

**Department of Religion, Philosophy and Sociology**

**Choice Based Credit System**

**Program for B.A. Degree in RPS**

<b>SEM</b>	<b>Part</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Hr / Wk</b>	<b>Cr</b>
I	I	XXX 0000	TAM / FRE / HIN	3	2
I	II	ENG 1201	Conversational Skills	3	2
I	III	RPS 1431	Academic Study of Religion	4	4
I	III	<b>RPS 1443</b>	<b>Introduction to Philosophy</b>	<b>4</b>	<b>4</b>
I	III	<b>RPS 1521</b>	<b>General Introduction to Sociology</b>	<b>5</b>	<b>5</b>
I	III S	RPS 1435	Social Anthropology: Origin of Man and Society	5	4
I	IV NME	RPS 1233	Understanding the Universe and Infinity	3	2
I	IV LS	RPS 1232	Social Skills	3	2
Total				<b>30</b>	<b>25</b>
II	I	XXX 0000	TAM / FRE / HIN	3	2
II	II	ENG 1202	Reading and Writing Skills	3	2
II	III	<b>RPS 1532</b>	<b>World Religions - I</b>	<b>5</b>	<b>5</b>
II	III	<b>RPS 1442</b>	<b>Ethics</b>	<b>4</b>	<b>4</b>
II	III	<b>RPS 1424</b>	<b>Social Institutions</b>	<b>4</b>	<b>4</b>
II	III S	RPS 1436	Introduction to Psychology	5	4
II	IV NME	RPS 1234	Elements of Philosophy of Science	3	2
II	IV LS	<b>RPS 1242</b>	<b>Yoga for Healthy Living</b>	<b>3</b>	<b>2</b>
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	<b>RPS 2531</b>	<b>World Religions - II</b>	<b>5</b>	<b>5</b>
III	III	<b>RPS 2542</b>	<b>Classical Indian Philosophy - I</b>	<b>5</b>	<b>5</b>
III	III	RPS 2433	Logic	4	4
III	III	<b>RPS 2525</b>	<b>Study of Indian Society</b>	<b>5</b>	<b>5</b>
III	III S	<b>RPS 2435</b>	<b>Philosophy of Religion</b>	<b>5</b>	<b>4</b>
Total				<b>30</b>	<b>27</b>
IV	I	XXX 0000	TAM / FRE / HIN	3	2
IV	II	ENG 2202	Career Skills	3	2
IV	III	<b>RPS 2442</b>	<b>Ancient and Medieval European Philosophy</b>	<b>4</b>	<b>4</b>
IV	III	<b>RPS 2543</b>	<b>Classical Indian Philosophy - II</b>	<b>5</b>	<b>5</b>
IV	III	RPS 2534	Social Structure in India	5	5
IV	III	RPS 2536	Project in Sociology	5	5
IV	III S	<b>RPS 2430</b>	<b>Social and Political Philosophy</b>	<b>5</b>	<b>4</b>
IV	Part V	XXXX 0000	NSS / NCC / SLP	2	1
Total				<b>30+2</b>	<b>27+1</b>

**RPS 2**

<b>SEM</b>	<b>Part</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Hr / Wk</b>	<b>Cr</b>
<b>V</b>	<b>III</b>	<b>RPS 3641</b>	<b>Introduction to Hinduism</b>	<b>6</b>	<b>6</b>
<b>V</b>	<b>III</b>	<b>RPS 3543</b>	<b>Modern Western Philosophy</b>	<b>5</b>	<b>5</b>
<b>V</b>	<b>III</b>	<b>RPS 3625</b>	<b>Sociological Theories - I</b>	<b>6</b>	<b>6</b>
<b>V</b>	<b>III</b>	<b>RPS 3637</b>	<b>Modern Indian Philosophy</b>	<b>6</b>	<b>6</b>
<b>V</b>	<b>IV LS</b>	<b>RPS 3231</b>	<b>Introduction to Critical Thinking</b>	<b>3</b>	<b>2</b>
<b>V</b>	<b>IV</b>	<b>VAL 3232</b>	<b>Social Issues and Value stand</b>	<b>4</b>	<b>2</b>
			Total	<b>30</b>	<b>27</b>
<b>VI</b>	<b>III</b>	<b>RPS 3632</b>	<b>Introduction to Christianity</b>	<b>6</b>	<b>6</b>
<b>VI</b>	<b>III</b>	<b>RPS 3544</b>	<b>Contemporary Western Philosophy</b>	<b>5</b>	<b>5</b>
<b>VI</b>	<b>III</b>	<b>RPS 3626</b>	<b>Sociological Theories - II</b>	<b>6</b>	<b>6</b>
<b>VI</b>	<b>III</b>	<b>RPS 3638</b>	<b>Introduction to Islam</b>	<b>6</b>	<b>6</b>
<b>VI</b>	<b>IV LS</b>	<b>RPS 3232</b>	<b>Skills for Career Development</b>	<b>3</b>	<b>2</b>
<b>VI</b>	<b>IV</b>	<b>RPS 3200</b>	<b>Environment and Ethical Issues</b>	<b>4</b>	<b>2</b>
			Total	<b>30</b>	<b>27</b>
<b>Grand total for Semester I - VI</b>				<b>180+4</b>	<b>158+2</b>

