

Course Code:	EX.AAHC 11013		
Course Name:	Introduction to Art		
Course Name in Tamil:	கலைக்கான அறிமுகம்		
Credit Value:	3 Credits		
Status	Level I/ Semester I/ Compulsory		
Pre-requisites:	None		
Notional hours (150) (Hourly Breakdown)	Theory	Practical	Independent Learning
	Lectures – 10hrs	-	Tutorial, Field Visits, Library Work & Independent Learning – 140 hrs
Course Aim: This course unit introduces art as the body of human knowledge and skill implicated with social change and laws of cultural production, conception and distribution to understand art as a social phenomenon.			
Intended Learning Outcomes At the completion of this course, students will be able to; • define art as human skill. • define culture, society and tradition. • relate art practices with social structure. • relate art production with patterns of consumption and circulation. • explain art as a representation. • explain the characteristics of art. • illustrate stages of aesthetic experience. • illustrate work of art in its socio-cultural context. • interpret multiple possibilities for the birth of art. • interpret art as an expression. • outline creative circuit. • contrast the nature of art and craft. • compare interpretations of the birth of art. • summarize functions of art. • identify the role of ideology in artwork and practice.			
Course Content Definition of Art: human skill, body of knowledge, expression of language, Art and Craft; Origins of Art: Tool making, language, imitation, magic, and ritual; Art and Society: Art and Ideology, Social production of art, Art as representation, artistic consumption, and circulation; Art and Culture: Understanding culture and Tradition, Art as a cultural product/ Culture as a product of art. Art and its functions, high, popular, and folk art; Creative process: innovation, creation, psychology of creation; Aesthetic experience: <i>Catharsis, Rasa, Dhuvani. Meaippadu</i>			
Teaching /Learning Activities: Illustrated Lecture, Discussion			

Assessment Strategy:	
Formative Assessment: 30%	Summative Assessment: 70%
Details: Written Assignment-I -10 % Written Assignment-II -10 % Presentation – 10%	Theory - 70% (03 hours duration) Essay and Short Notes (Expected to answer 05 questions out of 08) Total Marks: 05Qx100 = 500 Marks
Recommended Reading: ● Belton, Robert. (2020). <i>Words of Art: Key Concepts in Art History and Visual Culture</i>. https://www.academia.edu/23437809/Words_of_Art_Key_Concepts_in_Art_History_and_Visual_Culture ● Bone, Jan., & Johnson, Ron. (2002). <i>Understanding the Film: An Introduction to Film Appreciation</i>. New York: NTC Publishing Group. ● Fisher, Ernest. (2010). <i>The Necessity of Art</i>. London: Verso. ● Getlein, Mark. (1997). <i>Living with Art</i>. New York: McGraw-Hill Companies. ● Harrington, Austin. (2004). <i>Art and Social Theory: Sociological Arguments in Aesthetics</i>. Cambridge: Polity Press. ● Heilbrunn Timeline of Art History. https://www.metmuseum.org/toah. ● Jane, Sandra. (2000). <i>Understanding Art</i>. Harcourt College Publishers.	
Prepared by: Prof. T. Sanathanan	
Checked by: Ms. Stephan Kirubalini	

Course Code:	EX.AAHS 21012		
Course Name:	Transformation of Craft		
Course Name in Tamil	கைவினையின் நிலைமாற்றம்		
Credit Value:	2 Credits		
Status	Level II/ Semester I/ Supplementary		
Pre-requisites:	None		
Notional hours (100) (Hourly Breakdown)	Theory	Practical	Independent Learning
	Lectures – 8hrs		Assignment, project, Library Work & Independent Learning – 92 hrs
Course Aim This course is to understand craft as a product of multiple discourses linked with social hierarchies, cultural needs and material conditions through the readings of objects, institutional practices and discourses.			
Intended Learning Outcomes At the completion of this course, students will be able to; • list significant works of craft and notable craftsman from the region. • identify the changing meaning of craft in contemporary society. • identify multiple discourses that construct the category of craft. • illustrate salient features of crafts produced in Sri Lanka. • explain the link between social hierarchies and craft design. • compare various craft traditions to understand the meaning of craft in contemporary society. • contrast craft objects based on the intentions of its maker and consumer. • analyze patterns of production, consumption and circulation of selected craft objects. • interpret craft through multiple theoretical perspectives. • demonstrate skills in the social and historical approach to understanding the meaning of craft.			
Course Content Category of craft: Elements of handicraft and design, Craft in the pre-modern societies, Craft and the Industrial Revolution, Art and Craft Movement; Craft and Colonialism: Craft and industrialization, Craft and colonial labour, colonial art school and local craft traditions; Craft and Nationalism: Category of craft in orientalist imagination, Craft revivalism, Patronage of nation-state and non-state institutions; Souvenir culture and tourism: craft at the age of mechanical reproduction, Craft and heritage industry; Craft and Local histories: Craft as object of memory and knowledge, Identity of craft/ craftsman and social hierarchy- Gender, Caste and Ethnicity; Craft as cultural producer: Craft as a system of knowledge and cultural history.			
Teaching /Learning Activities: Illustrated Lecture, Discussion, Presentation, Field Visit			
Assessment Strategy:			
Formative Assessment: 30%		Summative Assessment: 70%	
Details: Written Assignment-I -10 % Written Assignment-II -10 % Field report – 10%		Theory - 70% (02 hours duration) Essay and Short Note (Expected to answer 03 questions out of 05), First question is compulsory Total Marks: 03Qx100 = 300 Marks	

Recommended Reading:

- Alfondy, Sandra. (2008). *Neo Craft: Modernity and the Crafts*. Halifax: the Press of the Nova Scotia College of Art and Design.
- Anna, Fariello M. and Owen, Paula. (2005). *Objects and Meaning: New Perspectives on Art and Craft*. Scarecrow Press, Oxford: Lanham, Toronto.
- Busze, Maria Elena. (2011). *Extra/Ordinary: Craft and Contemporary Art*. Durham: Duke University Press Books.
- Coomaraswamy, Ananda. (1909). *The Indian Craftsman*. London: Probsthain & Co.
- Glenn, Adamson. (2010). *The Craft Reader*. Oxford: Berg Publishers.
- Ranjan, Aditi. (2009). *Handmade in India: a geographic encyclopaedia of Indian handicrafts*. New York: Abbeville Press.

