution – Changing aspects of family system.

Unit IV –Polity

Meaning –Different forms of political organization – Functions -Party system – Biparty system – Multiparty system – Democracy – Types- Merits and Demerits – Factors affecting democratic participation – Importance of Democracy

Unit V – Education& Religion

Meaning- Definition –Social functions – Education and Social change – Religion – Durkheim’s definition - Belief systems, Functions of religion

Text:

1. Sociology, C.N. Shankar Rao, S. Chand Publishing, New Delhi

Books for Reference:

1. M. Haralambos & R.M. Heald, ‘Sociology – Themes and perspectives’, Oxford University Press, Newdelhi,2006.
2. R.K. Sharma, Fundamentals of Sociology, Atlantic Publishers, New Delhi, 2013
3. J.L. Kachroo, General Sociology, Cosmos Bookhive Pvt Ltd, Haryana, 2008

Course Outcome:

On completion of the course, students should be able,

- CO1: To define the basic types of kinship and descent system
 CO2: To describe the types of marriages
 CO3: To distinguish between joint family and nuclear family
 CO4: To assess the merits and demerits of democracy
 CO5: To classify the belief systems in understanding the origin of religion

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing			4		
K5: Evaluating				5	
K6: Creating					

Mean = 3

INTRODUCTION TO PSYCHOLOGY

RPS 1426

5 hr / 4 cr

Objective: *This course is an introduction to psychology with consideration into the relevance of Psychology in understanding individual and collective behaviour. This course enables the students to recognize the relationship between Psychology and Sociology*

Unit I – Introduction to Psychology

Meaning, Definition - Nature and Scope of Psychology – Early schools of Psychology -Structuralism -Gestalt Psychology - Functionalism – Behaviourism - Psycho analysis - Modern Perspectives - Behavioural - Biological – Cognitive – Social – Developmental – Humanistic – Psychoanalytic perspectives

Unit II – Social Psychology and Sociology

Social Psychology – Meaning, Definition - Relationship between Social Psychology and Sociology – Differences – Collective behaviour - Crowd behaviour – Characteristics

Unit II – Brain and Behaviour

Central and Peripheral Nervous system – Association cortex and Behaviour – Hemisphere's of brain and their functions – Language –Sensory and Memory functions

Unit III – Personality

Definition - Hippocrates's Personality types theory - Allport's Trait theory - Psychoanalytic theory – Freud's Defense Mechanisms - Maslow's Self Actualization theory

Unit IV – Psychological disorders

Traditional classification of disorders: Brain syndromes, Psychosis, Neurosis and Personality disorder – Schizophrenic disorders – Paranoid disorders – Anxiety disorders

Text:

1. "Introduction to Psychology", Morgan Clifford T., Kind Richard A., Weiss, John R. & Schopler John, Tata McGraw Hill Edition, New Delhi, 1993

Books for Reference:

1. "Themes and Variations: Psychology", Weiten Wayne, Brooks Cole, California, 1989
2. "An Invitation to Psychology", Parameswaran E.B and Berna C., Neelkamal Publications, Hyderabad, 2006

Course Outcome:

On completion of the course, students should be able

- CO1: To describe the relationship between Social Psychology and Sociology
 CO2: To identify the basic concepts related to schools of Psychology
 CO3: To differentiate between Psychological disorders
 CO4: To classify personality types by applying Hippocrates theory
 CO5: To distinguish between the different defense mechanisms used in Psycho analysis

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering		1			
K2: Understanding	2				
K3: Applying				3	
K4: Analyzing			4		
K5: Evaluating					5
K6: Creating					

Mean = 3

SCIENCE AND REALITY

RPS 1236

2 cr / 3 hr

Objectives: *This course helps the students to understand the realistic conception of Universe and its Ontology & Epistemology and also will enlighten the knowledge of Philosophical implications of Time, Space and Relativity. Also it will orient them towards the Life and the Origin of Life. It also orients them towards the latest development in Artificial Intelligence .*

Unit I - Scientific World views

Realistic conception of Universe – its Ontology and Epistemology – Dualism – Nature of matter – early and modern views – brief explanation on quantum theory.

Unit II - Space, Time and Relativity

Is space subjective or objective? –Kant’s conception of space and time – limited or unlimited space and time – Space –Time; Theory of Relativity – Gravitation and Space – Philosophical Implications.

Unit III - Nature of living Reality

Life defined – Origin of life – Theories of the nature of evolution - Mechanism, Vitalism, Emergentism – Modern theories of evolution – Lamarkian and Darwinian theories.

Unit IV - Reality, Truth and Science

What is truth? – Theories of truth – Mathematical description of reality – The unnamable - The paradox of the liar – Human mind and infinite.

Unit V - Artificial Intelligence

Formal systems and machines – Godel’s incompleteness theorem – Robot consciousness – Search for Artificial Intelligence.

Text:

1. Living Issues in philosophy – Harold H. Titus

Reference Books

1. Infinity and The mind – Rudy Ruckner
2. Cognitive Science – An Introduction – Neil A. Stillings et al

Course Outcome:

- CO1: To analyse the Realistic conception of Universe and its Ontology and Epistemology
CO2: To relate Philosophical implications of Time, Space and Relativity in their life

- CO3: Students will be able to define and explain about the Life and the Origin of Life
- CO4: To apply the theory of truth in their personal and professional life
- CO5: Students will be able to determine the concept of Artificial Intelligence through Godel's incompleteness theorem

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering			1		
K2: Understanding		2			
K3: Applying				3	
K4: Analyzing	4				
K5: Evaluating					5
K6: Creating					

Mean = 3

YOGA FOR HEALTHY LIVING

RPS 1242

2 Cr / 3 hrs

Objectives: This course aims at 1. To introduce Yoga for total personality development and impart skills in students at U.G level. 2. To promote positive health, prevention of stress related health problems and

rehabilitation through Yoga. 3. To inculcate Yoga in order to have a healthy life and also to live in tune with nature (Eco – friendly)

Unit - I Outlines of Yoga

Meaning of Yoga – Importance of Yoga as a science and an art – Types of Yoga - Asthanga Yoga

Unit - II Principles of Yogic Practices

Significance of Asanas, Pranayama, Dhyana, Chakras, Kriyas – its types and principles

Unit - III Suryanamaskara (Sun Salutation)

Dakshasana – Namaskarasana – Parvatasana – Hastapadasana – Ekapadaprasaransana – Bhudharasana – Ashtangapranipatasana – Bhujangasana – Bhudharasana – Ekapadaprasaransana – Hastapadasana – Namaskarasana

Unit - IV Yogasanas for practice

A) Preparatory Exercises: Twisting, Hand, Leg, Eye and Head exercises

B) Meditative Asanas:	1. Padmasana	2. Vajrasana	3. Sukhasana
C. Standing Position:	1. Trikonasana	2. Vrksasana	3. Utkatasana
D. Sitting Position:	1. Paschimottanasana	2. Ushtrassana	3. Ardhamatsyendrasana
E. Prone Position:	1. Bhujangasana	2. Shalabhasana	3. Dhanurasana
F. Supine Position:	1. Viparitarikarani	2. Matsyasana	3. Halasana
G. Balancing Asanas:	1. Chakrasana	2. Naukasana	3. Natarajasana
H. Twisting Asanas:	1. Garudasana	2. Matsyendrasana	3. Jathara Parivartanasana
I. Relaxative Asanas:	1. Shavasana	2. Makarasana	3. Balasana

Unit - V Other Yogic techniques

Hasya (Laughing) Technique

Pranayama (Breathe) Techniques: Anuloma Viloma – Nadi suttu – Bastrika – Sitali

Dhyana (Meditation) Techniques: Breathing, Mindfulness, Walking, Empty mind

Text:

1. B.K.S Ayyangar. “Light of Yoga”, Orient Lormen Pvt. Ltd, New Delhi.

Books for Reference:

1. Dr.M.L. Gharote & Dr.S.K. Ganguli, “ Teaching Methods in Yoga” , Kaivalyadham, Lonavala.
2. S.C. Vasu, “Introduction to the Yoga Philosophy” Chomkhamba Sanskrit Sansthan, Varanasi.
3. S.N. Gupta, “Yoga Philosophy in relation to other Systems of Indian Thought”, Chomkhamba Sanskrit Sansthan, Varanasi.
4. Dr. M.M. Gore, “Physiology and Anatomy of Yogic Practices”, Kaivalyadham, Lonavala.

Course Outcome:

CO1 - Make the students to understand the meaning and importance of Yoga

CO2 – Students will be able to explain the practices of Yoga

CO3 - Enable the students to demonstrate Surya namaskara for flexibility

CO4 - Make the students to analyze and to perform yoga movements in various combination and forms

CO5 - Make the students to assess other Yogic techniques in terms of fitness value

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering			1		
K2: Understanding	2				
K3: Applying		3			
K4: Analyzing				4	
K5: Evaluating					5
K6: Creating					

Mean = 3

SAIVISM, VAISNAVISM & SAKTHISM

RPS 3643

5 Cr / 5 Hrs

Objective: This course aims to introduce the origin and development of Saivism, Vaisnavism & Sakthism. It will help the students learn and analyze the basic tenants, concepts of liberation and metaphysical aspects

of both sects. The students will also will be made to identify the significance of Savism, Vaisnavism and Sakthism.

Unit - I Origin of Saivism

Literature: Saiva Agamas, Vedas, Meikandar Sastram, Twelve Tirumurai - Nayanmars

Unit - II Central concepts of Saivism

Sects in Saivism: Veer Saivism, Kashmiri Saivism – Psupatham - Lingayat - Existence of God – God & Cosmic Process – Attributes of God – Realities: Pati(God) - Transcendence - Creation - Grace - Pasu (Soul): Multiplicity of souls - Distinction between soul and god - 36 Tattvas – Pasam (matter): Trio - Karma Samsara - Concept of Maya – Avenues for liberation: Sariyai, Kiriya, Yogam & Jnanam – Destinations - Saalagam, Saamebam, Saarupam and Saayuchchiam - Dhikshas - Concept of Guru – Sivan Mukthar & Sivanadiyar

Unit - III Origin of Vaisnavism

Vishnu in early scriptures – Philosophy of Ramanauja (Visistadvaita) - The Alvars of Tamil Nadu & Hymns - Avatars

Unit - IV Central Concepts of Vaisnavism

Vaisnavism: Epistemology, Metaphysics – God & Soul - Major Beliefs and Doctrines: God –Nirguna and Saguna - Religious duties

Unit – V Sakthism

Fertility cult – Sakthism – Deities in different religions

Text:

1. Sir R.G. Bhandarkar, Vaisnavism, Saivism and minor religious systems, Straasburg, Verlag Von Karl J. Trubner, 1913

Ref :

1. V. Paranjothi – Saiva Siddhanta, LUZAC & Co., Ltd., London 1954
2. K. Sivaraman, Saivism in Philosophical Perspective, Motilal Banarasidas, Delhi 1973
3. Annamalai University – Collected lectures on saiva siddhanta
4. K.C. Varadhacari – Alvars of South India
5. A.K. Ramanujam – Hymns for the Drowning
6. Deve Senapathi – Saiva Siddhanta

Course Outcome:

- CO1: The students will relate the concepts of God, Creation in their social life
- CO2: The students will be able to distinguish between Saivism, Vaishnavism & Sakthism beliefs

- CO3: Concepts on liberation will reflect on students' personal lives.
 CO4: Students will be able to critically approach religious beliefs of different sects
 CO5: Students will assess the necessity to learn the origin of religions

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding					2
K3: Applying			3		
K4: Analyzing		4			
K5: Evaluating				5	
K6: Creating					

Mean = 3

CLASSICAL INDIAN PHILOSOPHY

RPS 2544

5 Cr / 5 Hr

Objective: *This course aims at introducing the philosophical foundations in Indian traditions it includes the Literatures, Schools and their philosophical reflections on God, World, Soul and epistemology, the concepts of bondage and liberation of the various ancient thoughts.*

Unit - I - General Introduction

The basic features of Indian Philosophy - Meaning – Nature and Scope of Indian Philosophy – The schools – Orthodox & Heterodox

Unit - II - The Veda and Upanisads Philosophy

Pre Upanisadic thoughts – Manthras, Brahmanas, Aranyagas – Vedic rituals – Mono theism, Monism, Vedic free thinking – Ritualism, Absolutism, Theism, Upanisads – Origin of different upanisadic literature- the concept of Cosmic and acosmic epistemology, Psychology, Jiva, dream, dreamless sleep, vairagya (detachment)

Unit - III - The Carvaka Philosophy

Origin and scope- epistemology – Meta physics – four elements, concept of God and Souls ethics

Unit - IV - The Jaina Philosophy

Introduction – Theory and knowledge, jiva and ajiva, syadvada, saptabhangi naya, Meta physics – substance, classification, matter or pudgala, Akasa, Kala, Dharma and adharma

Unit - V- The Buddha philosophy

Four noble truths – Theory of dependent origination, Theory of Karma, the doctrine of universal change and impermanence – Non existence of soul – The school of Buddha Philosophy – Madhyamika – Yogacara - Sautrantika – Vaibhasika.