**LS** : Life Skills courses

**NME** : Non-Major Elective courses

:Supportive courses

**VAL** :Value Education

**EVS** :Environmental Studies

## 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 – Value of 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:*

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

**GENERAL INTRODUCTION TO SOCIOLOGY**

**RPS 1521**

**5 hr / 5 cr**

**Objective:** *This is a 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-- Socialization 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

*Books for reference:*

M. Haralambos & R.M. Heald, 'Sociology – Themes and Perspectives', Oxford University Press, New Delhi, 2006.

Peter L. Berger, Invitation to Sociology, Penguin Books, England, 1963

R.K. Sharma, Fundamentals of Sociology, Atlantic Publishers, New Delhi, 2013

## 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:*

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

## **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 – Deontological 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 for and against Homosexuality, Abortion – Euthanasia – Capital punishment and Animal rights

#### *Books for Reference:*

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

## 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

#### *Books for Reference:*

M. Haralambos & R.M. Heald, 'Sociology – Themes and perspectives', Oxford University Press, Newdelhi,2006.

R.K. Sharma, Fundamentals of Sociology, Atlantic Publishers, New Delhi, 2013

J.L. Kachroo, General Sociology, Cosmos Bookhive Pvt Ltd, Haryana, 2008

## 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)*

### I. Outlines of Yoga

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

### II. Principles of Yogic Practices

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

### III. Suryanamaskara (Sun Salutation)

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

### IV. Yogasanas for practice

- |   |                      |                   |
|---|----------------------|-------------------|
| A) Preparatory Exercises: Twisting, Hand, Leg, Eye and Head exercises |                      |                   |
| B) Meditative Asanas:   | 1. Padmasana         | 2. Vajrasana      |
| C. Standing Position:   | 1. Trikonasana       | 2. Vrksasana      |
| D. Sitting Position:  | 1. Paschimottanasana | 2. Ushtrassana    |
| E. Prone Position:  | 1. Bhujangasana      | 2. Shalabhasana   |
| F. Supine Position:   | 1. Viparitarikarani  | 2. Matsyasana     |
| G. Balancing Asanas:  | 1. Chakrasana        | 2. Naukasana      |
| H. Twisting Asanas:   | 1. Garudasana        | 2. Matsyendrasana |
| I. Relaxative Asanas:   | 1. Shavasana         | 2. Makarasana     |
|   |                      | 3. Balasana       |

### V. Other Yogic techniques

Hasya (Laughing) Technique

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

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

#### Books for Reference:

Dr.M.L. Gharote & Dr.S.K. Ganguli, “ Teaching Methods in Yoga” , Kaivalyadham, Lonavala.

S.C. Vasu, “Introduction to the Yoga Philosophy” Chomkhamba Sanskrit Sansthan, Varanasi.

S.N. Gupta, “Yoga Philosophy in relation to other Systems of Indian Thought”, Chomkhamba Sanskrit Sansthan, Varanasi.

Dr. M.M. Gore, “Physiology and Anatomy of Yogic Practices”, Kaivalyadham, Lonavala.

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



## WORLD RELIGIONS – II

RPS 2531

5 hr / 5 cr

**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:*

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

## 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**

Sruti and Smṛti – Divisions in Vedas – concept of Reality – Rta – Cosmic Order – Meaning of Upanishads – Principal Upanishads – The identity of Brahman and Atman – Upanisadic 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 – Kaya Dravyas and Anast Kaya dravya – Bondage and Liberation; Maha – Vrata and anu vrata

### **IV –Buddhism**

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

### **V – Schools of Buddhism**

Sarvastivāda – Mādhyamika (Vaibhasika) and Sautrantika (Shunyavada), Yoga chara (Vijñānavada)

*Books for Reference:*

Chandradhar Sharma, “A Critical Survey of Indian Philosophy”, Motilal Banarsidass Publishers, 1994

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

Dr. S. Radhakrishnan, “History of Philosophy: Eastern and Western”, Vol – I, George Allen & Unwin Ltd., London, 1967

## 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 – Colonization & modern education – Education and Globalization

### 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

#### *Books for reference:*

- Ram Ahuja, Indian Social System, Rawat Publications, Jaipur, 1993.
- J.K. Chopra, Indian Society, Structure and Change, Unique Publishers, Newdelhi, 2014
- J.L. Kachroo, General Sociology, Cosmos Bookhive Pvt Ltd, Haryana, 2008