Prepared by: Prof. T. Sanathanan

Checked by: Ms. Stephan Kirubalini

Course Code	EX.ADTS 21012		
Course Name	Dramatic Text		
Course Name in Tamil	நாடகப்பனுவல்		
Credit Value	02		
Status	Year 2/Semester I/ Supplementary		
Prerequisite	None		
Notional hours (100)	Theory	Practical	Independent Learning
	08	-----	92
Course Aim To develop understanding text to live performance, examining diverse scripts in a variety of ways, to reveal their actable / designable / directable values and a foundational step to making informed, meaningful, and exciting choices for its production and exploration of different types of dramas.			
Intended Learning Outcomes At the completion of this course, students will be able to; • identify the aspects of dramatic text • relate the elements of drama • devise the drama in terms of theatre production • relate text and production • interpret in different context of the dramatic text • examine the structure • analyze dramatic text for theatre production • visualize a portion of drama • show multi-disciplinary approach • create performance of a scene			
Course Content Text and Performance: Theme, plot, action, form, structure, and spatial dynamics; Dramaturgy: Rhythm, visual and musical elements, performative flow; Text Analysis: Social, cultural, political layers in dramatic texts; Structural Approaches: Natyasastra principles, traditional Tamil dramaturgy; Interpretation: Text, subtext, and context through interdisciplinary methods; Traditional Forms: Elements of Kooththu (ekaappu, porpaddu) and Isai Nadakam (raga systems); Text-to-Stage: Scene breakdowns, vocal/physical exercises, group enactments; Contemporary Adaptation: Modern reinterpretations of classical and folk texts.			
Teaching /Learning Activities: Lectures, Demonstration, Open textbook study, Use of recordings, Reading aloud			

Assessment Strategy	
Formative Assessment: 30%	Summative Assessment: 70%
Details: Tutorial: 10 % Mid-semester examination: 10 % Presentation: 10%	Theory-70% (02 hours duration) Five questions will be provided, and three must be answered. Structured Question (Compulsory): 01 Question 01x100=100 Marks Essays and Short Notes: 04 Questions (02 Questions Must be answered) 02x100=200 Marks 3Q X 100 = Total 300 Marks
Recommended Readings • Cardullo, R. J. (2015). <i>A Casebook on Modern Western Drama</i>. Netherland: Sense Publisher • James, Thomas (2009). <i>Script Analysis for Actors, Directors, and Designers</i>. 4thEdn. London: Focal press • Knopf, Robert. (2017) <i>Script Analysis for theatre</i>. London: Methuen • Mick Wallis, Simon Shepherd. (1998) <i>Studying plays</i>. New York: Hodder Education Publisher • Printer, cal, Scottwalters. (2007) <i>Introduction to play Analysis</i>. Illinois: Waveland press Inc. • Pishkar, klan. (2006) <i>Guide to practical English literary analysis Novel – drama – poetry</i>. Jiroft: Azad Islamic University. • Bharucha, R. (1993). <i>Theatre and the World: Performance and the Politics of Culture</i>. Routledge. • Bhatia, N. (2009). <i>Acts of Authority/Acts of Resistance: Theater and Politics in Colonial and Postcolonial India</i>. University of Michigan Press. • Elam, K. (2002). <i>The Semiotics of Theatre and Drama</i>. Routledge. • Fischer-Lichte, E. (2008). <i>The Transformative Power of Performance: A New Aesthetics</i>. Routledge. • சூரிய நாராயண சாஸ்திரி வி.கோ (1956) நாடகவியல் சென்னை உலக தமிழ் ஆராய்ச்சி நிறுவனம்.	
Prepared by: Dr.K. Navadharshani	
Checked by: Ms.R. Thavachchelvi	

Course Code	EX.AGYC 21013		
Course Name	Regional Geography		
Course Name in Tamil	பிரதேசப் புவியியல்		
Credit Value	03		
Status	Level 2/Semester I/Core		
Prerequisite	EX.AGYC 12013		
Notional hours (150)	Theory	Practical	Independent Learning
	10	-----	140
Course Aim To provide an overview of interaction of different cultural and natural factors in a specific land or landscape. Further it provides with, introduction to the major regions and countries of the world with emphasis on population, place, location, environment and economy; provide the framework for comparing and contrasting the world's major regions; describe cultural and environmental character and current problems and challenges and their impact on the global community; describe the major political and economic systems of the world and analyse spatial information.			
Intended Learning Outcome At the completion of the course unit, the students will be able to; ● define key terms in regional geography ● explain the concepts, scope, approaches, dimensions of regional geography ● extend the significance of new economic geography concept in the contemporary world ● classify the regions based on different criteria ● interpret the physical, socio economic, cultural and political attributes of different regions ● illustrate the theories and models of regional geography ● explain the inter and intra-regional disparities of regions ● describe location and distribution of various political and economic systems of the world ● examine the role of regional organizations in different regions ● describe the factors and problems associated with regional variations/ spatial inequalities ● analyse regional development programmes in both developed and developing countries. ● assess the issues, challenges and opportunities of regional development ● apply acquired knowledge and critical thinking skills to solve regional problems ● apply appropriate techniques and methods for the regional analysis ● discuss the necessity of sustainable regional development			
Course Content Introduction to Regional Geography; Concepts, Scope, Approaches, Dimensions; Classification of regions: Physical regions, Economic regions, Socio-cultural regions, Political regions, Planning regions; World geographical regions: Europe, Siberia, East Asia, South East Asia, South Asia, South West Asia, Central Asia, Oceania, North Africa, North America, Sub-Saharan Africa, North America, Meso and South America; Theories and Models of Regional Geography: Theories of Economic Sector, Spatial Location, Spatial interaction; Methods and Techniques of Regional Analysis; Inter regional analysis, Intra Regional			

analysis; Inter and intra-regional disparities of regions: Causes and consequences; Regional Development at Different Spaces/ Scales: International, Regional, National, Local; Framework of Policies Towards Balanced Regional Development: Institutional and Governmental Policies, Regional organizations; Informatics in Development: Application of Geographic Information System to regional development.	
Teaching / Learning Activities: Lectures, Tutorials, Discussions, Presentations, Individual/group assignments, Field visits	
Assessment Strategy	
Formative Assessment: 30%	Summative Assessment: 70%
Details: Mid – semester examination – 10% Written assignment- 10% Quiz- 10%	Theory-70% (03 hours duration - Essay & Strucutre questions) The students are expected to answer 04 questions out of 06 04Q X 100 Marks = 400 Marks
Recommended Readings - James, A. (1993). <i>World Regions</i>, New York: Macmillan Publication. - Manson, G. (1989). <i>World Geography</i>, New York: Mc Graw Hill. - Michael, B. (2002). <i>World Regional Geography</i>. New York: McGraw Hill Companies-New York. - Minshull, R. (1967). <i>Regional Geography-Theories and Practices</i>. Routledge: London - Nagle, G. (2000). <i>Advanced Geography</i>, Oxford University Press: Cambridge.	
Prepared by: Mrs.T.Cavitha	
Checked by: Dr.A.Antonyrajan	