Text:

1. “Introduction to Indian Philosophy”, Datta & Chatterjee, University of Calcutta, 1984

Books for Reference:

1. “A Critical Survey of Indian Philosophy”, Chandradhar Sharma, Motilal Banarsidass Publishers, 1994
2. “History of Philosophy: Eastern and Western”, Vol – I, Dr. S. Radhakrishnan, George Allen & Unwin Ltd., London, 1967

Course Outcome:

At the end of the course students will be able

- CO1: To recall the basic concepts of Indian Philosophy
 CO2: To explain the meaning of theistic and Atheistic basis in philosophy
 CO3: To appraise the relevance of philosophical approach in the study of religion
 CO4: To analyze the applications of philosophy in life
 CO5: To classify the functional aspects of conflicts

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing				4	
K5: Evaluating			5		
K6: Creating					

Mean = 3

LOGIC

RPS 2433

4 hr / 4 Cr

Objective: *This course is a study of the methods of formal rational procedures such as syllogistic and propositional logic. The objective of the course is to train the students in the techniques of effective reasoning and drawing valid inferences through different testing procedures of arguments found both in the traditional and in symbolic logic*

Unit - I – Nature and scope of Logic

Formal character, Truth and Validity, Types of reasoning, Laws of thought, Condition for good reasoning, Logic expressed in arguments, uses of logic – Basic terms used in Logic

Unit - II – Categorical Statements and Categorical Syllogism

Four standard forms of categorical statements, use of Venn diagram to represent the categorical statements, Distribution of terms, Square of opposition to draw immediate inference, Mediate inference through categorical syllogism – Methods of finding validity – Rules and fallacies and Aristotle’s method of finding validity through mood and figure

Unit - III – Symbolic Logic

Classification of proposition: Conjunction, Disjunction, Material implication, material equivalence and Negation – Truth functions and Truth values, variables and constants – Symbolization of proposition, Combination of arguments and use of brackets

Unit - IV – Propositional Calculus and Methods of Testing the Validity of Arguments

Tautologies, Contradiction and contingent sentences – simple truth table, direct and indirect truth table methods

Unit - V – Deductive methods in propositional calculus to prove the validity of arguments

Application of rules of inference and rules of equivalence in Direct proof, Indirect proof and conditional proof

Text:

1. Traditional logic, Lockwood
2. “An Introduction to Symbolic Logic”, Susanne K. Langer, Dover Publications, Inc., New York, 1953

Books for Reference:

1. “Logic and Rational Thought”, Frank R. Harrison, III West Publishing Company, 1992
2. “Basic Logic”, Raymond J. McCall, Barnes & Noble, Inc., New York, 1947

Course Outcome:

CO1: To explain the nature and scope of Logic

CO2: To identify the four standard forms of categorical statements and categorical Syllogism

CO3: To Classify and symbolize the propositions and Combination of arguments and use of brackets
 CO4: To assess the simple truth table, direct and indirect truth table methods
 CO5: To apply the rules of logic

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing			4		
K5: Evaluating				5	
K6: Creating					

Mean = 3

STUDY OF INDIAN SOCIETY

RPS 2525

5 hr / 5 cr

Objective: *This course is designed to understand the fundamental social relations in India and thereby aids them in interpreting Indian Social reality in the contemporary context.*

Unit I – Understanding Caste

Definition –Varna & Jati- Features of caste – Purity and Pollution -Caste as social stratification – Changes in caste system – Caste& Mobility - Sanskritisation - Caste discrimination – untouchability

Unit II –Family, Kinship &Marriage in India

Family – Disintegration of joint family structure in India – Kinship – Clan exogamy – caste endogamy – sapinda exogamy – gotra exogamy – Marriage – Forms and rules of Hindu marriages – Christian and Muslim Marriages - Family with special reference to women in India

Unit III – Economy of India

Pre-colonial economy – Village economy – Jajmani system - Colonial Indian economy - Independent India and Development – Democratic Socialism – Import Substituted Industrialisation – Globalisation – Structural adjustment Program - Liberalisation – Globalisation in India

Unit IV – Education in India

Education in ancient & medieval India – Gurukula system -Colonisation& modern education – Education and Globalisation

Unit V – Religion &Indian Polity

Religious traditions in India – Religious Pluralism – Indian Secularism - Democracy in India – Merits and Demerits – Factors affecting democratic participation in India – State and Civil Society

Text:

1. Sociology of Indian Society, C.N. Shankar Rao, S. Chand Publishing, New Delhi

Books for Reference:

1. “Social Inequality in India”, K.L. Sharma (Editor), Rawat Publications, Jaipur, India, 1999
2. “Marriage and Family in India”, Kapadia, K.M, Oxford University Press, Bombay, 1959
3. “Kinship Organisation in India”, IrawathiKarve, MunshiramManoharlal Publishers, 1990
4. “Rural Sociology in India”, A.R. Desai, Popular Prakashan, 1994.
5. “Modernization of Indian Tradition”, Yogendra Singh, Rawat Publications, 1986

Course Outcome:

On completion of the course, students should be able

- CO1: To list out the features of caste system
 CO2: To explain the major forms of marriages in India
 CO3: To classify the phases of Indian economy
 CO4: To examine the impact of Globalization on education
 CO5: To assess the functioning of democracy in India

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying			3		
K4: Analyzing				4	
K5: Evaluating					5
K6: Creating					

Mean = 3

PHILOSOPHY OF RELIGION

Objective: *Philosophical reflections about the concept of God, Attributes and Existence of God, Conception of Evil and the concept of religious experience form the core of this course. This course helps the students to reflect on the concept of God beyond the purview of a specific faith orientation.*

Unit – I Concept of God and different types of religions

Notion of God: Attributes, Relation to man and the world (Indian and Western) – Classification of Religions - Logical questions on the attributes of god – Omniscience and Human freedom – Nelson Pike Verses Alvin Platinga – Omnipotence and logical consistency – George I. Mavrodes, Nelson Pike and Peter Geach.

Unit – II Proofs for the existence of God

Thomas Aquinas – The five ways, Paul Edwards’s Critique of Cosmological argument, William Paley’s Teleological argument, St. Anslem’s Ontological argument – Pragmatic justification of religious belief – Pascal’s Wager and the will to believe of William James

Unit - III Religious Experience

Types – Mystical, Prophetic, Shaman and Schleiermacher’s “Absolute dependency” – William James’s Characterization: Ineffability, Noetic quality, Transiency and Passivity – Justification of religious experience: James’s Open question and Swinburne’s Principle of Credulity

Unit - IV The Problem of Evil

The logical problem – incompatibility between God’s attributes and the fact of evil – Solutions – John Hick’s soul-making theodicy and Alvin Platinga’s Free will defence – J.L. Mackie’s Criticism

Unit - V Religious Pluralism

The problem of Absolute Truth – Hick’s Religious Pluralism and ultimate reality, Alvin Platinga’s Defence of religious exclusivism and Paul Tillich’s Faith as ultimate concern

Text:

1. Philosophy of Religion – John Hick, IV Edition, PHI, 1991

Books for Reference:

1. Philosophy of Religion – Louis P. Pojman, II Edition, Wadsworth Publishing Co, 1994
2. Philosophy, The power of ideas – Brooke N. Moore and Kenneth Bruder, VI - Edition, Tata McGraw Hill, 2005
3. “Philosophy 2: A guide through the subject”, Edited by A.C. Grayling, OUP, 1998

Course Outcome:

- CO1: To list out the different concepts of religions and to discuss the Nature of God
CO2: To analyze the various notions of God

CO3: To assess the central concepts of Religion

CO4: To evaluate the problem of Evil

CO5: To demonstrate pluralistic ideas in the circumstances where the students are placed

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing			\4		
K5: Evaluating				5	
K6: Creating					

Mean = 3

ANCIENT AND MEDIEVAL PHILOSOPHY

RPS 2444

4 Cr / 4 Hr

Objective: *This course is a study of western philosophy from its beginning in the Greek world through the middle ages. The objective of the course is to give exposition to the enduring metaphysical and epistemological issues in the writings of the leading philosophers.*

Unit I - Pre Socratic Philosophy

Ionian cosmology – Heraclitus and his conception of logos, flux and Kosmos – The Atomic & Eleatic School

Unit II - Socrates

Socrates and his antithesis of the sophists – Socratic Method of ‘refutation’ – His contribution to philosophy in using inductive arguments – Virtue and Knowledge.

Unit III - Plato

Plato’s Dialectic – His conception of appearance and reality – Theory of knowledge – Plato’s conception of man – Politics & Society

Unit IV - Aristotle

Aristotle’s problem – His criticism of Plato’s theory of ideas – Aristotelian method – Aristotle’s theory of Reality – His conception of Eudaemonism.

Unit V - Medieval Philosophy

St. Augustine’s conception of Soul, World and Sin – Human nature – the two cities – St. Aquinas’ cosmological proof and St. Anselm’s ontological proof and god’s existence

Text:

1. Philosophy 1 : A guide through the subject Edited by A.C. Grayling

Books for Reference:

1. History of Western Philosophy – Bertrand Russell
2. “The Great Conversation: A historical introduction to philosophy” - Norman Melchert.

Course Outcome:

At the end of the course students will be able to

CO 1 – To explain the Origin and the development of Philosophy

CO 2 – To identify early philosophical methods of Socrates period

CO 3 – To apply the Plato's theory of knowledge

CO 4 – To appraise the Aristotle's theory of Reality and his conception of Eudemonism.

CO 5 – To examine the human nature through Medieval Philosophy

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering		1			
K2: Understanding	2				
K3: Applying			3		
K4: Analyzing				4	
K5: Evaluating					5
K6: Creating					

Mean = 3

CLASSICAL INDIAN PHILOSOPHY – II

RPS 2545

5 Cr / 5 Hr

Objective: *This course aims at introducing Indian Philosophy to the students. This will involve a brief introduction to all the system of Indian Philosophy. Students will also be exposed to the basic concepts and central themes relating to study of Indian Philosophy.*

Unit - I Nyaya - Vaisesika

The Nyaya theory of knowledge & Error – Evolution - Self and its liberation - Vaisesika, Metaphysics – categories (padarthas)

Unit - II Samkhya - Yoga

The Samkhya Metaphysics- theories of causation, Prakriti and Gunas, Purusa, evolution of the world – Samkhya theory of knowledge – Yoga psychology –Yoga ethics - The nature and forms of Yoga – The eight fold means of Yoga - The place of God in the Yoga.

Unit - III Purva Mimamsa

Prabhakara & Kumarila schools - Mimamsa theory of knowledge – Sources of knowledge – Validity of knowledge – Theories of error – Mimamsa Metaphysics – The concept of God and Soul – Mimamsa ethics.

Unit - IV Vedanta

Advaita's concept of Brahman, Atman, World, Maya & Avidya – Bindage & Liberation - Origin and development of Vedanta – The Monism or Sankara (Advaita) concept of God,

Unit - V Visistadvaita and Dvaita

Ramanuja's concepts of visistadvaita, God and Soul – Manifestations of Isvara – Ramanuja's criticism of the advaita – Bondage and Liberation; Madhva's concept of pancabheda – views of God, soul and world.