## ANCIENT AND MEDIEVAL EUROPEAN PHILOSOPHY

RPS 2442

4 Cr / 4 Hrs

*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

#### – 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:*

Fredrick Copelston S.J. – A History of Philosophy

Y. Masin – A Critical History of Western Philosophy

3. Norman Melchart – The great conversation: A historical introduction to philosophy

## 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

### – Nyaya - Vaishesika

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

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 pratyahaksavada 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 - Panchapeda

### *Books for Reference:*

“A Critical Survey of Indian Philosophy”, Chandradhar Sharma, Motilal Banarsidass Publishers, 1994

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

“History of Philosophy: Eastern and Western”, Vol – I, Dr. S. Radhakrishnan, George Allen & Unwin Ltd., London, 1967

## 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  
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 – Tenets, 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 – Ganesa- 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:*

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

## MODERN WESTERN PHILOSOPHY

RPS 3543

5 Cr / 5 Hrs

*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.*

### 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

### 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

### 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

### 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.

### IV – 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

*Books for reference:*

Bertrand Russell – "History of Western Philosophy"  
 T. Maish – "A Critical History of Western Philosophy"  
 Fredreick Copelston. S. J. - "A History of Philosophy"

## 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 – 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 III – 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 IV – Karl Marx

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

### Unit V – Talcott Parsons

Concept of Social action – Pattern Variables - Functional Prerequisites of social system – Value orientation

### *Books for reference:*

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



## CONTEMPORARY WESTERN PHILOSOPHY

RPS 3544

5 Cr / 5 Hrs

*Objective: 1. To introduce the recent philosophical movements of phenomenology, critical theory and structuralism 2. To understand the limitations of modern philosophy through an adequate critique. 3. To adopt new methods in philosophy and to give a new focus on emancipatory logic.*

### **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.

### **II – Deconstructive readings of Jacques Derrida**

Center and De-center – Logocentrism and Phonocentrism – Operation of difference

### **III – Critical Theory**

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

### **IV – Reality and Knowledge as aspects of human interests**

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

### **V – Structuralism**

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

*Books for reference:*

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

Gramsci, Antonio, Prism Note Books, Lawrence and Wishart, London 1971

3. Brooke Noel Moore and Kenneth Bruder, "Philosophy The Power of Ideas" Tata McGraw\_Hill Publishing company limited, New Delhi, 6th Edition, 2005

## **SOCIOLOGICAL THEORIES - II**

**RPS 3626**

**6 hr / 6 cr**

**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 – Robert K. Merton’s Functional Analysis**

Function & Dysfunction – Manifest & latent function - Functional alternatives - Theory of deviance – Sociology of Science

### **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 – Homans’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.

### *Books for reference:*

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

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

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

**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:*

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

**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. Further this course provides scope for appropriate case studies that helps the students to take socially desirable value orientation, through exposure to agents of change such as NGOs, human rights organization and other legal bodies.

**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 – Discrimination, inequality, injustice, and limiting of freedom and liberty as instances against value orientation – Values and democracy – Importance of value Education

**II – Caste in Indian Society**

Features of Caste system and the principle of unequal ascribed status – hierarchical structural arrangement – Outcastes and conception of lesser human beings, impure and polluting principles – Understanding untouchability – Unequal access to power prestige & status, Economic, social and political inequality – Caste politics and identity issues – Honor Killing – Reservation and the concept of positive discrimination – Case studies involving caste discrimination and caste violence – Constitutional provisions of the values of equality, justice and liberty pertaining to caste – Social equality and justice.

**III – Gender in Indian Society**

Definition and concept of gender inequality – roots of discrimination - patriarchy system – women subordinate systems in various religious practices – Nexus between low status of women and lack of education & poverty – 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 – case studies on dowry harassment, child marriage, domestic violence, unequal opportunities and differential treatment in family, religious rites, politics, education and work place – gender equality, gender justice, gender consciousness and gender sensitivity.

#### **IV – Religion in Indian Society**

Basis of religious discrimination – fundamentalism, conflicts between majoritarianism and minoritarianism – cultural nationalism – Discrimination on the basis of prescribed and forbidden food habits – ghettoization – Religion and politics – Religion and patriarchy – denial of entry into places of worship – Religion and dress code – Taking an appropriate value stand on religious discrimination – Secularization – Constitutional rights on religious freedom – Case studies involving violence on religious minorities, religion and terror, religion and marginalization of communities – Religious co-existence and religious pluralism

– Dharma, brotherhood, peace, forgiveness and love as religious values.

#### **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.

#### **Reference**

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