Course Code	EX.AHCC 21013		
Course Name	Hindu Civilization in Sri Lanka		
Course Name in Tamil	இலங்கையில் இந்து நாகரிகம்		
Credit Value	03		
Status	Year 2/Semester I/Compulsory		
Prerequisite	EX.AHCC 21013		
Notional hours (150)	Theory	Practical	Independent Learning
	10	-----	140
Course Aim To develop knowledge on various aspects of Hindu civilization prevalent at various times in Sri Lanka, with reference to historical sources.			
Intended Learning Outcomes At the completion of this course, students will be able to; • list out the early sources of Hindu tradition related to Sri Lanka • describe the significant features of archeological evidences related to Hindusim • illustrate the distinct characteristics of Hinduism in different periods in the history of Sri Lanka • determine the uniqueness of regional religious beliefs and patterns of worship • compare the identical features of Hinduism in Anuradhapura and the Polonnaruva Periods • describe the prevalent of Hinduism in the Vanni principalities of Trincomalee and Batticaloa • relate the development of Hindu Civilization in the Polonnaruva Period • discuss the role of revivalist for the Hindu Civilization in Sri Lanka • assess the importance of the Jaffna Kingdom in the History of Hindu Civilization in Sri Lanka • discuss the socio-cultural background of Hindu Organizations in Sri Lanka • evaluate the role of Sri Lankan Scholars and their Scholarly works related to Hinduism • discuss the challenges faced by the Hindus during the Colonial period • develop inter religious understanding mentality			
Course Content Hinduism and early social formation as revealed by archeological evidence, early literary notices on Hindu temples, Brahmins and court rituals, Hindu Civilization in the Anuradhapura Period, Hindu Civilization in the Polonnaruva Period, the Kingdom of Jaffna, Hindu Civilization in the Vanni principalities of Trincomalee and Batticaloa in the post Polonnaruva period, Revivalists in Sri Lanka, Comparative study of Hinduism with other religions in Sri Lanka, non agamic worship in Sri Lanka.			
Teaching /Learning Activities: Lectures, Discussions, Presentations, visual aids			
Assessment Strategy			
Formative Assessment: 30%		Summative Assessment: 70%	
Details: Mid-semester examination: 10% Assignments I: 10% Assignments II: 10%		Theory-70% (03 hours duration) Essay questions (Answer 05 questions out of 08): 05 Q x 100 Marks = 500 Marks	

Recommended Readings

- சிற்றம்பலம், சி. க., (2004), ஈழத்து இந்துசமய வரலாறு, யாழ்ப்பாணப் பல்கலைக்கழகம், திருநெல்வேலி.
- பத்மநாதன், சி., (2005), இலங்கையில் இந்துசமயம், குமரன் புத்தக இல்லம், கொழும்பு-சென்னை.
- பத்மநாதன், சி., (2000), இலங்கையில் இந்துகலாசாரம், பகுதி 1, இந்துசமயகலாசார அலுவல்கள் திணைக்களம், கொழும்பு.
- பத்மநாதன், சி., (2004), ஈழத்து இலக்கியமும் வரலாறும், குமரன் புத்தக இல்லம், கொழும்பு-சென்னை.
- ரமணராஜா, சி., (2020), யாழ்ப்பாணத்தில் வீரசைவம்: வரலாறும் பண்பாடும், இந்துநாகரிகத்துறை, இந்துக்கற்கைகள் பீடம், யாழ்ப்பாணப் பல்கலைக்கழகம்.
- Deraniyagala, S. U., (1985), The Pre-History of Sri Lanka An outline, Festschrift.
- Mendis, G. C. (1947), Early History of Ceylon, Culcutta.
- Silva, K. M. De., (1981), History of Sri Lanka, (New Delhi).

Prepared by: Prof.S. Muhunthan

Checked by: Prof. (Mrs). Vigneswary Pavanesan

Course Code	EX.AHPC 21013
Course Name	Saiva Ethics and Saiva Siddhanta way of Life
Course Name in Tamil	சைவ அறவியலும் சைவசித்தாந்த வாழ்வியலும்
Credit Value	03
Status	Level 2/Semester I/Core
Prerequisite	EX.AHPC 12013
Notional hours (150)	Interactive sessions Lecturers- 10 h, Tutorials-25h Library Learning-50h, Group Work- 15h, E-Learning- 10h, Exam Preparation- 20h, In Course Assessment Take Home Assignment- 10h, Summative-3h, Quizzes- 7h
Course Aim To familiarize the Ethical aspects of Saiva Siddhanta in the life and spirituality	
Intended Learning Outcomes At the completion of this course, students will be able to; • identify the salient features of Saiva Ethics in the Indian Philosophy • describe the term ethics • illustrate the concept of Saiva ethics • identify the Saiva ethics expounded in Tamil, Sanskrit literatures • relate Ethics and Saiva Siddhanta way of life • evaluate the concept of evil and punishments • analyze the trends of ethics in historical perspective • distinguish the life ethics • assess Human Values expounded in Saiva Siddhanta • discriminate the Ethical thoughts in Sivanjanasiththiyar • compare the Saiva ethical thoughts with contemporary ethical thoughts • assess the ethical actions and ethical judgement in psychological perspective • evaluate the contemporary trends of personality development • propose appropriate solutions offered through the concepts of Saiva ethics, for the human conflicts and problems that arise in the contemporary scenario	
Course Content Introduction to the Saiva Ethics, The Development of Ethics, concept of action and the study of Karma, in determinism, free concept of virtues four supreme ends with emphasis on temple worship in Saiva Siddhanta, evil, Punishment, final release.	
Teaching /Learning Activities: Lectures, Assessment, Tutorial discussions, Individual / Group Presentations, Recitation of oral questions.	
Assessment Strategy	
Formative Assessment: 30%	Summative Assessment: 70%
Mid-semester examination – 10% Written assignment – 10% Quiz – 10%	Written Examination (3 hours): Structured Questions, Essay questions, short notes(Expected to answer 5 questions out of 8) 5Q x 100 Marks= 500 Marks

Recommended Readings

- இராமநாதன் கலைவாணி., (1997), *சைவசித்தாந்த ஒழுக்கவியல் அடிப்படைகள்*, கார்த்திகேயன் பிறைவேட் லிமிட்டெட், கொழும்பு
- இராமநாதன் கலைவாணி., (2019), *அறிவியல்*, குமரன் புத்தக இல்லம், கொழும்பு.
- வில்லியம் வில்லி (மொழிபெயர்ப்பு), (1952), *இந்து அறிவியல்*, தமிழ் வெளியீட்டுக்கழகம், சென்னை.
- Mabbott, I. D, (1996), *An Introduction to Ethics*, Hutchchion, Maitra Susil Kumar, The Ethic of the Hindus, Calcutta.
- Sharma, J.C., (1945), *Ethics Philosophy of India*, Johnson Publication Company, USA.