Text:

1. "A Critical Survey of Indian Philosophy", Chandradhar Sharma, Motilal Banarsidass Publishers, 1994

Books for Reference:

1. "Introduction to Indian Philosophy", Datta & Chatterjee, University of Calcutta, 1984
2. "History of Philosophy: Eastern and Western", Vol – I, Dr. S. Radhakrishnan, George Allen & Unwin Ltd., London, 1967

Course Outcome

At the end of the course students will be able to

- CO 1 – Describe the six schools of Indian Philosophy and its core concepts (k1)
 CO 2 – Understanding the historical development of each system
 CO 3 – Compare the evolution of thought among the different thinkers
 CO 4 – Make the students to understand the basic concepts so as to enable them to face competitive exams
 CO 5 – Criticize the thoughts of Classical Indian Philosophy

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying				3	
K4: Analyzing			4		
K5: Evaluating					5
K6: Creating					

Mean = 3

SOCIAL STRUCTURE IN INDIA

Objective: *This course aims at creating a critical understanding of the social structure of Indian society. This course helps the students to get an overview of the perspectives on the study of Indian society with the analysis of contemporary social reality and social change.*

Unit - I Perspectives on the Study of Indian Society

Indology perspective (G.S. Ghurye) - Structural functionalism (M. N. Srinivas) - Marxist sociology (A. R. Desai) - Study of caste system: G.S. Ghurye, M.N. Srinivas, Louis Dumont and Andre Beteille

Unit - II Rural and Agrarian Social Structure in India

Indian village and village studies – Agrarian social structure – Evolution of Land tenure system & Land reforms – jajmani system – Problems of rural societies in India

Unit - III Tribal communities in India

Sociological definition of tribes –Frontier and Non-frontier tribes - Characteristics of Tribal communities in India – Problems of the tribal people –Tribal development – Brief introduction to Tribal social movements

Unit - IV Women in Indian Society

Status of women in India –Patriarchal social structure – Sex and Gender – Social construction of gender - Problems faced by women – Constitutional and legal safeguards - Crimes against women – Portrayal of women in Media – gender socialization

Unit - V Social structure and Social change

Concept of Social Change – meaning – definition – Overview of theories of social change –Evolutionary – cyclical – conflict theories - Factors of social change – geographic –cultural – technological – Educational and social legislation

Text:

1. Sociology of Indian Society, C.N. Shankar Rao, S. Chand Publishing, New Delhi

Books for Reference:

1. “Social Inequality in India”, K.L. Sharma (Editor), Rawat Publications, Jaipur, India, 1999
2. “Rural Sociology in India”, A.R. Desai, Popular Prakashan, 1994.
3. “Modernization of Indian Tradition”, Yogendra Singh, Rawat Publications, 1986

Course Outcome:

On completion of the course, students should be able

CO1: To identify the perspectives on the study of Indian society

CO2: To explain the different land tenure systems in India

CO3: To analyse the problems of tribal people in India

CO4: To evaluate the role of patriarchy on the status of women

CO5: To apply the theories of social change in understanding contemporary society

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing			4		
K5: Evaluating				5	
K6: Creating					

Mean = 3

RESEARCH METHODS IN SOCIOLOGY

Objective: The aim of this course is to learn in detail the research methodology in Sociology. This course gives an overview of basic concepts related to research methodology in Sociology including research design, data collection and ethical social research.

Unit - I Introduction to Social Research

Social Research -Definition – Aim– Types –Qualitative and Quantitative research –Steps of the research process- Importance of Social research

Unit - II Research design and Literature

Research design – Meaning - Definition – Types - Exploratory, Descriptive, Explanatory and Experimental research designs– review of literature – Meaning – Goals and types

Unit - III Sampling

Sampling: Definition – Meaning- Probability sampling – Simple Random sampling-stratified random sampling – systematic sampling – Cluster random sampling - Non probability Sampling – Purposive sampling – Convenience sampling – Quota sampling – Snowball sampling

Unit - IV Techniques of data collection

Data- Meaning – Primary data and Secondary data – Definition - Data collection techniques– Experiments – Content analysis - Interviewing –Tools – Questionnaire - Observation – Social survey - Types – Advantages and Disadvantages

Unit - V Ethical Social Research

Mechanics of writing a research report – Referencing – Footnote, Endnote, Bibliography – Plagiarism - Types– Ethical Social research – Basic Principles - Ethical issues involving research Subjects

Text:

1. “Research Methodology : Methods and Techniques”, C.R. Kothari, New Age International Publishers

Books for Reference:

1. “Scientific Methods of Social Research”, Gosh, B.N., Sterling Publishers, New York, 1983
2. “Handbook of Qualitative Research”, Edited by Norman K. Denzin & Yvonna S. Lincoln, SAGE Publications, 1994
3. “Multi Method Research: A synthesis of Styles”, Brewer J. & Hunker A., Newbury Park, CA: SAGE
4. “Social Research”, S. Sarantakos, Macmillan Education Australia.

Course Outcome:

On completion of the course, students should be able

CO1: To describe the relationship between Social Psychology and Sociology

CO2: To identify the basic concepts related to research methodology in sociology

CO3: To differentiate between Qualitative and Quantitative research

CO4: To develop data collection tool on their own

CO5: To apply the different techniques of data collection

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering		1			
K2: Understanding	2				
K3: Applying					3
K4: Analyzing			4		
K5: Evaluating					
K6: Creating				5	

Mean = 3

SOCIAL AND POLITICAL PHILOSOPHY

Objective: *The objective of the course is to assist the student in thinking clearly and logically about Philosophical concepts on social and political issues and the corresponding concepts like community, state, nation and the world. Included in this course is a survey of topic specific reflections on major social and political thinkers of the west.*

Unit - I Equality, Justice and Liberty

Natural and Social inequalities – Social, political and economic equality – Socialism and liberalism as opposing avenues to attain equality – Definition of Justice – Recognition of special needs – Socratic, Platonic, Aristotelian and John Rawls's conception of justice – conception of Liberty in Thomas Hobbes's, Montesquieu's and J.S. Mill's thought

Unit - II Conception of State and Sovereignty

Territory, Population, Sovereignty and government as components of state – Questions on the absolute power of state – Locke's doctrine of consent, Rousseau's "Popular Sovereignty", Austin's determinate and legal sovereign and Harold J. Laski's "Attack on Sovereignty"

Unit - III Forms of government

Classification of state and government – Capitalist – Socialist – Democratic – Authoritarian; Unitary – Federal; Parliamentary – Presidential – Meaning of Monarchy, Theocracy and Democracy

Unit - IV Individualism and Socialism

Growth of individualism; its justification; Mill on individualism, criticism of individualism; Anarchism; growth and justification of Socialism

Unit - V Secularism

Concept of Secular state – Western model of Secularism – Indian model of Secularism – Criticisms of Indian secularism – Secularism and vote bank politics in India.

Text:

1. "History of European Political Philosophy", D. R. Bhandari, Bangalore Press, Bangalore

Books for Reference:

1. "Social Philosophy: Past and Future", Daya Krishna, Indian Institute of Advanced study, 1999
2. "Problems of Political Philosophy", Raphael D.D., Macmillan, NY, 1970

Course Outcome:

On completion of the course, students should be able

CO1: To define justice and relate the concepts of Equality, Justice and Liberty in their life

CO2: To list out the components of state and relate it with various doctrines

CO3: To classify the state and government

CO4: To assess and apply the growth of Individualism and Socialism in their life

CO5: To differentiate Western model of Secularism and Indian model of Secularism

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering		1			
K2: Understanding	2				
K3: Applying				3	
K4: Analyzing			4		
K5: Evaluating					5
K6: Creating					

Mean = 3

INTRODUCTION TO HINDUISM

Objective: *This course aims at imparting the students to founding historical development and the present situation of Hinduism with special attention to its belief and doctrines. This course helps the students to study the scriptures, Sects and Theistic traditions in Hinduism.*

Unit - I Historical Mooring of Hinduism

Historical background - The Hindu Mythology – The development of Hindu religion through the ages – The Vedic ages – 2000 -600 BC – The ages of protest – 600 – 100 BC. The ages of epics and Puranas – 200 – 1000 AD – The ages of Bhakthi 700 – 1750 AD – The modern Period 1750 – Onwards

Unit - II Hindu Scriptures

Vedas - Upanisads, Bhagavad Gita, Epics – Mahabharatha - Ramayana – Puranas – Bhagavathi Puranas

Unit - III Gods and Beliefs in Hinduism

Vedic deities, The search for ultimate reality – reincarnation - Concept of Thirumurthy – Varnashrama, Ashramadharma, Sadharanaashrama - Purusharthas – The doctrine of Karma, Rebirth, stages of life, The way or path to emancipation – Karma marga, Jnana marga - Bhakthi marga.

Unit – IV Hinduism in the Modern Era

Modern day Gurus – Brahma Samaj, Arya Samaj, Ramakrishna mission, Vallalar, Saibhabas of Shirdi and Puttaparthi, Mata Amritanandamayi

Unit - V Popular Hinduism

Popular traditions ,Ritual & Folk deities, Image, beliefs & practices

Text:

1. A.L. Basham, “ The origin and development of classical Hinduism”

Books for Reference:

2. Deva Senapathi, “ Deva Senapathi, “ saiva siddhanta
3. John Carman, “ The theology of Ramanuja”
4. K.C.Varadachari, “ Alvars of South India”

Course Outcome

At the end of the course students will be able to

CO 1 – Describe the historical development of Hinduism

CO 2 – Explain the basic concepts of God, Soul and the World of Hinduism

CO 3 – Apply the beliefs and doctrines in day to day life

CO 4 – Students will be able to utilize and evaluate the knowledge of Modern day Hinduism

CO 5 – Relate Hindu values and apply them in personal life.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying			3		
K4: Analyzing				4	
K5: Evaluating					5
K6: Creating					

Mean = 3

Objective: 1. This course highlights the intricate relationship between the scientific and philosophical methods in modern philosophy 2. This course aims at introducing the various schools of thought and the corresponding metaphysical and epistemological world views.

Unit - I Rationalism

Descartes' method – Dualism – Interactionism – Clear and distinctness – Certain knowledge; Spinoza's conception of substance- Attributes and Modes – Pantheism – Leibnitz: Monodology, Pre Established Harmony – Freedom and Necessity

Unit - II Empiricism

Locke's rejection of innate ideas – Tabula rasa- Theory of origin and development of knowledge – Theory of representative realism - Berkeley's subjective idealism – Hume's impressionism – Hume on causation and Hume's Skepticism

Unit - III Transcendental Idealism and Absolute Idealism

Transcendental investigation of Kant – Phenomena and Noumena – Copernican revolution in philosophy, Synthetic apriori – Categories – Kantian reconciliation of rationalism and empiricism – Hegel's historical approach to philosophy – Dialectical method – Absolute idea – History and Freedom

Unit - IV Pragmatism

Difficulty in resolving metaphysical issues – Metaphysical problems as problems of meaning – Pierce's method of fixing belief – John Dewey's instrumentalism – William James's pragmatism.

Unit - V Existentialism

Socio – cultural background for the rise of Existentialism, Kierkegaard on individual existence – John Paul Sartre's Atheistic position – Being in itself and Being for itself – Thrownness – Bad faith – Man's responsibility

Text:

1. T. Maish – “A Critical History of Western Philosophy”

Books for reference:

1. Bertrand Russell – “History of Western Philosophy”
2. Fredrick Copelston. S. J. - ”A History of Philosophy”

Course Outcomes:

- CO1: The students will relate the concepts of modern western philosophy in their social life
 CO2: To recall the Tabula rasa and Theory of origin and development of knowledge
 CO3: The students will be able to distinguish between Transcendental Idealism and Absolute Idealism
 CO4: To analyze the concept of Pragmatism
 CO5: Students will be able to assess Socio - cultural background for the rise of Existentialism,

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying			3		
K4: Analyzing				4	
K5: Evaluating					5
K6: Creating					

Mean = 3

SOCIOLOGICAL THEORIES - I

RPS 3625

6 hr / 6 cr

Objective: *This course aims at introducing the pivotal ideas of major classical thinkers in sociology with an objective to provide foundation in theoretical Sociology. Special attention is given to the chosen sociological theories, which help the students to go for higher studies and research.*

Unit - I Auguste Comte

Positivism - Social Statics & Dynamics - Comte's Law of three stages – Hierarchy of Sciences.

Unit - II Herbert Spencer

Organic Analogy – Social Evolution theory – Social Darwinism – Classification of Societies – Military and Industrial Society

Unit - III Emile Durkheim

Social fact – Suicide and religion as Social facts – types of suicide - Study of division of labour – mechanical & organic solidarity - Interpretation of religion – Totemism – sacred & Profane -Durkheim's implicit functionalism

Unit - IV Max Weber

Social action as unit of analysis - Verstehen –Meaning – Types of social action – Sociology as historic science – Ideal type – Verstehen- Bureaucracy – Protestant ethics and Spirit of capitalism

Unit - V Karl Marx

Historical Materialism – Dialectical Materialism – Modes of Production– Surplus value – Class consciousness - Theory of Alienation – Class Struggle & Social Change

Text:

1. Sociological Thought, Francis Abraham & John H. Morgan, Macmillan Publishers India

Books for reference:

1. M. Haralambos & R.M. Heald, 'Sociology – Themes and perspectives', Oxford University Press, Newdelhi,2006.
2. M. Francis Abraham, 'Modern Sociological Theory', Oxford University Press, Newdelhi,2013.
3. Lewis Coser, Masters of Sociological Thought, Rawat Publications, Jaipur,2008

Course Outcome:

On completion of the course, students should be able

CO1: To recall classical thinkers and their theoretical contributions in Sociology

CO2: To understand the meaning of key concepts used in theories

CO3: To apply the theory of suicide in present context

CO4: To evaluate the relevance of class struggle theory in social change

CO5: To ascertain the role of thinkers in developing core theoretical perspectives in Sociology

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying			3		
K4: Analyzing					4
K5: Evaluating				5	
K6: Creating					

Mean = 3

MODERN INDIAN THINKERS

RPS 3639

6 cr / 6 hr

***Objective:** This course is mainly to present to the students the profound modern Vedantic trend through a study of the modern Indian Thinkers: Sir Aurobindo, Swami Vivekananda, Sir Mohamud Iqbal, J.Krishnamurthy and Naryana Guru. Initially the students would be introduced to Characteristics of Contemporary Indian Philosophy.*

Unit - I Sri. Narayana Guru

Life influences that shaped his thought – society and religion – spirituality Secularism – Society and politics – Upliftment of the backward classes

Unit - II Swami Vivekananda

Life – The influences that shaped his philosophy – His metaphysical standpoint – Reality and God – Proofs for god's existence – Some other characters of god – Nature of the world – the doctrine of maya – Nature of man– Destiny of the Soul: Realization of immortality - Ways of liberation: the way of knowledge (Jnana Yoga) , the way of devotion (Bhakti yoga), and the way of action (Karma Yoga) - the way of psychology (Raja Yoga) –Religion, its origin, nature - Universal religion.

Unit - III Sri Aurobindo

Philosophical background – the two Negations – Reality: Sachidananda – Nature of creation – the World process : Descent or Involution – Maya and Lila – Ascent or evolution – the four theories of existence – Nature of man – Rebirth and Law of karma – Ignorance: Its origin and nature - the sevenfold ignorance – The Super-mind – The triple status of the super mind- the triple transformation – Gnostic being and Divine life –The divine life – Integral Yoga.

Unit - IV Mahatma Gandhi

Life – influences that shaped his thought – Truth and non-violence – Nature of Man – Philosophy of End and Means – Religion and Morality – Social and Political Ideas – Swaraj – Political Freedom – Decentralization – Ideal State and Sarvodaya

Unit - V S. Radhakrishnan

Life – Nature of Philosophy – Nature of Ultimate Reality – The Absolute, Nature of Soul and world – Human Destiny – Religion – Religious Experience - Intuition and Intellect

Text Book:

1. B.K Lal – Contemporary Indian Philosophy

Books for Reference:

1. Ch. Sreenivasa Rao – Vedanta – Some Modern Trends
2. Christopher Isherwood – Vedanta for Modern Man
3. Muttukumar, T- Vivekananda: Prophet of the New Age of India and the World
4. UrQrhart, W.B – The Vedanta and Modern thought
5. D.M. Datta – The Chief Currents of Contemporary Philosophy

Course Outcome:

CO 1 - Recollect the Ancient Trends in Indian Philosophy

CO 2 - Explain the different perspectives of modern thinkers in contemporary India

CO 3 - Evaluate the thoughts of modern thinkers and its influence on society

CO 4 – Classify the works of modern thinkers in the light of contemporary society

CO 5 - Apply the thoughts of Indian Philosophers in the Present Day Society

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing				4	
K5: Evaluating			5		
K6: Creating					

Mean = 3

SOCIO – PHILOSOPHICAL ISSUES IN FILMS

RPS 3233

3 hr / 2 cr

Objectives: *This course aims at enlightening the students on critically analyzing the form and content of Western and Indian films in philosophical and sociological perspectives. Also it will enable the students to evaluate the social issues through films*

Unit - I Introduction to films

History of Films - Philosophy & Films – The language of films – Basic cinematographical terms

Unit - II Overview of Tamil Films

Impact of cinema - Cinema and social change in Tamilnadu - Early movies - Freedom movements through movies, Dravidian movement and movies, Realistic cinema, Modern cinema - Nonlinear cinema

Unit - III Film Makers & Films – Philosophical and Sociological analysis

Charlie Chaplin: Modern Times,
Victoria Descia: By-cycle Thieves
Steven Spielberg: Schindler's list

Sathyajit Ray: Pather Panjali
Balachandar: Achamillai Achamillai
Maniratnam: Bombay

Unit - IV Social Issues in Indian Films

Representation of Family, Caste, Gender, Religion, Violence in Tamil and Indian movies - Cinema and Identity - Construction of Values and cultural Stereotypes - Cinema Production as Cultural Commodity in India – Influence of cinema on youths today

Unit - V: Youth and Cinema

Cinema & Identity - Fan clubs – Stardom - Hero Worship – Influence of cinema on youth and politics

Books of reference:

1. Gilles Deleuze and Felix Guattari, "What is Philosophy?", Trans. Hugh Tomlinson and Graham Burchill.
2. Yamuna Rajediran: The Political Cinema 1997.
3. Ms. Josephine Joseph, "Ritwick Ghatak"- Chennai Film Society, 1990.
4. Dennis DeNitto and William Herman, "Film and the Critical Eye" Mcmillan publishing co. 1975.
5. Satyajit Ray, "Our films and their films". Disha Books, Orient Longman Ltd, 1998.

Course Outcome:

CO1. The student will be able to use the fundamental ideas of film and philosophy

CO2. Help the students to critically analyze and view the sociology of cinema

CO3. Ability to relate their personal lives with the philosophy of movies.

CO4. Able to identify philosophical and sociological concepts in cinema medium.

CO5. Able to demonstrate the philosophical and sociological views obtained from cinema

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering			1		
K2: Understanding				2	
K3: Applying	3				
K4: Analyzing		4			
K5: Evaluating					5
K6: Creating					

Mean = 3

INTRODUCTION TO CHRISTIANITY

Objective: *This course aims to introduce the students to the basic beliefs, practice and doctrines of Christianity to enable the students to identify today's problems in the world and try to solve them with critical values.*

Unit - I Origin of Christianity

Setting the context – History of Israelites - Origin of Christianity, Christianity and Judaism a complex relationship – Early spread of Christianity – Christianity and Roman Empire – Early Christianity and Hellenistic World – Post imperialist period

Unit - II Elements of Christian Theology

Christian understanding of God – Holy Spirit – Concept of Trinity - Creed – Sin & Salvation – Worship & Sacraments

Unit - III Scripture

General introduction to Bible – Old & New Testaments – Influence of Greek-Roman tradition in Christianity – Old Testament – Pentateuch – Torah - Gospel, Acts, Letters & Revelation

Unit - IV The Church History

Biblical and Theological analysis of Church and Mission – Spread of Church and its mechanism – Christian Mission and other religions of the world – Church Reformation – Denominations & Worship – Christianity in India

Unit - V Christian Hope

Christian Ethics – Institutional values – New world order – Faith & Science – Secular & Pluralistic approaches – Inclusiveness of Christianity.

Text

1. “Outline of Christian Doctrine”, Marcus Ward, Vol. I & II,

Books for Reference:

1. “Principles of Christian Theology”, John Macquarrie
2. “Jerusalem to New Delhi”, Gibbs

Course Outcome

- CO 1 - Prepare the students to have an overall knowledge of Christianity
 CO 2 - Orient towards the doctrines of the Scripture The Bible
 CO 3 - Analyze the importance of the Church History in the spread of Christianity
 CO 4 - Assess various doctrines of Christianity
 CO 5 - Apply the values learnt through this course in their lives

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing			4		
K5: Evaluating				5	
K6: Creating					

Mean = 3

CONTEMPORARY WESTERN PHILOSOPHY

Objective: *To introduce the recent philosophical movements of phenomenology, critical theory and structuralism To understand the limitations of modern philosophy through an adequate critique. Also to adopt new methods in philosophy and to give a new focus on emancipatory logic.*

Unit - I Phenomenology

Husserl's phenomenological method, Intentionality and bracketing – Phenomena as a science of science – Maurice merleau Ponty's critique of science - Critique of language and critique of history.

Unit - II Deconstructive readings of Jacques Derrida

Center and Decenter – Logocentrism and Phonocentrism – Operation of difference

Unit - III Critical Theory

Frankfurt school – Early critical theory of George Lukas – Reification – Critique of modern ideological hegemony of Antonio Gramsci.

Unit - IV Reality and Knowledge as aspects of human interests

Marx's emancipator logic and its limitations – need for new construction of knowledge for retaining emancipatory scheme – Public sphere critique of science – Knowledge and human interests

Unit - V Structuralism

Structuralist analysis of reality – the language turn – Discourse analysis – Episteme – archeology of knowledge – knowledge of power – Panopticon power – Anti foundation

Text:

1. Kearney, Richards, "Modern Movements in European Philosophy", Manchester University Press, New York, 1993

Books for reference:

1. Gramsci, Antonio, Prism Note Books, Lawrence and Wishart, London 1971
2. Brooke Noel Moore and Kenneth Bruder, "Philosophy The Power of Ideas" Tata McGraw Hill Publishing company limited, New Delhi, 6th Edition, 2005

Course Outcome

- CO 1 – Students will be able to describe the Husserl’s phenomenological method
 CO 2 - To differentiate the concepts of post modernism
 CO 3 – To assess the early critical theory of George Lukas
 CO 4 – To analyze the Reality and Knowledge as aspects of human interests
 CO 5 – To apply the Structuralist analysis of reality in their life

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom’s Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding			2		
K3: Applying					3
K4: Analyzing				4	
K5: Evaluating			5		
K6: Creating					

Mean = 3

SOCIOLOGICAL THEORIES - II

Objective: *This sequential course to Sociological Theories – I, is the study of major theorists and theories of modern sociology. This course exposes the students to the dominant trends in modern sociology and helps them in pursuing higher studies*

Unit – I Structural Functional Analysis

Function & Dysfunction – Robert Merton’s Manifest & latent function - Functional alternatives - Theory of deviance – Talcott Parsons -Concept of Social action – Pattern Variables - Functional Prerequisites of social system – Value orientation

Unit - II Conflict Approach

Major propositions of conflict theory – Types – Exogenous & Endogenous conflicts - Ralf Dahrendorf’s Dialectical Conflict perspective – Imperatively Coordinated Associations –Authority – Lewis Coser – Conflict Functionalism – Positive and negative functions of conflict

Unit - III Social Exchange Theory

Meaning - George C. Homans–Behavioural Perspective – Homan’s propositions – Success stimulus, value, deprivation-satiation, aggression-approval, rationality- Peter M.Blau: Structural perspective – Social exchange and power

Unit - IV Symbolic Interactionism

C.H. Cooley – Looking glass Self – G.H.Mead – Mind, Self and Society – Herbert Blumer – Central premises of Symbolic interactionism.

Unit - V Interactionist Perspective

Harold Garfinkel – Ethnomethodology – Alfred Schutz – Phenomenology – Peter Berger & Thomas Luckman – Social construction of reality.

Text:

1. M. Francis Abraham, ‘Modern Sociological Theory’, Oxford University Press, Newdelhi,2013.

Books for reference:

1. M. Haralambos & R.M. Herald, ‘Sociology – Themes and perspectives’, Oxford University Press, New Delhi, 2006.
2. Lewis Coser, Masters of Sociological Thought, Rawat Publications, Jaipur, 2008

Course Outcome:

On completion of the course, students should be able

CO1: To recall different theoretical approaches in Sociology

CO2: To explain the meaning of key concepts used in Sociological theories

CO3: To appraise the relevance of Sociological approaches in the study of society

CO4: To classify the functional aspects of conflict

CO5: To ascertain the role of interactionism perspective in understanding realities of everyday life

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying				3	
K4: Analyzing					4
K5: Evaluating			5		
K6: Creating					

Mean = 3

INTRODUCTION TO ISLAM

Objective: *This course aims at imparting the students the founding, historical development and the present situation of Islamic religion with special attention to its beliefs and doctrines. This course helps to draw a comparison on the description of personalities common in Islam and Christianity on the basis of specific reference to Quranic verses that talk about these personalities.*

Unit - I History of Islam

Arabia before Islam – Early period (Arab – Persia) - Life history of prophet Mohammed – Hijira – Caliphates – Abu Baker, Umar, Uthman and Ali – Abbasid and Islamic golden age – the crusades – The Mamluks and the ottoman empire, Sunni, shia, Ahamadiya, Quranists.

Unit - II Beliefs and doctrines of Islam

Belief in Allah, the God, Angels, Prophets, the book, the last day, Resurrection and the predestination of Good and Evil – the foundations – Ijma and Quiyas – The Five pillars – Faith, Prayer, Fast, Arms giving and Pilgrimage – Muslim high days

Unit - III Importance of Quran and Hadith

Introduction to Quran: Chapter 1 & 2 - The style of Quran - Date and authorship, Hadith and its classifications - The role of scripture and hadith in the Muslims life.