Prepared by: Dr.T. Selvamanoharan

Checked by: Dr.P. Chandrasegaram

Course Code	EX.APHC 21013		
Course Name	Western Philosophy		
Course Name in Tamil	மேலைத்தேய மெய்யியல்		
Credit Value:	03		
Status	Level 2/Semester I/Core		
Pre-requisites:	EX.APHC 12013		
Notional hours (150)	Theory	Practical	Independent Learning
	10	-----	140
Course Aim To provide both an overview of the history of Western Philosophy as well as an exploration of some of the most important philosophical school of thoughts. Major philosophers, methods, and issues in Western philosophy will be discussed such as knowledge of reality, the freedom of the will, the relations between mind and body, morality, ethics, the meaning of life, and the existence of God.			
Intended Learning Outcomes At the completion of this course, students will be able to; ● explain the main historical traditions in western philosophy, from Greek to contemporary ● describe key philosophical concepts as they arise in the different historical periods ● reflect on nature and value of modern and contemporary philosophy ● interpret how the modern philosophy was the foundation to the development of the contemporary western Philosophy. ● develop their argument skill through learning the way of arguments of put forwarded by modern Philosophers ● explain about different accounts proposed by different philosophers ● write clearly and cogently on a variety of topics in the history of philosophy ● apply basic philosophical concepts to discuss problems of historical significance ● compare the theories of modern philosophy ● elucidate different methods of philosophy ● assess metaphysical and epistemological issues and positions of the thinkers deal within the issues ● develop advance philosophical research skills ● interpret philosophical issues from an interdisciplinary perspective			
Course Content Historical overview, branches of philosophy developed in the era, Modern Philosophers: Descartes, Spinoza, Leibnitz, John Locke, Berkeley, David Hume, Kant, Hegel, Karl Marx, Friedrich Wilhelm Nietzsche, and School of Thoughts: Naturalism, Idealism, and Realism, Pragmatism, Logical Empiricism, and Existentialism critical theory.			
Teaching /Learning Activities: Lectures, Tutorials, Discussions, Presentations, Individual/group assignments			

Assessment Strategy	
Formative Assessment: 30%	Summative Assessment: 70%
Details: Written assignment I-10% Mid-semester examination-10% Written assignment II-10%	Theory-70% (03 Hours duration) Part I - Two Structured Questions (Compulsory) 2Q x 50 Marks= 100 Part II - Four Essay type Questions and Short Notes (Expected to answer 04 questions out of 06) 4Q x 100 Marks= 400
Recommended Readings • Ariew, R., and Watkins, E., (2009). <i>Modern Philosophy: An Anthology of Primary Sources</i>. 2nd ed. USA: Hacket Publishing Company. • Benn, A. W., (1937). <i>History of Modern Philosophy</i>. London: Watts & Co. • Collins, J., (1969). <i>Cross roads in Philosophy</i>, America: Gateway Edition. • Emmanuel, S. M., and Goold, P., (2002) <i>Modern Philosophy: From Descartes to Nietzsche: An Anthology</i>. 3rd ed. London: Wiley. • Francks, R., (2006). <i>Modern Philosophy: The Seventeenth and Eighteenth Centuries</i>. 7th ed. London: Routledge. • Kenny, A., (2007). <i>Philosophy in the Modern World</i>. USA: Oxford University Press. • Maurice, F. D., (1996). <i>Modern Philosophy: A Treatise of Moral and Metaphysical Philosophy</i>. London: Griffin, Bohn and Company. • Scruton, R., (1995). <i>A Short History of Modern Philosophy: From Descartes to Wittgenstein</i>, London: Routledge.	
Prepared by: Mr.N. Sivakaran	
Checked by: Prof.N. Gnanakumaran	

Course Code	EX.AGYC 31013		
Course Name	Population Geography		
Course Name in Tamil	குடித்தொகைப் புவிவியல்		
Credit Value	03		
Status	Level 3/Semester I/Core		
Prerequisite	EX.AGYC 22013		
Notional hours (150)	Theory	Practical	Independent Learning
	10	-----	140
Course Aim To provide knowledge on the demographic characteristics (fertility, mortality and migration), and to explore global population trends and process and to analyze the population impacts on economic, environmental and social contexts			
Intended Learning Outcomes At the completion of this course, students will be able to; • demonstrate a basic understanding of key concepts and scope of population geography • describe the patterns and processes of population dynamics • analyze of the factors of demographic components of changes • describe the concepts of population density and distribution • describe the pattern of population compositions • define the types of population data • demonstrate competency with population geographic and demographic datasets and analysis methods • interpret the factors of Population growth and decline. • interpret principal causes and impacts associated with population change • identify theoretical concepts to explain past and current population trends in national and global contexts. • apply demographic concepts and population theories to explain past and present population characteristics. • evaluate the use of demographic concepts and population theories to understand contemporary socio-economic issues and current affairs • discover how a geographic perspective provides a unique method for observing population patterns and processes by focusing on spaces, places and environmental connections. • apply population data on development activities in different level • analyze population data to get spatial temporal understanding of the nature and characteristic of population of particular places.			
Course Contents Introduction to population geography: Definitions and scope of population geography, Relationship of population geography with other disciplines, Population data sources: Types and problems of data; Population distribution: Diversity of distribution, Population density, Measures of population density and distribution; influences upon population distribution, World distribution of population; Patterns of			

population composition: Age structure, Sex composition, Age – sex pyramid. Fertility: Measurements of Fertility, Determinant factors of fertility levels, World fertility trends and patterns. Mortality: Measurements of Mortality, Causes of Mortality rates changes, World mortality trends and patterns. Migration: Types of migration, causes of migration patterns; World migration trends, Population growth and changes: Measurements of population growth, population estimates, projections and forecast, Population and Resources: Evaluation and indices, The world situations, Population theories and policies: Population transition theory, Malthusian theory and optimum population theory, Policies affecting fertility, mortality and migration.

Teaching and Learning Methods: Lectures, Tutorials, Discussions, Presentations, Individual/group assignments

Assessment Strategy

Formative Assessment: 30%	Summative Assessment: 70%
Details: Essays -10 % Presentations - 10 % Mid-semester examination - 10 %	Theory-70% (03 hours duration - Essay & Strucutre questions) The students are expected to answer 04 questions out of 06 04Q X 100 Marks = 400 Marks

Recommended Readings

- John, I Clarke., (1972). *Population Geography (2nd eds)*.. Pergamon Press, UK.
- Poston, D.L., (2010). *Population and society: An introduction to demography*. Cambridge university press, UK
- Bruce Newbold, K., (2014). *Population Geography Tools and Issues (2nd Ed)*. UK: Rowman& Littlefield.
- Preston, H.S. Heuveline, P. and Guillot, M., (2001). *Demography: Measuring and Modelling Population Process*. USA: Wiley-Blackwell Publishing.
- Siegel, J.S. and Swanson, D.A., (2004). *The Methods and Materials of Demography*. 2nd ed. USA: Elsevier Academic Press.