Unit - IV Islam in India

Arab Indian interactions – Mopla Muslims in Kerala – Delhi sultanate – the Mughals – Tamil Muslims - Islam immediately before Indian independence and post independence era

Unit - V Sufism in Islam

Origin & Faith – Philosophy – Stages of Sufism: Saints - Ajmeer Khawaja, Nagoor Andavar – Practices

Text:

1. Henry Martyn, “Introduction to Islam”, Institute of Islamic Studies

Books for reference:

1. HAR Gibb, “Modern Trends in Islam”, Chicago University Press, 1947
2. John B. Taylor, “Thinking about Islam”
3. Sayid Athar Abbas Rizvi, “History of Sufism in India”, Munishram Manoharlal Publications Ltd. 1992

Course Outcome

CO1 - Make the students to understand the history of Islam

CO2 – Students will be able to explain the beliefs and doctrines of Islam

CO3 - Enable the students to remember the holy scripture of Islam

CO4 - Students can explain the historical aspect of Islam in India

CO5 - Students can relate Sufi faith and practices of Islam

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering			1		
K2: Understanding	2				
K3: Applying		3			
K4: Analyzing				4	
K5: Evaluating					5
K6: Creating					

Mean = 3

SOCIAL ISSUES AND VALUE STAND

Objectives: *This course aims at introducing and clarifying values amidst various issues in society. By internalizing the values on the basis of universal frame of reference such as the Indian constitution, the course helps the students to take appropriate value stands on wide ranging societal issues.*

Unit - I Introducing the concept of Values

Concept of “Value” – Dimensions of Values, Identification of Values, Values as socially desirable quality, Spatio-temporal and cultural relativeness of values – Philosophical / ethical, sociological and psychological aspects of values – Sources of Values, Values and rights – Indian constitutional basis for values - Importance of value Education

Unit - I Caste in Indian Society

Origin & features of Caste system – Varna & Jati – Understanding untouchability – Reservation and the concept of positive discrimination – Issues related to caste in contemporary India.

Unit - III Gender in Indian Society

Sex & Gender - Definition and concept of gender inequality – Patriarchy System - Crimes against Women - Data pertaining to inequality index in India – Economic participation, educational achievements, health & life expectancy & political empowerment – Female foeticide & infanticide, sex ratio, maternal mortality rate – Legal and constitutional safeguards against gender inequality

Unit – IV Religion in Indian Society

Religious diversity in India – Concept of secularism - Religious fundamentalism – Issues related to religious violence – Need for dialogue, Pluralism & inclusiveness.

Unit - V Human Rights Awareness

Human rights – Generation of human rights - Human rights violation related to Age - gender – caste - Indian constitution, National and state Human Rights Commissions and their roles

Books for Reference

1. Rajiv Azad, “Gender Discrimination: An Indian Perspective”, Atlantic Publishers (2012)
2. Vani Kant Borooah, Nidhi S. Sabharwal and et al, “Caste discrimination and exclusion in Modern India”
3. Jagan Karade, “Caste Discrimination”, Sage Publication, Rawat Books, (2015)
4. Peggy Froerer, “Religious division and Social Conflict”, Social Science Press, New Delhi, (2007)

5. Ram Puniyani, “Religion, Power and Violence”, Sage Publications, (2005)

6. Singh, R.P. (2004). *Value education in Indian democracy*. *University News*, 4294 1), October 1 1- 17, 6-9.
7. Prahallada, (2000). *Contemporary significance of value education*. In Negi, U.R. (Ed.) *Value education in India*. New Delhi: Association of Indian Universities, 1-9.
8. Periodic articles and news reports published in print media

Course Outcome:

- CO1. The student will be able to remember the concept of values and its dimensions
 CO2. The student will be able to define Caste and explain its origin and features
 CO3. To distinguish between Sex and Gender and describe the concept of gender inequality
 CO4. To assess the concepts Secularism, Religious fundamentalism and its related issues
 CO5. To gain awareness on human rights and demonstrate in their lives.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing			4		
K5: Evaluating				5	
K6: Creating					

Mean = 3

POSITIVE SELF IMAGE DEVELOPMENT

Objective: This course deals with the dynamics of personality development and aims to train the students to explore and enhance their attitude and potential to be a successful person. This course deals with the basic concept of personality self, development of self and also in presenting One's Self. This course would help the students to develop a Win –Win attitude and a positive self image

Unit - I Personality

Meaning – Determinates – Development of personality – Theories on personality development – What Makes A Winner?

Unit - II Self – Esteem and Self –Confidence

Concept of Self – Types of Self - Development of Self- Importance of Self esteem

Unit - III Presenting One's Self

Dressing – Poise and Posture – Eye Contact and body language – Physical fitness – Communication – Getting acquainted – Behaviour in Introducing

Unit - IV Assertive Skills

Assertive behaviour - Differentiating assertive from assertive and passive behavior – Importance of assertiveness

Unit - V Developing a Win – Win Attitude

Developing a Win – Win Attitude: Forgiveness as part of the healing process - Maximizing people tolerance – Becoming a pro –active and responsible adult – Coping with difficult people and situations – Difference between reactive and pro-active response – Learning to accept responsibility for one's actions – Learning from one's mistakes – Positive self image

Books for Reference

1. Stephen R. Convey, The Seven habits of highly effective people, Free Press, 1990
2. Philp Burnad, Interpersonal Skills training, Viva books private ltd, NewDelhi, 1995
3. Sue Bishop, Assertiveness Skills training, Viva books private ltd, NewDelhi, 1996

Course Outcome

- CO1 – Able to identify the skills needed for positive self image development
- CO2 – To explain how self – image affects one’s feelings attitudes and behavior.
- CO3 – To demonstrate effective ways of coping with having Win –Lose or Lose Win attitudes and relationships
- CO4 – Able to Utilize and become proficient assertive skills in their personal life
- CO5 – Evaluate and Use the Win – Win Attitude in their professional life

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom’s Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying				3	
K4: Analyzing					4
K5: Evaluating			5		
K6: Creating					

Mean = 3

ENVIRONMENT AND ETHICAL ISSUES

Objective: *This course is aimed at creating awareness on environmental issues that poses threat to the planet earth. On learning the intricate connections and dependence found in the eco system, the student is guided to take ethical stands on the issue of environmental degradation and to develop eco-friendly world views*

Unit - I Eco System: Structure and Functions

Nature, scope and importance of Environmental studies – concepts of Eco system: Types, Structure and Functions of Eco systems

Unit - II Bio Diversity: Threats and Conservation

Understanding Biodiversity, Value of Biodiversity, India and Biodiversity – threats to India's Biodiversity – Types of Conversation

Unit - III Environmental Pollution

- a. Human activities and Pollution – Causes and effects of Air, Water, Soil, Noise, Thermal and nuclear Pollution - Measures of control and management
- b. Climate change, Green house effect and global warming, Acid Rain, Ozone layer depletion, Nuclear Accident and Holocaust

Unit - IV Ethical Concern Towards Environment

- a. Human's relationship with Nature: Anthropocentrism, Androcentrism and Biocentrism
- b. Human Centric Environmentalism Vs Eco-centric environmentalism: Market, Culture, Gender and Environmental Political Issues
- c. Holistic and Individualistic moral approaches to nature

Unit - V Radical Ecology and Counter Cultural Movement

- a. Land Ethic of Aldo Leopold
- b. Deep Ecology
- c. Chipko Movement in India and Petra Kelly's Green Movement

Text:

1. "Living in the Environment" Miller G.J.R., Wordsworth Publishing company

Books for Reference:

1. "The Biodiversity of India", Barucha Erach, Mapin Publishing Pvt. Ltd., Ahmadabad, India
2. "Environmental Philosophy", Michael E. Zimmerman, Prentice Hall Publishing Co, New Jersey, 1998

Course outcome:

On completion of the course, students should be able

CO1: To describe the concept of Eco System, its types, Structure and Functions

CO2: To explain the threats and conservation due to Bio Diversity

CO3: To utilize the knowledge of various pollutions and its causes and effects on environment in their personal and social life

CO4: To relate human with nature and distinguish between Human Centric Environmentalism Vs Eco-centric environmentalism

CO5: To analyse Radical Ecology and Counter Cultural Movement

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying			3		
K4: Analyzing					4
K5: Evaluating				5	
K6: Creating					

Mean = 3

SYLLABUS FOR 2nd and 3rd YEAR STUDENTS

INTRODUCTION TO PHILOSOPHY

RPS 1443

4 Cr / 4 Hr

***Objective:** This course is an introduction to the central problems of Philosophy. This course helps students to reflect on the nature of Reality, Knowledge, Morality and Beauty.*

I – The Nature of Philosophy

Nature, Scope and methods of Philosophy – The origin of philosophical thinking – Questions of meaning and truth – Philosophy and Science – Requirements for philosophizing

II – Problems of Philosophy

The problems of appearance and Reality – Problems of mind & body – The problems of Universals and Particulars – Problem of truth and falsehood – Problems of Knowledge and Error

III – Methods and approaches in Philosophy

Logical method – Empirical method – Transcendental method – Critical method – Traditional – Analytic – Pragmatic – Existential – Phenomenological approaches

IV – Methods and approaches in Philosophy

Uses of Philosophy – To form world views, to stand on issues and to understand self, world and society

V – An approach to Indian Philosophy

Dharsana – Goals of Indian Philosophy - Origin of Indian Philosophy: Vedas, Upanishads – Concepts of Atman, Brahman – Orthodox and Heterodox schools in Indian Philosophy – Sad dharsana.

Books for reference:

1. Bertrand Russell – “The Problems of Philosophy”
2. A.C. Ewing – “The Fundamental Questions of Philosophy”
3. George Thomas Patric – “Introduction to Philosophy”
4. Chandradhar Sharma: A critical survey of Indian Philosophy

Course Outcome:

CO1 – Students will be able to describe the Nature, Scope and the methods of Philosophy

CO2 – Students will be able to distinguish between the Problem of truth and falsehood and problems of mind and body

CO3 – Students will be able to analyze the Methods and approaches in Philosophy

CO4 – Students will be able to use the values of philosophy in their life

CO5 – Students will be able to assess the approaches to Indian philosophy

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying				3	
K4: Analyzing			4		
K5: Evaluating					5
K6: Creating					

Mean = 3

SOCIAL ANTHROPOLOGY: ORIGIN OF MAN AND SOCIETY

RPS 1435

5 hr / 4 cr

***Objective:** This course introduces the origin of man and society from scientific and anthropological perspectives. The study of human beings as biological organisms, their early cultural attainments and their adaptation giving rise to different types of social organization that will enable the student to locate himself in a larger historical time framework.*

I – The Central theme of Social Sciences: Human Beings

Man and his reflexivity on himself, nature and society – Human beings in social milieu – Social science as the reflective study of human beings – Knowledge production in human context – Identification of universalities and specificities in human society

II – The origin of Man

Ramapithecus Punjabicus, Home Africanus, Homo Erectus, Homo Sapiens Neanderthals and Homo sapiens - Sapiens

III – Cultural Evolution

Changes in Tool making ability - Tools in Paleolithic, Neolithic, Bronze age and Iron age – Foraging, Tool making, Hunting, Food producing, controlling live stock – Pottery – Baking, Brewing, Spun, Ornaments for spiritual ceremonies – early belief systems

IV – Man and Nature

Adaptation and interaction – Adaptations among Eskimos, Kazak, Chotta Nagpur Plateau as examples – Thought and Culture – Language – Link between cultural and biological evolution – Clan – Descent - Lineage

V – Types of Social Organization

Hunting – Gathering society and Horticultural society – Emergence of social institutions and interactions – Specialization and Division of Labour – Domestication, Pastoral societies, Settlement and farming – Agricultural society – Mercantile societies and industrial societies

Reference:

4. “An Introduction to Cultural and Social Anthropology”, Peter B. Hammond, Macmillan Publication Co. Inc. , New York, 1978
5. “An Introduction to Social Anthropology”, D.N. Majumdar and T.N. Madan, National Publishing House, 1989
6. “Culture, People, Nature – An Introduction to general Anthropology”, Marvin Harris, Published by Thomas Y. Corn Well, New York

Course Outcome:

On completion of the course, students should be able

CO1: To identify the relationship between Nature, Society and Self

CO2: To explain the basic concepts related to biological evolution

CO3: To classify the stages of human evolution

CO4: To compare between biological adaptation and socio-cultural adaptation

CO5: To distinguish between the types of primitive and intermediate societies

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying			3		
K4: Analyzing					4
K5: Evaluating				5	
K6: Creating					

Mean = 3

UNDERSTANDING THE UNIVERSE AND INFINITY

RPS 1233

3 hr / 2 cr

Objective: *This course aims at introducing the extent of the physical universe through the exposition of the various components of the universe in terms of its enormity. The goal of this introductory course is to provide the base for concept of infinity and to approach the physical reality in terms of larger issues in philosophy and in Mathematics.*

I – Conception of Universe through the ages

Geocentric universe – Ptolemy – The Copernican revolution – Kepler’s laws of planetary motion – Tycho Brahe’s observations of planetary positions – Galileo’s discovery

II – The extent of the physical universe

Methods to measure the distances in the universe – The solar family – Constellations – The milky way - The galaxy – The universe without a centre and a boundary – Interstellar and intergalactic space

III – Life story of a star

Methods of determining the distances to nearby stars – Stellar motion – Birth of a star – Proto star – Red giant – White dwarf – Neutron star – Supernova

IV – The ever expanding universe

Hubble’s study on the movement of galaxies – Theories on the origin of universe – Big bang theory – Steady state theory – The implication on the extent of the universe

V – Conception of Infinity

Greek’s Apeiron - Georg Cantor’s degrees of infinity – Absolute Infinite – the physical infinite and the mathematical infinities

Ref:

1. “Understanding the Universe: From Quarks to the Cosmos”, Don Lincoln, World Scientific Publishing Company, 2004
2. “The Universe in a Nutshell”, Stephen Hawking, Bantam Books, 2001
3. “Infinity and the Mind” - Rudy Rucker, Bantam New Age Books, 1982

Course Outcome:

CO1: Able to explain the Conception of Universe through the ages

CO2: To identify the Methods to measure the distances in the universe

CO3: To generalize the life story of star

CO4: To analyze the Theories on the origin of universe

CO5: To classify the Conception of Infinity

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying			3		
K4: Analyzing					4
K5: Evaluating				5	
K6: Creating					

Mean = 3

WORLD RELIGIONS – I

RPS 1532

5 hr / 5 cr

***Objective:** This course is a survey of the major religious traditions which have either emerged in India or find a place exclusively in India. Special attention is given to the sects of these religions traditions along with the belief and practices.*

I – Zoroastrianism

Founder – Conception of God with equal and opposite qualities – Zoroastrian sacred book, ritual and worship – Zoroastrianism in India

II – Hinduism

Vedic Hinduism – Vedas, Upanishads and Hindu scriptures – Beliefs in Atman, Brahman – Sects within Hinduism – Saivism, Vaishnavism,

III – Jainism & Buddhism

Thirthankaras, concept of Jiva, Ahimsa – Sects within Jainism – Jainism as a heterodox religion - Jaina worship and rituals, Life of Buddha- Four noble truths, eight fold path, sects within Buddhism – Buddhism as a heterodox religion – Buddhist worship and rituals

IV – Popular Religions of South India

V – Sikhism

Origin of Sikhism, Ten Gurus, Adi granth, Sects in Sikhism, beliefs and practices in Sikhism

Books for Reference:

2. Anindita N. Balslev, “On World Religions”, , SAGE Publications, 2014
3. Kitagawa, J.M. Lasalle, “Modern Trends in World Religions”, Illinois, Open Court Publishing Co., 1967
4. D.S. Sharma, “Hinduism through the Ages”
5. Humphrey C., “Buddhism: An Introduction and Guide”, Penguin Books , 1990

Course Outcome:

- CO1: Able to explain the basic concepts of religions in India
CO2: To classify various religions and their beliefs
CO3: To analyze different religious beliefs and relate them with their own beliefs
CO4: To evaluate ancient religions and their traditions' impact
CO5: To apply religious values in their personal life

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing			4		
K5: Evaluating				5	
K6: Creating					

Mean = 3

ETHICS

RPS 1442

4 Cr / 4 Hr

Objective: *This course is a study of the nature and scope of different ethical theories and their defining modes of goodness, rightness or moral values. Special attention is given to the exploration of enduring moral concerns, such as moral relativism, the place of reason in ethics, egoism, altruism and the nature of moral responsibility.*

I – Introduction

Nature and scope of Ethics, Concept of Value, Right and Good, Duty, Virtue, Free will, Determinism, Rights and obligations and Evil – Classification of Ethical Theories - Normative and meta-ethical distinction – Teleological – De ontological distinction – Cognitivist and Non- cognitivist distinction – Ethical subjectivism – Objectivism and Relativism

II – Teleological Ethical Theories

Importance for ends or good and moral value – Moral obligation seen as Value, Right as good – Greek Eudemonism, Egoistic hedonism of Epicurus, Hedonistic Utilitarianism of Bentham and Mill, Instrumentalism of Dewey

III – Deontological Ethical Theories

Deontology and Importance for moral obligation, duty – Oughtness, rightness, categorical imperative, Self evident nature of right, right known through reason, Intuition, Act and Rule Deontology - Butler’s moral conscience theories – Ross’s deontological intuitionism and Kant’s formalism

IV – Freedom and Responsibility

Determinism, Fatalism, hard and Soft determinism, Libertarianism and Action theory

V – Ethics and Taking stands on contemporary issues

Arguments and against Homosexuality, Abortion – Euthanasia – Capital punishment and Animal rights

Books for Reference:

6. “Taking Sides: Clashing Views on Controversial Moral Issues”, Stephen Satris, The Dushkin Publishing Group Inc., 1994
7. “Applying Ethics”, Jeffrey Olen & Vincent Barry, Wadsworth Publishing Company, 1999
8. “Ethics and the limits of Philosophy”, Fontana Press, Collins, 1985
9. “An Introduction to Philosophical Analysis”, John Hospers, Prentice Hall Inc., 1997

Course Outcome:

- CO1: To explain the nature and scope of Ethics and its values
 CO2: To analyze the Teleological Ethical Theories in Ethics
 CO3: To Use Deontological Ethical Theories in their social life
 CO4: Students are able to distinguish Hard and Soft determinism
 CO5: Able to assess contemporary issues through ethical values

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding				2	
K3: Applying			3		
K4: Analyzing		4			
K5: Evaluating					5
K6: Creating					

Mean = 3

Objective: *An examination of science, its method, mode of confirmation, nature of scientific explanation and the types of reasoning that it is engaging in is the crux of this course. This course helps the students to get familiar with the mode of reasoning in science that do not provide conclusive reasons from their conclusions rather it gives us good reasons to believe its conclusions.*

I. Basis for scientific reasoning

Inductive and deductive reasoning – problem of induction and the responses – Karl Popper’s ‘refutations’ as alternate to induction – Science as conjectures – Goodman’s new problem of induction

II. Laws of Nature and Scientific method

Hume’s conception of causal laws and accidents – John Herschel’s theory of scientific method – context of discovery – Incorporation of laws into theories – laws as wide ranging generalizations – Patterns of scientific discovery

III. Confirmation and Probability

Notion of confirmation – Dealing with the paradox of the ravens and the tacking paradox – Interpretations of probability – subjective and objective probabilities – The propensity theory – Bayesian confirmation theory – The paradoxes resolved

IV. Scientific Explanation

Carl Hempel’s covering law model – Questions on whether explanations fit the covering law model and vice versa – Probabilistic explanation – Causation and explanation

V. Demarcation of Science and Non-Science

Bridgman’s operational criterion – Carnap on translatability into an empiricist language – Ayer on the deductibility of observation statements – Popper on Falsifiability as a criterion of empirical method

Books for reference:

1. ” A Historical Introduction to the Philosophy of Science” - John Losee, OVP, London, 1972
2. “Philosophy 1 : A guide through the subject” - Edited by A.C. Grayling, OVP, 1998, New York
3. “Philosophy of Science”, Arthur Danto and Sidney Morgan Besser, Meridian Books, 1960

Course Outcome:

CO1: To explain about Inductive and deductive reasoning

CO2: To compare the Laws of Nature and Scientific method

CO3: Students will be able to distinguish the subjective and objective probabilities

CO4: To sketch the Carl Hempel's covering law model

CO5: Students will be able to determine the need for utilizing Demarcation of Science and Non-Science

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding			2		
K3: Applying				3	
K4: Analyzing		4			
K5: Evaluating					5
K6: Creating					

Mean = 3

WORLD RELIGIONS – II

Objective: *This course is a survey of the major religions traditions which have originated outside India forms the content of this course. An exposition to History, Beliefs, Practices and Sects of these religions traditions receive primary attention in this course.*

I – Judaism

Concept of Yahweh – Ten commandments – Torah – Prophets – Worship – rituals and festivals in Judaism

II – Christianity

Brief life history of Jesus, Bible, Sermon on the Mount, Christian conception of God, Man, World, Sin and Salvation – Basic Christian values – Sects in Christianity

III – Islam

Meaning of Islam - Life history of prophet Mohammed – Hijra – Five pillars — Quran - Hadieth – Sects in Islam – Islamic worship and rituals

IV – Taoism

Lao Tzu's thought – Tao - the way – Tao as understanding of the functions of the world – Yang and Yin – conception of wise person – Virtuous activity – Philosophy of Chuang Tzu – His conception of World, Nature, and Man

V – Confucianism

Biography of Confucius – Practical way of learning – Love for humanity – Confucius Tao - the way heaven works – the principle of the Mean – Principles of Reciprocity – Confucius's conception of Sage or Superman

Books for Reference:

1. Anindita N. Balslev, "On World Religions", , SAGE Publications, 2014
2. Kitagawa, J.M. Lasalle, "Modern Trends in World Religions", Illinois, Open Court Publishing Co., 1967
3. D.S. Sharma, "Hinduism through the Ages"
4. Humphrey C., "Buddhism: An Introduction and Guide", Penguin Books , 1990

Course Outcome:

- CO1: Able to explain the basic concepts of religions in India
 CO2: To classify various religions and their beliefs
 CO3: To analyze different religious beliefs and relate them with their own beliefs
 CO4: To evaluate ancient religions and their traditions' impact
 CO5: To apply religious values in their personal life

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing			4		
K5: Evaluating				5	
K6: Creating					

Mean = 3

CLASSICAL INDIAN PHILOSOPHY – I

RPS 2542

5 Cr / 5 Hrs

Objective: *This course introduces the beginning of Indian Philosophy. Special attention is given to the question of reality and the different contestations of it by juxtaposing the Vedic traditions with Carvaka, Jainism and Buddhism.*

I – Vedas and Upanishads

Śruti and Smṛti – Divisions in Vedas – concept of Reality – Rta – Cosmic Order – Meaning of Upanishads – Principal Upanishads – The identity of Brahman and Atman – Upanishadic world views – Karma, Samsara and Moksha

II – Carvaka

Lokayata as the only Śāstra – Perception as the only Pramāṇa – Rejection of non-material entities, Dharma and Moksha, Carvaka, Ethics

III – Jainism

Tīrthakaras; Jaina epistemology; Classification of knowledge into aparokṣa – Parokṣa and Pramāṇa – Naya – Syādvāda – Jaina

Metaphysics: Anekantavāda – Categories: Jiva, Ajiva, Asti – Kāya Dravyas and Anast Kāya dravya – Bondage and Liberation; Mahā – Vrata and anu vrata

IV –Buddhism

Four noble truths; Eight fold path; Pratyasamutpada: Nairatmyavada, Kṣana – Bhanga – Vāda – Saṃghatavāda – Hinayana and Mahayana distinction – Nirvana

V – Schools of Buddhism

Sarvastivāda – Mādhyamika (Vaibhasika) and Sautrantika (Shūnyavāda), Yoga cāra (Vijñānavāda)

Books for Reference:

3. Chandradhar Sharma, “A Critical Survey of Indian Philosophy”, Motilal Banarsidass Publishers, 1994
4. Datta & Chatterjee, “Introduction to Indian Philosophy”, University of Calcutta, 1984
5. Dr. S. Radhakrishnan, “History of Philosophy: Eastern and Western”, Vol – I, George Allen & Unwin Ltd., London, 1967

Course Outcome

At the end of the course students will be able to

CO 1 – Describe the divisions of Vedas and Upanisadic world views

CO 2 – To explain the concept of Carvaka

CO 3 – To apply the Jaina epistemology

CO 4 – To analyze the four noble truths of Buddhism

CO 5 – To evaluate central concepts of Schools of Buddhism

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying			3		
K4: Analyzing				4	
K5: Evaluating					5
K6: Creating					

Mean = 3

ANCIENT AND MEDIEVAL EUROPEAN PHILOSOPHY

Objective: 1. This course aims at exploring the origin and development of philosophy in European context 2. The focus is on classical thinkers' view on man, god, society, knowledge and morality 3. This course aims at establishing the signification and impact of classical thought on the history of western philosophy

I – Pre Socratic Philosophy

Characteristic feature of pre-Socratic philosophy – The early nature of philosophers – Thales, Anaximander, Anaxagoras, Xenophanes – Problems in nature of philosophy: Heraclitus – One and the many, Parmenides – Only the one – Sophists: Rhetoric and relativism – Atomists and Pythagoras philosophies

II – Socratic and Platonic Philosophy

Socratic method – The quest for search for truth – Human excellence and knowledge – Knowledge is virtue, Plato: The context of Plato's philosophy – Knowledge and opinion – Appearance and reality – Theory of ideas – Plato's conception of man and society

III – Aristotle's philosophy

The reality of the world – Aristotle's criticism of Plato – Logic and knowledge – Classification of science – Potentiality and actuality – God – Soul and the good life

IV – Augustine's Philosophy

The background – Conception of soul, sin and salvation – Pursuit of wisdom and happiness – Problem of evil – Human nature – Corruption and restoration – Two cities – Reason and authority

V – St. Thomas Aquinas and St. Anselm

Aquinas conception of knowledge – focus on the things of the world – The five ways of proving God's existence, St. Anselm's ontological proofs – Nature of proofs – The philosophical significance of medieval age.