Prepared by: Mrs.P.Vipulan

Checked by: Dr.K.Kugabalan

Course Code:	EX.APYC 31013		
Course Name:	Psychology of Teaching and Learning		
Course Name in Tamil:	கற்பித்தல் மற்றும் கற்றலின் உளவியல்		
Credit Value:	03		
Status	Year 3/Semester I/Core		
Prerequisite	EX.APYC 22013		
Notional hours (150)	Theory	Practical	Independent Learning
	10	-----	140
Course Aim To provide psychological theories and concepts related to the field of education and apply psychological principles to teaching and learning process in the educational context. This course unit examines the theoretical and applied aspects of learning, motivation, human development, personality, assessment, and evaluation in educational settings.			
Intended Learning Outcomes At the completion of this course, students will be able to; ● define psychology of teaching and learning ● explain the nature and scope of psychology of teaching and learning ● explain the key terms and concepts in psychology of teaching and learning ● outline the historical perspective of psychology of teaching and learning ● discuss the nature of effective teaching ● discuss key theories concerning students' motivation and factors that affect students' motivation ● extend scientific research methodology and its impact on teaching ● apply behavioral theories of learning to the classroom ● compare major theories, concepts, perspectives, and empirical findings in teaching and learning ● utilize basic assessment techniques in educational settings ● differentiate the characteristics of exceptional students with others ● discuss key issues related to classroom assessment and teaching morality ● examine the significance of understanding psychological wellbeing in educational setting ● apply psychological concepts, theories, assessment and research findings to solve problems in the educational settings			
Course Content Introduction to Psychology of teaching and learning: Meaning, Definitions, Nature and scope, Historical perspective, Instruction /Teaching: Meaning, Effective teaching, Types of teaching, Motivation: Definition, Theoretical explanation, Influencing factors in students' motivation, Scientific investigation: Educational psychological research methods Learning: Concept, Types of learning, Learning theories and educational implication, Exceptional children: Definition, Types, Psychological wellbeing: Meaning and definition, characteristics of mental health, Influencing factors of psychological wellbeing, Teaching for values: concept of morality, techniques to teach for values, Assessment: Evaluating students in the classroom.			
Teaching /Learning Activities: Lectures, Tutorials, Discussions, Presentations, Individual/group assignments			

Assessment Strategy	
Formative Assessment: 30%	Summative Assessment: 70%
Details: Individual assignment I– 15% Individual assignment II -15%	Theory-70% (03 hours duration) Part I: Two Structured Questions (Answer all questions): 02Q x 50 Marks = 100 Marks Part II: Four Essays and Short Notes (Answer 04 questions out of 06) 04Q x 100 Marks = 400 Marks
	Total Marks = 500
Recommended Readings • Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. and Jena, N., (2004). <i>Practical Exercises in Psychology: Learning about Yourself and Others</i>. Bhubaneswar: Panchasila • Dennis, M.M., (2014). <i>Educational psychology Constructing Learning</i>. 6th ed. Australia: Pearson. • Elliott, S.N., (2000). <i>Educational Psychology: Effective Teaching, Effective Learning</i>. 3rd ed. New York: McGraw Hill. • Gage, N. L. and Berliner, D. C., (2009) <i>Educational psychology</i>. 5th ed. Boston, MA: Houghton Mifflin. • Harwell, J.M. and Jackson, R.W., (2008). <i>The Complete Learning Disabilities Handbook</i>. 3rd Ed. USA: Jossey-Bass. • O'Donnell, A.M., Reeve, R. and Smith, D.J.K., (2011). <i>Educational Psychology: Reflection for Action</i>. 3rd ed. London: Wiley. • Slavin, R.E.T., (2018). <i>Educational Psychology Theory and Practice</i>. 12th ed. NY: Pearson. • Woolfolk, A., (2019). <i>Educational Psychology: Active Learning Edition</i>. 14th ed. NY: Pearson College Div.	
Prepared by: Mrs.A. Rajkumar	
Checked by: Dr.K. Kajavinthan	

Course Code	EX.APYS 31012		
Course Name	Stress and Coping		
Course Name in Tamil	மன அழுத்தமும் மீண்டெழலும்		
Credit Value	02		
Status	Level 3/Semester I/ Supplementary		
Prerequisite	None		
Notional hours (150)	Theory	Practical	Independent Learning
	08	-----	92
Course Aim To provide an introduction to theories and research on stress and coping			
Intended Learning Outcomes At the completion of this course, students will be able to; ● recall the conceptual and methodological definitions of stress and coping ● illustrate the history of the stress ● classify the various stressors ● delineate the psychological responses to stress in humans ● explain the endocrine and autonomic stress responses ● interpret the physical and psychological effects of stress ● examine the moderators and effectiveness of the stress and coping process ● develop an expanded knowledge of a specific area within stress and coping ● discuss the effective methods to manage stress ● apply the coping strategies to real life			
Course Content Definition and meaning of stress; History and overview of stress concepts; Types of stress; Endocrine and autonomic stress responses; Immune responses to stress; Psychological responses to stress; Stressors, effects of stress; Physical effects; Psychological effects; Measuring coping; Moderators of stress and coping; Stress management.			
Teaching /Learning Activities: Lectures, Tutorials, Discussions, Presentations, Individual/group assignments			
Assessment Strategy			
Formative Assessment: 30%		Summative Assessment: 70%	
Details: Individual assignment I– 15% Individual assignment II -15%		Theory-70% (02 hours duration) Three Essays and Short Notes. (Expected to answer 03 questions out of 05) 03QX100 Marks=300	

Recommended Readings

- Bishop, S. R. (2002). *What do we really know about mindfulness-based stress reduction?* Psychosomatic Medicine, 64, 71 - 84.
- Busjahn, A., Faulhaber, H., Freier, K., & Luft, F. C. (1999). *Genetic and environmental influences on coping: A twin study.* Psychosomatic Medicine, 61, 469-475.
- Carver, C. S, Scheier, M. F., & Weintraub, J. K. (1989). *Assessing coping strategies: A theoretically based approach.* Journal of Personality and Social Psychology, 56, 267-283.
- Kiecolt-Glaser, J.K., Marucha, P.T., Malarkey, W.B., Mercado, A.M., & Glaser, R. (1995). *Slowing of wound healing by psychological stress.* Lancet, 346, 1194-1196.
- Lazarus, R. S. & Folkman, S. (1984). *Cognitive appraisal processes* (Ch. 2). In R. S. Lazarus & S. Folkman, Stress, Appraisal and Coping (pp. 22-54). New York: Springer.
- Lovallo, W. R. (1997). *Stress & Health: Biological and Psychological Interactions*
- Monroe, S. M., & Simons, A. D. (1991). *Diathesis-stress theories in the context of life stress research: Implications for the depressive disorders.* Psychological Bulletin, 110, 406-425.

Prepared by: Mrs.M. Sivakaran

Checked by: Mrs.A. Rajkumar

Course Code	EX.ADTC 31013		
Course Name	Tamil Theatre History		
Course Name in Tamil	தமிழ் அரங்க வரலாறு		
Credit Value	03		
Status:	Year 3/Semester I/Core		
Prerequisite	EX.ADTC 22013		
Notional hours (150)	Theory	Practical	Independent Learning
	10	-----	140
Course Aim To enhance the approach to performing tradition of Tamil theatre; history of staging, key practices and practitioners, and to develop understanding the function of theatre in various social, political and cultural conditions			
Intended Learning Outcomes At the completion of this course, students will be able to; • identify major trends in history of Tamil theatre • classify different forms of drama • describe of key practitioners and practices • explain the evolution of the physical stage and historical staging techniques • classify of a range of theatrical texts, conventions, and key developments in modern theatre • demonstrate professionalism in Tamil theatre • compare different period in relation to theatre performance • examine role in drama and Tamil society • assess the contribution of play wrights • discuss key historical and contemporary productions of theatrical significance • analyze contemporary trends of theatre • explain trends of Tamil drama • discuss the importance of traditional Tamil theatre • evaluate connections between Tamil theatre and other fields of inquiry			
Course Content: Introduction: outline history; ancient Tamil Theatre; ritual performances & performers; Akam& Puram tradition; festivals; minstrels; professionals; performing traditions. Classical & regional theatre tradition; PanchaMarabu, Kuthanool, Kalithokai. Silappathikaram. Religion and Drama/Theatre Temple theatre tradition; theatre in social & cultural context. plays of religion & pastoral themes; Keerthanai Natakam, Kuravanchi and Pallu.Theatre and oppression; NondiNadakam. Hybrid form of theatre: Villasam, Nataka Keerthanai. puppetry (Tamil Nadu), Therukkuthu (Tamil Nadu); Isai Natakam; performance & practitioners. 20th century Tamil theatre; dialogue drama; verse drama, kuthu; translated plays, theatre in 1980s; theatre education; contemporary trends; Tamil diaspora theatre;			
Teaching /Learning Activities: Lectures, Tutorials, Discussions, Presentations, Individual/group assignments, Open textbook study, Use of community or local resources, Storytelling			

Assessment Strategy	
Formative Assessment: 30%	Summative Assessment: 70%
Details: Mid-semester examination:10 % Tutorial: 10 % Presentation:10 %	Theory-70% (03 hours duration) Eight questions will be provided, and five must be answered. Structured Question (Compulsory): 01 Question 01Qx100=100 Essays and Short Notes: 07 Questions (04 Questions must be answered) 04Qx100=400 5Q X 100 = Total 500 Marks
Recommended Readings • Aiyappan, A. (1984). Koothu: The Ritual Theatre of Tamil Nadu. Chennai: Government Museum. • Bharucha, Rustom (2000). The Politics of Cultural Practice: Thinking Through Theatre in an Age of Globalization. Wesleyan University Press. • Perumal, A. N (1981) Tamil Drama: Origin and Development, International Institute of Tamil Studies • Pillai, S. S. (2015). Performing the Nation: Cultural Politics in Tamil Nadu. New Delhi: Oxford University Press. • Rangarajan VeliRangarajan. M, Murugesan, K, Govindasamy. P (editors) (1999), Twentieth century Tamil Drama, International Institute for Tamil Research, Chennai • Siavaththamby, K (200), Ancient drama in Tamil Society, Kumaran Book House, Colombo • Seizer, Susan., (2005). Stigmas of Tamil stage. London: Duke University press. • Subramanian, V.K. (2006). Sacred Songs of India: Volume VI – Tamil Mystics. New Delhi: Abhinav Publications. • Shulman, D. (2016). Tamil: A Biography. Cambridge, MA: Harvard University Press. • அப்துல்இரசாக், வே. கோ. ருவரதராசன், மா. போ., (2010). இலக்கியம் காட்டும் நாடக இலக்கணம். சென்னை: மணிமேகலை பிரசுரம். • சாஜகான்கனி, வெ.மு., (2010). தமிழ் நாடகக் குறுங்கலைக் களஞ்சியம் சங்ககாலம்வரை. மதுரை: ஓவியம்	
Prepared by: Dr.K. Navadharshani	
Checked by: Ms.R. Thavachchelvi	

Course Code:	EX.AAHC 31013		
Course Name:	Modernism and Post Modernism in Art		
Course Name in Tamil:	கலையில் நவீனவாதமும் பின் நவீனவாதமும்		
Credit Value:	3 Credits		
Status	Level III/ Semester I/ Compulsory		
Pre-requisites:	EX.AAHC 21013, EX.AAHC 22013		
Notional hours (150) (Hourly Breakdown)	Theory	Practical	Independent Learning
	Lectures – 10hrs		Tutorial, Field Visits, Library Work & Independent Learning – 140 hrs
Course Aim This course is to understand the main movements, approaches, styles and artists of Modern and Contemporary Art globally.			
Intended Learning Outcomes At the completion of this course, students will be able to; • list all the important movements, artists and artworks that comes from the idea of Modernism and Post Modernism. • identify artists and art movements through the observation of artwork. • identify the emergence of the artist's self within the conditions of modernity and postmodernity. • outline the social history of Modernism and Postmodernism. • illustrate the salient features of modern and postmodern art. • explain key approaches of modern and postmodern art. • explain the characteristics of important <i>isms</i> and movements under Modernism. • compare artworks, artists, styles and approaches. • contrast modern and pre-modern art. • relate changes in artistic forms with larger sociocultural changes. • interpret the changing notion of art in the contexts of modernity and postmodernity. • analyze the form and content of art in order to appreciate a particular works. • evaluate the impact of technology on art production and consumption. • judge the impact of urban life in artistic representation. • examine the role of art institutions in modern and contemporary practices.			
Course Content Modernity and Modernization: Industrial Revolution, Capitalism, World Wars, Enlightenment and rationalism, Scientific intervention and technological development, Emergence of City, Individualism and freedom of expression; Modernism in sculpture and painting: Fauvism, Expressionism, Symbolism, Futurism, Cubism, Abstract Art, Dada, Fantasy, Metaphysical school, Surrealism, Abstract Expressionism, Op and Pop art; Modernism in Architecture: Art Nouveau, Art Deco, Bauhaus; Postmodernism: Theorizing Postmodern condition, Postmodern architecture, conceptual art, installation, happenings, performance art, earth and site art Computer art and video art, memorial and documental art, superrealism, new expressionism, pictorialism.			
Teaching /Learning Activities: Illustrated Lecture, Discussion			