Books for reference:

1. Fredrick Copelston S.J. – A History of Philosophy
2. Y. Masin – A Critical History of Western Philosophy
3. Norman Melchart – The great conversation: A historical introduction to philosophy

Course Outcome:

At the end of the course students will be able to

- CO 1 – To explain the early nature of philosophers
 CO 2 – To identify early philosophical methods of Socrates and Plato
 CO 3 – To appraise the Aristotle’s theory of Reality and classification of science
 CO 4 – To assess the Augustine’s Philosophy of Conception of soul, sin and salvation
 CO 5 –To examine the Aquinas conception of knowledge and St. Anselm’s ontological proofs

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom’s Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering		1			
K2: Understanding	2				
K3: Applying			3		
K4: Analyzing				4	
K5: Evaluating					5
K6: Creating					

Mean = 3

CLASSICAL INDIAN PHILOSOPHY – II

RPS 2543

5 Cr / 5 Hrs

Objective: This course aims at providing detailed exposition of the metaphysical and epistemological positions of the six systems on Indian Philosophy. Special care is taken to explicate the contesting claims to the conception of Reality, Truth, Knowledge and Error.

I – Samkhya - Yoga

Satkaryavada, Prakrti, Prakrti parinamavada – The evolutes of Prakrti – Purusa – Vivarta parinama – Spiritualistic pluralism and atheistic Samkhya – Concept of chitta and Chitta Vrittis – Astanya Yoga

II – Nyaya - Vaishesika

- a) Logic and Epistemology of Nyaya, Prama, Paratah, Pramanya, Nirvikalpaka Pratyaksa, Savikalpaka Pratyaksa, Laukika – Alaukika Pratyaksa, Samanyalaksana – Jnana Laksana – Yogaja, Anyathakhtya – Svartha Anumana and Parartha Anumana
- b) Metaphysics and Ontology of Vaishesika – Concept of Padartha, Dravya, Guna, Karma, Samany, Vishesa, Samavaya Abhava – Asatkaryavada.

III – Purva Mimamsa

Svatahpramanyavada, Prabhakara and Kumarila Schools, Prabhakara's Akhyati and the importance of Shabda – Pramana - The conception of categories – Triputi pratyahsavada and Jnatatavada - Dharma

IV – Advaita

Brahman – Maya – Ishvara – Jiva, Atman – vivartavada – Jivanmukti and videhamukt

V – Visistadvaita and Dvaita

Reality of achit – chit and Ishvara – Saguna Brahman - Panchapada

Books for Reference:

- 6. “A Critical Survey of Indian Philosophy”, Chandradhar Sharma, Motilal Banarsidass Publishers, 1994
- 7. “Introduction to Indian Philosophy”, Datta & Chatterjee, University of Calcutta, 1984
- 8. “History of Philosophy: Eastern and Western”, Vol – I, Dr. S. Radhakrishnan, George Allen & Unwin Ltd., London, 1967

Course Outcome

At the end of the course students will be able to

- CO 1 – To explain the concepts of Samkhya – Yoga
 CO 2 – To describe the Logic and Epistemology of Nyaya - Vaishesika
 CO 3 – To compare the Svatahpramanyavada, Prabhakara and Kumarila Schools
 CO 4 – To analyse the concept of Advaita
 CO 5 – To appraise the concepts of Visistadvaita and Dvaita

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying			3		
K4: Analyzing				4	
K5: Evaluating					5
K6: Creating					

Mean = 3

SOCIAL STRUCTURE IN INDIA

RPS 2534

5 hr / 5 cr

Objective: *This course aims at creating a critical understanding of the social structural, functional and process oriented aspects of the agrarian, caste, tribal, kinship, economic, political aspects of Indian society. This course helps the students to get a firm grip with the criteria used in the structural analysis of Indian Society in relation with the analysis of social change in India.*

I – Rural and Agrarian Social Structure in India

Village as a Sociological reality – Village studies – Community character – Village community in ancient, medieval & Modern India – Political autonomy – Economic self sufficiency – Village and peasantry – Agrarian social structure – Land tenure system & Land reforms – Changes in the agrarian character of the village – Implications of rural development

II – Caste system in India

Perspectives on the study of caste system: G.S. Ghurye, M.N. Srinivas, Louis Dumont and Andre Beteille – Defining criteria of caste - Social Exclusion & Inclusive policies of India, Caste as a Discriminatory system – Correlation between traditional economic system and caste – Un-touchability – Various forms of rituals relating to pollution structure – State and non state initiatives addressing caste discrimination – Caste violence – Changes in caste relations

III – Tribal communities in India

Sociological definition of tribes – Definitional problems in Indian context – Geographical spread and demographic structure of various tribes in India – Problems of the tribal people – Colonial and post colonial policies – Adivasi struggle – Tribal social movements - Issues related to integration of the tribals – Tribal development and tribal identity

IV – Kinship system in India

Lineage and Descent in India - Types of Kinship system – Internal structure of the family and its relationship with other structures i.e Economic, Political & Cultural – changing character of India family – Industrialization and Urbanization – Patriarchy – Gender inequality and its entitlements

V – Economic and Political System

Agrarian class structure – Industrial class structure – Operation of market – Caste based trade, traditional business communities – Colonialism and economic opportunities for new merchant communities – Debate on liberalization and globalization – Nature of Indian Polity, Social factors affecting democratic participation

Book for reference:

1. “Social Inequality in India”, K.L. Sharma (Editor), Rawat Publications, Jaipur, India, 1999
2. “Marriage and Family in India”, Kapadia, K.M, Oxford University Press, Bombay, 1959
3. “Kinship Organisation in India”, Irawathi Karve, Munshiram Manoharlal Publishers, 1990
4. “Rural Sociology in India”, A.R. Desai, Popular Prakashan, 1994.
5. “Modernization of Indian Tradition”, Yogendra Singh, Rawat Publications, 1986

Course Outcome:

On completion of the course, students should be able

CO1: To identify the aspects of social structure and explain the different land tenure systems in India

CO2: To define caste and describe Un-touchability and caste violence in India

CO3: To analyze the problems of tribal people in India

CO4: To evaluate the kinship system in India

CO5: To differentiate Agrarian class structure and Industrial class structure

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering		1			
K2: Understanding	2				
K3: Applying			3		
K4: Analyzing					4
K5: Evaluating				5	
K6: Creating					

Mean = 3

PROJECT IN SOCIOLOGY

RPS 2536

5 hr / 5 cr

Objective: *The aim of this course is to learn in detail the research methodology that is applied in field experience in Sociology. On learning the research methodology the student is to engage himself in an individual study project involving research of a topic and the preparation of a project report in consultation with the faculty advisor.*

I – Definition, Nature and Scope of Social Research

Issues related to “Scientific study” – Discovering & verifying facts – Causal explanation appropriate theoretical frame of reference – Measurement and analysis of relationship in a value – Free framework as the thrust of quantitative research – Focus on structures, systems and order – Emphasis on process and meanings that are not ‘measured’ as the thrust of qualitative research – Focus on social construction of meaning and value bound inquiry – Review of literature

II – Research design

Descriptive, Explanatory and Experimental research designs

III – Sampling in Quantitative study and strategies of Inquiry in Qualitative study

Quantitative study – Definition of sampling universe – Types of sampling – Probability and Non probability sampling – Advantages and disadvantages. Qualitative study - Forming paradigms, perspectives, metaphor and meaning as the base for research design – The case study, ethnography, phenomenology, interpretative practice and the biographical method as qualitative research strategy

IV – Techniques of data collection

Quantitative Research: Observation – Realistic observation – Types – Questionnaire – construction of questionnaire – interview – objectives and types – roles of an interviewer – stages of an interview

Qualitative Research: Conversational interview – Art of asking and listening – Observational methods – Naturalistic observation as tool to get into social situation – Written texts and cultural artifacts as mute evidence – Visual methods – Personal experience methods – Narrative, content and semiotic analysis

V – Research Report

Quantitative Research: The criteria: Mapping the reality – Representing the reality, Modes of presentation: Internal and External validity, Reliability and Objectivity – Result analysis – Inference – preparing a research report – computers in social research. / Criteria for evaluating and presenting Qualitative research: Trustworthiness and Authenticity, focus on subjectivity, Emotionality, Feeling and Value – Positioned criteria – Politics of interpretation – Writing as inquiry – Reflective and reflexive ethnography

Mode of Evaluation (Internal & External): *No end of semester examination. Project report will be evaluated with external board members in a Viva Voce for 100 marks. For internal continuous evaluation, each student will be asked to submit proposal for the research with a hypothesis for the 1st internal continuous assessment for a maximum of 50 marks and a presentation of a seminar on the chosen topic for the 2nd internal assessment for the maximum of 50 marks.*

Ref:

2. “Scientific Methods of Social Research”, Gosh, B.N., Sterling Publishers, New York, 1983
3. “Handbook of Qualitative Research”, Edited by Norman K. Denzin & Yvonna S. Lincoln, SAGE Publications, 1994
4. “Multi Method Research: A synthesis of Styles”, Brewer J. & Hunker A., Newbury Park, CA: SAGE

Course Outcome:

On completion of the course, students should be able

CO1: To describe the nature and scope of social issues

CO2: To identify the basic concepts related to research methodology in sociology

CO3: To differentiate between Qualitative and Quantitative research

CO4: To develop data collection tool on their own

CO5: To use different techniques research methods and able to write a research report

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing			4		
K5: Evaluating					
K6: Creating				6	

Mean = 3.2

INTRODUCTION TO HINDUISM

RPS 3641

6 Cr / 6 Hrs

Objective: 1. This course aims to introduce the history, scriptures, sects and basic beliefs of Hinduism 2. This course helps the students to study the theistic traditions in Hinduism expressed through Saivism and Vaishnavism

I – Historical Moorings of Hinduism

Meaning of Sanatana Dharma – Vedic religion – Distinction between Brahmanism and Hinduism – Gods associated with Sacrifices – Origin of doctrine of Transmigration – The rise of Theism

II – Scriptures of Hinduism

Srutis – Smritis – Vedas – Upanishads – Epics – Bhagavatgita – Puranas - Agamas

III – Tenents, Beliefs and Gods of Hinduism

Concept of Brahman – Trinity – Samsara – Karma – Dharma – Gods of the Vedas, Vishnu – Ten Avatars – Siva – The mother goddess (Durga) – Skanda – Ganesha- Kama and Lakshmi – Gods in popular traditions – Moksha – Three paths to Brahman

IV –Theistic traditions in Hinduism: Saivism

Saivism – Origin and development – Central themes – Pati (God): Transcendence, Creation and Grace – Pasu (Soul): multiplicity of souls, distinction between soul and god, 36 tattvams – Pasam: Trio, Karma samsara and concept of Maya – Liberation: stages, Dhikshas and concept of guru

V –Theistic traditions in Hinduism: Vaishnavism

Vishnu in early scriptures – The Philosophy of Ramanuja – Raman and Krishna Bhakti – The Alvars of Tamilnadu – Major beliefs and doctrines: God – Nirguna and Sarguna, Avatars – Ten and religious duties

Books of reference:

1. A.L. Basham, “The origin and development of classical Hinduism”
2. Deva Senapathi, “Saiva Siddhanta”
3. John Carman, “The theogloy of Ramanuja”
4. K.C. Varadachari, “Alvars of South India”

Course Outcome

At the end of the course students will be able to

CO 1 – Describe the historical development of Hinduism

CO 2 – To identify the Scriptures of Hinduism

CO 3 – To utilize the values of Tenents, Beliefs and Gods of Hinduism

CO 4 – To assess the Theistic traditions in Hinduism: Saivism

CO 5 – Relate Hindu values and apply them in personal life.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying			3		
K4: Analyzing					4
K5: Evaluating				5	
K6: Creating					

Mean = 3

MODERN INDIAN PHILOSOPHY

RPS 3637

6 hr / 6 cr

Objective: This course is a philosophical analysis of major Indian thinkers of 19th and 20th century representing the Vedantic, Humanistic and spiritualistic traditions. This course is intended to get reflections on the response of Indian thinkers encountering the west.

I – Introduction

Characteristic features of modern Indian thought – Link with the past – Monotheism – Linear view of history – Interest in secular and social life – Reform movements – Brahma Samaj – Arya Samaj – Theosophical Society

II – Swami Vivekananda

Practical Vedanata – Universal religion – Ramakrishna mission – Karma Marga

III – Shri Aurobindo

Concept of Divine – Involution and Evolution – Mind and Super mind – Integral Yoga – Society of Gnostic beings.