Assessment Strategy	
Formative Assessment: 30%	Summative Assessment: 70%
Details: Assignment-I -10 % Assignment-II -10 % Project Report – 10%	Theory - 70% (3 hours duration) Essay and Short Notes – (Expected to answer 05 questions out of 08) Total Marks: 05Q x100 = 500 Marks
Recommended Reading: • Arnason H.H. (1998). <i>A History of Modern Art: Painting, Sculpture, Architecture, Photography</i>. London: Thames and Hudson. • Becker, Howard S. (1982). <i>Art Worlds</i>. Berkeley, Los Angeles, London: University of California Press. • Clark, T. J. (1999). 'Introduction' in <i>Farewell to an Idea: Episodes from a History of Modernism</i>. New Haven: Yale University Press. • Gablik, Suzi. (1984). <i>Has Modernism Failed?</i> New York: Thames and Hudson. • Hopkins, David. (2000). <i>After modern Art: 1945 – 2000</i>. Oxford: Oxford University press. • Jason, Gaiger. and Wood, Paul.(eds) (2003). <i>Art of the Twentieth Century: A Reader</i>. New Haven & London: Yale University Press. • Meecham, Pam. and Sheldon, Julie. (2000). <i>Modern Art: A Critical Introduction</i>. London and New York: Routledge. • சனாதனன், தா. (2020). <i>மேற்கத்தேய நவீனவாதம்: ஓவியம், சிற்பம், கட்டிடம்</i>. கொழும்பு: குமரன் புத்தக இல்லம்.	
Prepared by: Prof. T. Sanathanan	
Checked by: Ms. Stephan Kirubalini	

Course Code:	EX.AHPC 31013
Course Name:	Saiva Siddhanta Epistemology
Course Name in Tamil	சைவசித்தாந்த அறிவாராய்ச்சியியல்
Credit Value:	03
Status	Level 3/Semester I/Core
Prerequisite	EX.AHPC 22013
Notional hours (150)	Interactive sessions Lecturers- 10 h, Tutorials-25h Library Learning- 50h, Group Work- 15h, E-Learning- 10h, Exam Preparation- 20h, In Course Assessment Take Home Assignment- 10h, Summative-3h, Quizzes- 7h
Course Aim To be acquainted with the discourses made by Saiva scholars in Epistemology	
Intended Learning Outcomes At the completion of this course, students will be able to; • define the significant features of epistemology • identify the distinct epistemological concepts in Saiva Siddhanta • analyze the significant features of Saiva Siddhanta epistemology • articulate knowledge and its divisions • evaluate the contribution of Saiva Siddhanta in the field of Indian Epistemology • apply the discussion techniques • analyze the various Pramanas pertaining to Saiva Siddhanta • distinguish different aspects of epistemology • evaluate the concepts of Karanavadha and Satkariyavadha • identify the salient features of Saiva Siddhanta logic • utilize Logic to prove physical and metaphysical thoughts • compare the Saiva Siddhanta logic with other philosophical thoughts • discuss Contemporary Rising Questions from the philosophical angle and offer solutions	
Course Content Sources and nature of knowledge, the Factors of Valid knowledge; Theory of perception and its classification; The Physical and Psychological basis of perception; Skepticism; Components of Epistemology; Perception, Theory of inference, Sabda Pramana, Validity of Pramanas; Truth and error, concept of citsakti in Saiva Siddhanta; Classification of knowledge and its epistemological basic.	
Teaching /Learning Activities: Lectures, Assessment, Tutorial discussions, Individual / Group Presentations, Recitation of oral questions.	
Assessment Strategy	
Formative Assessment: 30%	Summative Assessment: 70%
Mid-semester examination – 10% Written assignment – 10% Quiz – 10%	Written Examination (3 hours): Structured Questions, Essay questions, short notes (Expected to answer 5 questions out of 8) 5Q x 100 Marks= 500 Marks

Recommended Readings

- கிருஷ்ணராசா, சோ., (1998), இந்து அறிவாராய்ச்சியியல், இந்து கலாசார அமைச்சு, கொழும்பு.
-, (1988), தர்க்க பாஷை, மெய்யியற்றுறை. யாழ்ப்பாணப் பல்கலைக்கழகம், யாழ்ப்பாணம்.
- ஞானகுமாரன், நா., (2017), இந்திய அறிவாராய்ச்சியியல், சேமமடு பதிப்பகம், இலங்கை.
- சிவஞான சுவாமிகள், (1984), தருக்க சங்கிரகமும் தருக்கசங்கிரக தீபிகையும், திருவாவடுதுறை ஆதினம், தமிழ்நாடு.
- சிவானந்தமூர்த்தி,க., (2014), சைவசித்தாந்தம் - தமிழ் மெய்யியல், அம்பாள் வெளியீட்டகம், புத்தூர்.
- செல்வமனோகரன்,தி., (பதி), (2016), சிவசங்கரபண்டிதம், சைவவித்தியா விருத்திச் சங்கம், யாழ்ப்பாணம்.
- பாஸ்கரன், சு., (1987), சைவசித்தாந்த அறிவாராய்ச்சியியல், தஞ்சாவூர் பல்கலைக்கழகம், தஞ்சாவூர்.
- Devasenapti, V.A., (1974), Saiva Siddhanta, University of Madras.
- Kandasamy, S.N., (1991), Indian Epistemology, I.I.T.R., Chennai.
- Pief John, H, (1960), Saiva Siddhanta Philosophy, The Christian Literature Society for India.
- Ponnaiah , V., (1951), Saiva Siddhanta theory of knowledge, Annamalai University

Prepared by: Dr.T. Selvamanoharan

Checked by: Dr.P. Chandrasegaram

Course Code	EX.ALGC 31013		
Course Name	Syntactic structure Level III		
Course Name in Tamil	வாக்கியவியல் அமைப்பு நிலை III		
Credit Value	03		
Status	Level 3/Semester I/Core		
Prerequisite	EX.ALGC 22013		
Notional hours (150))	Theory	Practical	Independent Learning
	10	-----	140
Course Aim To enable the students to understand the fundamental concepts of syntactic description and the development of more modern theories; To make the students become familiar to explain different approaches to Sentence analysis; To train the students to analyze the sentences from Tamil and English according to the principles of Structural Linguistics and enable students to improve the ability to formulate grammatical rules on the basis of syntactical theories.			
Intended Learning Outcomes At the completion of this course, students will be able to; ● explain the major areas of Syntax. ● distinguish the terms Immediate Constituents and constitutes. ● Identify the syntactical units. ● improve analytical ability by using the principles of syntactic theories of Linguistics; ● explain the fundamental concepts of syntactical Theory; ● describe the sentence patterns according to the principles of structural Linguistics; ● define the Linguistics units; ● explain the structural characteristics of phrases and clauses; ● demonstrate the practical skills in the analysis of Tamil Sentence; ● demonstrate the practical skills in the analysis of English Sentence; ● explain the label tree diagram. ● develop the knowledge about sentence and approaches to sentence analysis; ● demonstrate the key features of Immediate Constituents analysis and Phrase structure grammar.			
Course Content Main tenets of structuralism; Place of Syntax in Linguistics Analysis; Identification of linguistic units and syntactic; categories; Identification of Construction and Constituents; Syntactic construction types: Endo-centric and Exeo-centric; construction; Structural and syntactical relations [abstract relation and functional relation] to each other: morpheme, word,; phrase, clause and sentence; Structural ambiguity; Theoretical Approaches to ; sentence analysis: Immediate constituent; analysis and phrase structure grammar; Kinds of syntactical Linkage; Problems in syntactic analysis; Labeled tree Diagram.			
Teaching /Learning Activities: Lectures, Tutorials, Discussions, Presentations, Individual/group assignments			

Assessment Strategy	
Formative Assessment: 30%	Summative Assessment: 70%
Details: Written assignment- 10 % Presentation/written assignment-5% Mid-semester examination-15%	Theory-70% (03 hours duration) Essay, Short Note questions (Expected to answer 03 questions out of 06) 3 Q x 100 Marks = 300 Marks
Recommended Readings • Hockett, C.F. (1958). A Course in Modern Linguistics. UK: Macmillan Company. • Chomsky, N. (1969). Syntactic structure. Paris: Mouton. • Gleason, H. A. (1969). An Introduction to Descriptive Linguistics. Holt: Rinehart and Winston. • George, Yule. (2006). The study of Language. Cambridge: Cambridge university press. • Lehman, Thomas., (1993). A Grammar of Modern Tamil. Pondicherry: Institute of Linguistics and culture. • Nadarajapillai, N. (1992). A Syntactic study of Tamil Verbs. India.: Central Institute of Indian Languages. • Verma, S. K. and Krishnaswamy, N (1989). Modern Linguistics: An Introduction. Oxford: Oxford University Press. • Kariyakarawana, S.M. (1998) The syntax of Focus and wh-questions in Sinhala. Colombo: Karunaratne& Son	
Prepared by: Mrs.Sivagnanawathy Senthuran	
Checked by: Ms.N. Kavitha	

Course Code:	EX.APHC 31013		
Course Name:	Epistemology		
Course Name in Tamil	அறிவாராய்ச்சியியல்		
Credit Value:	03		
Status	Level 3/Semester I/Core		
Prerequisite	EX.APHC 22013		
Notional hours (150)	Theory	Practical	Independent Learning
	10	-----	140
Course Aim To analyze different sources of knowledge: perception, memory, consciousness, reason and testimony, and to analyze different theories of truth, justification, belief, demonstrate an understanding of different perspective of issues regarding knowledge, study how we can develop, justify and structure our knowledge, draw links and make effective comparisons between different approaches to knowledge, and ways of knowing, theoretical positions and cultural values			
Intended Learning Outcomes At the completion of this course, students will be able to; • identify the central issues or debates in the theory of knowledge • develop an awareness of how the knowledge is constructed • articulate the philosophical views concerning knowledge and the justification of belief • compare the different theories of truth • compare the different theories of justification, • describe the different theories of belief • develop the understanding about the drawbacks of some of the famous theories of justification • evaluate the philosophical positions, including identifying counter-examples and identifying and questioning their basic assumptions • compare and contrast the philosophical positions concerning epistemological concepts • construct persuasive arguments • demonstrate strong written communication and research skills • examine the theories and concepts concerning to epistemological issues.			
Course Content Introduction to Epistemology: Nature and scope of Epistemology; Historical Development of Epistemology; Knowledge: Sources of Knowledge including Reason, Experience, Emotion, Faith, Imagination, Intuition and Memory, Testimony. Language and Knowledge, Theories of Truth: correspondence theory, coherent theory, pragmatism and theory of intuition. Theories of Justification, Theories of Belief, Philosophical Problems of Perception: Validity of Perceptual knowledge, illusion, Hallucination, key principles of Perception, Theories of Perception. Theories of Universals: Nominalism, Conceptualism, Ultra Realism and Moderate Realism; Theories of Knowledge: Rationalism, Empiricism, Pragmatism, Skepticism, Conditional Theory, Causation Theory, Realism, Epistemic Relativism, Epistemological Naturalism, Social Epistemology: Nature and Scope of Social Epistemology, recent development; Formal Epistemology.			

Teaching /Learning Activities: Lecture, Discussion, Presentations, Self-directed learning	
Assessment Strategy	
Formative Assessment: 30%	Summative Assessment: 70%
Details: Witten assignment I - 10% Mid-semester examination - 10% Witten assignment II - 10%	Theory-70% (03 Hours duration) Part I - Two Structured Questions (Compulsory) 2Q x 50 Marks= 100 Part II - Four Essay type Questions and Short Notes (Expected to answer 04 questions out of 06) 4Q x 100 Marks= 400
Recommended Readings	
• Audi, R., (2010). <i>Epistemology: A contemporary introduction to Theory of Knowledge</i>. 3rd ed. London: Routledge • Hobhouse, L. T., (2013). <i>The Theory of Knowledge: A Contribution to Some Problems of Logic and Metaphysics</i>. 2nd ed. London: Routledge. • Lemos, N., (2007). <i>An Introduction to the Theory of Knowledge</i>. Cambridge: Cambridge University Press. • Moser, P.K., (2002). <i>The Oxford Handbook of Epistemology</i>. USA: Oxford University Press. • Pojman, P.L., (2003) <i>The Theory of Knowledge: Classical and Contemporary Readings</i>. 3rd ed. Wadsworth. • Rescher, N., (2003) <i>Epistemology: an introduction to the Theory of Knowledge</i>. New York: The State University of New York Press.	
Prepared by: Mr.S. Niroshan	
Checked by: Prof.N. Gnanakumaran	