IV – Sir Mohammad Iqbal

Conception of Self, God, Man, Nature of Intuition, conception of World, Space & Time and importance of Prayer

V – Humanistic Trends in Modern Indian Thought

Tagore's Religious Humanism, M.N. Roy's Radical Humanism – Sarvodaya of M.K. Gandhi – B.R. Ambedkar - Conception of the Mind, Man, Intellect, Education & Religion

Books for reference:

1. "Contemporary Indian Philosophy", Lal, B.K., Motilal Banaridas, Madras, 1995
2. "Contemporary Indian Philosophy", Mahadeven T.M.P & Saroja G.V., Bhardiya Vidhya Bhavan Publishing Co., Madras, 1980
3. "Modern Indian Thought", Naravene V.S., Asia Publishing House, New Delhi, 2008

Course Outcome:

- CO 1 – To describe the Characteristic features of modern Indian thought
- CO 2 - To explain the different perspectives of modern thinkers in contemporary India
- CO 3 - To evaluate the thoughts of modern thinkers and its influence on society
- CO 4 – To classify the works of modern thinkers in the light of contemporary society
- CO 5 - To apply the thoughts of Indian Philosophers in the Present Day Society

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing				4	
K5: Evaluating			5		
K6: Creating					

Mean = 3

INTRODUCTION TO CRITICAL THINKING

RPS 3231

3 hr / 2 cr

***Objectives:** It is an introductory course to think critically about the world in which one lives in. This course employs the logical principles in a practical way to help students improve their ability to reason well about problems they encounter in everyday life.*

I – The background for critical thinking

Arguments as the basis for critical thinking – Reasoning and Arguments – The question of truth and validity of arguments – Good and bad reasoning – Inductive and Deductive reasoning

II – Fallacious Reasoning

Appeal to authority, inconsistency, straw man, “either or fallacy”, begging the question, ad hominem argument, equivocation, slippery slope, hasty conclusion, small sample and questionable analogy

III – Psychological impediments to good reasoning

Loyalty, Provincialism, Herd instinct, Prejudice, Stereotypes, Superstitious beliefs, Wishful thinking, Rationalization, Denial and Procrastination

IV – Nature and types of arguments

Definition – Levels of argument – Manifest and Implied argument by the image – the argument process

V – Critical thinking and writing an assignment

Writing process – Planning – Reasons and evidences in support of thesis – Importance of arranging thoughts – Providing concrete evidence

Books for reference:

1. “Logic and Contemporary Rhetoric: The use of reason in Everyday life”
by Howard Kahene and Nancy Cavender
2. “Logic and Critical Thinking”, Merrilee H. Salmon, HBJ Publishers, 1989
3. “An Introduction to Logic and Scientific Method”, Morris R. Cohen, Allied Publications Pvt. Ltd.,

Course Outcome:

- CO 1 – To identify the Inductive and Deductive reasoning
- CO 2 - To explain the importance of Fallacious Reasoning
- CO 3 - To use Psychological impediments to good reasoning
- CO 4 – To classify Nature and types of arguments
- CO 5 - To write assignments by using Critical thinking

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying			3		
K4: Analyzing				4	
K5: Evaluating					
K6: Creating					6

Mean = 3.2

SOCIAL ISSUES AND VALUE STAND

VAL 3232

2 Cr / 4 hrs

Objectives: This course aims at introducing and clarifying values amidst various issues in society. By internalizing the values on the basis of universal frame of reference such as the Indian constitution, the course helps the students to take appropriate value stands on wide ranging societal issues.

I – Introducing the concept of Values

Concept of “Value” – Dimensions of Values, Identification of Values, Values as socially desirable quality, Spatio-temporal and cultural relativeness of values – Philosophical / ethical, sociological and psychological aspects of values – Sources of Values, Values and rights – Indian constitutional basis for values - Importance of value Education

II – Caste in Indian Society

Origin & features of Caste system – Varna & Jati – Understanding untouchability – Reservation and the concept of positive discrimination – Issues related to caste in contemporary India.

III – Gender in Indian Society

Sex & Gender - Definition and concept of gender inequality – Patriarchy System - Crimes against Women - Data pertaining to inequality index in India – Economic participation, educational achievements, health & life expectancy & political empowerment – Female foeticide & infanticide, sex ratio, maternal mortality rate – Legal and constitutional safeguards against gender inequality

IV – Religion in Indian Society

Religious diversity in India – Concept of secularism - Religious fundamentalism – Issues related to religious violence – Need for dialogue, Pluralism & inclusiveness.

V – Youth and Value orientation

Youth and personal values – youth and peer group values – youth and social values – youth and family values – youth and religious values – youth and political values - value challenges in education, occupation and profession – Promotion of value based society.

Books for Reference

9. Rajiv Azad, “Gender Discrimination: An Indian Perspective”, Atlantic Publishers (2012)
10. Vani Kant Borooah, Nidhi S. Sabharwal and et al, “Caste discrimination and exclusion in Modern India”
11. Jagan Karade, “Caste Discrimination”, Sage Publication, Rawat Books, (2015)
12. Peggy Froerer, “Religious division and Social Conflict”, Social Science Press, New Delhi, (2007)
13. Ram Puniyani, “Religion, Power and Violence”, Sage Publications, (2005)
14. Singh, R.P. (2004). Value education in Indian democracy. *University News*, 4294 l), October 1 1- 17,6-9.
15. Prahallada, (2000). Contemporary significance of value education. In Negi, U.R. (Ed.) *Value education in India*. New Delhi: Association of Indian Universities, 1-9.
16. Periodic articles and news reports published in print media

Course Outcome:

- CO1. The student will be able to remember the concept of values and its dimensions
- CO2. The student will be able to define Caste and explain its origin and features
- CO3. To distinguish between Sex and Gender and describe the concept of gender inequality
- CO4. To assess the concepts Secularism, Religious fundamentalism and its related issues
- CO5. To apply values in their personal and professional life to promotion of value based society.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing			4		
K5: Evaluating				5	
K6: Creating					

Mean = 3

INTRODUCTION TO CHRISTIANITY

RPS 3632

6 hr / 6 cr

Objective: *This course seeks to broaden student's understanding of Christian religion through historical investigation, textual criticism, ethical analysis and cultural interpretation. Particular attention is given to those texts that inform the theology and social practices along with an introduction to Christian missions in a cross cultural contexts.*

I. Elements of Christian Theology

Christian understandings of God – Christ, the Holy Spirit, Humanity, Creation and Redemption – Christian belief as expressed in the theology of Calvinist, Wesleyan, Catholic, Pentecostal, Anabaptist and Pietist movements

II. History of Christianity

History of Christian ideas, institutions and ethical practices in the Roman and Persian empires, in Islamic lands, and in Medieval Europe up to 1500 – Reformation – Expansion with colonization – Missionary movements – Christianity in Africa, Asia and Latin America

III. Glimpses into the Books of the Bible

Introduction to content and themes of the Old Testament – with emphasis on sequence and meaning of events – Pentateuch, Prophets and writings – Survey of historical and cultural background of New Testament – Gospels, Acts, Letters and Apocalypse

IV. The Nature and Mission of the Church

Biblical and theological analysis of Church's nature and mission – Christian mission and the relationship of Christianity to the religions of the world – the Gospel mandate in cross cultural contexts – Meaning of witness and service – the Theology of worship

V. Christianity in India

St. Thomas in India – Influence of eastern orthodox churches in India – Malabar – Orthodox churches – Jacobite – Roman Catholic and Protestant Missions in India – Marthomites and Syrian Christians – Ecumenism – CSI and CNI

Books for Reference:

3. "Outline of Christian Doctrine", Marcus Ward, Vol. I & II,
4. "Principles of Christian Theology", John Macquarrie
5. "Jerusalem to New Delhi", Gibbs

Course Outcome

CO 1 – To explain the Elements of Christian Theology

CO 2 – To describe the History of Christian ideas, institutions and ethical practices

CO 3 – Analyze the content and themes of the Old Testament of the Scripture The Bible

CO 4 – To assess Biblical and theological analysis of Church's nature and mission

CO 5 - Apply the values learnt through this course in their lives

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
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Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering	1				
K2: Understanding		2			
K3: Applying					3
K4: Analyzing			4		
K5: Evaluating				5	
K6: Creating					

Mean = 3

INTRODUCTION TO ISLAM

RPS 3638

6 hr / 6 cr

Objective: *This course aims at imparting the students the founding, historical development and the present situation of Islamic religion with special attention to its beliefs and doctrines. This course helps to draw a comparison on the description of personalities common in Islam and Christianity on the basis of specific reference to Quranic verses that talk about these personalities.*

I. History of Islam

Arabia before Islam – Life history of prophet Mohammed – Hijira – Caliphates – Abu Baker, Umar, Uthman and Ali – Abbasid and Islamic golden age – the crusades – The Mamluks and the ottoman empire, Sunni, shia, Ahamadiya, Quranists.

II. Beliefs and doctrines of Islam

Belief in Allah, the God, Angels, Prophets, the book, the last day, Resurrection and the predestination of Good and Evil – the foundations – Quran, Hadith, Ijma and Quiyas – The Five pillars – Faith, Prayer, Fast, Arms giving and Pilgrimage – Muslim high days

III. Glimpses into Quran

The style of Quran, Date and authorship, The role of scripture in the Muslims life, A brief exposition to the following Suras:

Al Fatiha (1 st) – The Opening:	The fundamental principles of Quran
Al Bagara (2 nd) - The Heifer:	Focus on the necessity of God – Consciousness, Legal ordinances, Warfare, and property rights
Al Imran (3 rd) - Family of Imran:	Focus on Nature of Jesus, The oneness of God
Al Nisa (4 th) - Women:	Focus on obligations of Men and women, rights of women, peace and war, relations of believers with unbelievers
Yunus (10 th) - Jonah:	The revelation of Quran to Muhammad
Ibraheem (14 th) - Abraham:	Focus on how God is destined to lead Man from darkness to Light
Al – Kahf (18 th) – The Cave:	A series of parables on the theme of faith in God versus excessive attachment to the life of this world
Maryam (19 th) - Mary:	The story of Zachariah, John, Mary and Jesus
An-Nur (24 th) - The Light:	One who enlightens and lights up the universe
Al-Hujurat (49 th) The Chambers:	Focus on Social ethics
Al-Jumuaa (62 nd) - Friday:	Focus on congregational prayer on Friday
Al-Talaq (65 th) - Divorce:	Focus on Divorce, Waiting period and remarriage

IV. Islam in India

Early period (Arab – Persia) – Arab Indian interactions – Mopla Muslims in Kerala – Delhi sultanate – the Mughals – Tamil Muslims - Islam immediately before Indian independence and post independence era

V. Sufism in Islam

Origin & Faith – Philosophy – Stages of Sufism: Saints - Ajmeer Khawaja, Nagoor Andavar - Practices

Books for reference:

2. HAR Gibb, “Modern Trends in Islam”, Chicago University Press, 1947
3. Henry Martyn, “Introduction to Islam”, Institute of Islamic Studies
4. John B. Taylor, “Thinking about Islam”
5. Sayid Athar Abbas Rizvi, “History of Sufism in India”, Munishram Manoharlal Publications Ltd. 1992

Course Outcome

- CO1 - Make the students to understand the history of Islam
- CO2 – Students will be able to explain the beliefs and doctrines of Islam
- CO3 - Enable the students to remember the holy scripture of Islam
- CO4 - Students can explain the historical aspect of Islam in India
- CO5 - Students can relate Sufi faith and practices of Islam

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering			1		
K2: Understanding	2				
K3: Applying		3			
K4: Analyzing				4	
K5: Evaluating					5
K6: Creating					

Mean = 3

SKILLS FOR CAREER DEVELOPMENT

RPS 3232

3 hr / 2 cr

Objective: To inculcate the importance of soft skills for career development. 2. To orient students towards the need for transforming themselves before entering the career 3. To help them identify and prepare for choosing appropriate career with suitable skill sets and understanding.

I – Skills required for Career Development

Introduction to skills for career development - Need for career development skills – Goal Setting – Team building skill – Conflict Resolution skill – Decision Making

II – Communication & Assertive skills

What is communication – Goals and Elements of communication – Types of communication – Barriers of communication – Assertive behavior – Types of assertive behavior – Assertiveness in cultures – Assertive rights

III – Identifying Career

Resume writing – Understanding HR agencies and portals – Interview skills – Mock Interview – Negotiation – Contracts – Employee rights

IV – Time Management & Team management skills

Understanding time management – Reasons for poor time management - Saboteur Time Styles - The ‘Five Time Zone’ Concept – Elements of effective time management – Essential skills for team management – Understanding the Team & Task - Deliverables

V – Leadership Skills

Understanding Leadership – Types of leadership – Power, Politics & Leadership – How to develop leadership competencies – Advantages of a leader

Books for reference:

1. “Voyages of the Heart: Living on emotionally Creative Life”, Averill J. and Nunley E., Free Press, 1992
2. “Creative Leadership: Skills that Drive Change”, Gerard J. Puccio, Mary C. Murdock, Marie Mance, SAGE Publications, London, 2006

Course Outcome:

CO1: Students will be able to utilize the career development skills learnt

CO2: To explain the elements of Communication and Assertive behavior and its types

CO3: Students will be able to write their own resumes and face interviews

CO4: Students will be able to redevelop Time Management & Team management skills

CO5: To explain and express leadership skills

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Bloom's Taxonomy	CO1	CO2	CO3	CO4	CO5
K1: Remembering					1
K2: Understanding		2			
K3: Applying	3				
K4: Analyzing			4		
K5: Evaluating					
K6: Creating				6	

Mean = 3.2