

Gour Mohan Sachin Mandal Mahavidyalaya

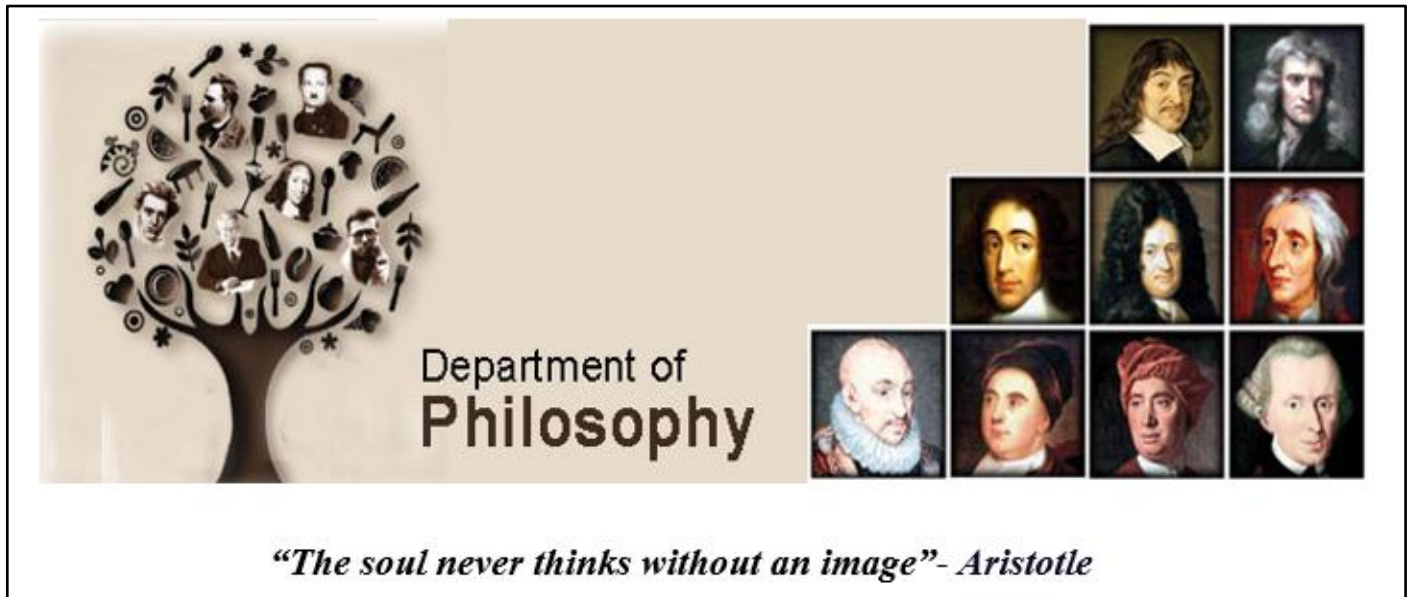


Department of Philosophy
Evaluative Report

TABLE OF CONTENTS

S NO.	CONTENTS
1.	ABOUT THE DEPARTMENT
2.	VISION, MISSION, OBJECTIVES AND VALUES OF THE DEPARTMENT
3.	PROGRAMS OFFERED
4.	FACULTY PROFILE & FACULTY DETAILS
5.	STUDENT ENROLLMENT
6.	STUDENT RESULT
7.	PROGRAM SPECIFIC OUTCOMES
8.	COURSE OUTCOMES
9.	DEPARTMENTAL ACTIVITIES
10.	LESSON PLAN
11.	STUDENT ACHIEVERS
12.	SWOC ANALYSIS

ABOUT THE DEPARTMENT



- ❖ **Year of Establishment:** General: 1969, Hons: 1999
- ❖ **Courses:** B.A (Honours and General) under CBCS System
B.A (4 years and 3 years Multidisciplinary course (NEP 2020) under University of Calcutta.
- ❖ **Intake capacity:** 103 (Honours/Major)
- ❖ **Intake capacity:** 230 (Multidisciplinary)

Philosophy, as a mother subject, enlightens a student with the virtue of reading his psyche and understanding other souls. It begins from where science and religion, the two extreme poles of human life, end. It neither subscribes to the absolute empiricism of science nor the absolute dogmatism of religion. Our department helps our students in exploring from East to West. This department was first initiated in 1969, offering only a general course under the roof of the University of Calcutta. With time, Honours was introduced in 1999.

The Department has two Full-Time teachers and two SACT teachers. All the faculty members in the department are dedicated to imparting to the students the best of their teaching and leave no stone unturned in bringing the best out of them.

HISTORY OF THE DEPARTMENT



The department of Philosophy is one of the oldest departments of Gour Mohan Sachin Mandal Mahavidyalaya. Philosophy as a subject was first recognized as a general subject in our college in 1969. In 1999, Calcutta University recognized our college to teach philosophy as an honours subject. Since then, the philosophy department of our college has been spreading the light of knowledge among the students of this institution.

Apart from lecture method, the department encourages teaching-learning through paper presentation in student seminars, group discussions among the students, quiz competitions and question answer session by students. The department also conducts periodic class tests. Micro-teaching and informal teaching are done in small groups beyond scheduled college hours. The departmental magazine is published under the guidance of teachers of the department as part of participative learning.

Our teachers are extremely empathetic and helpful. The teachers carefully assess each student's weakness and strength to guide them in academics. The students also keep constant touch with the department after graduation, for personal and academic counselling. Thus, the department has a good alumni strength and strong student progression. Our teachers participate in the UGC assisted seminar organized by various colleges and Universities.

The teachers are also associated with various administrative, cultural, organizational and social welfare activities. Assistant Professor Tithi Naskar is the Program Officer of the National Service Scheme (NSS). Our department has a good student-teacher relationship which has glorified institution.

VISION OF THE DEPARTMENT

The Department of Philosophy is resolved to create an academic platform for philosophical exchange by nurturing the intellectual climate rooted in classical and contemporary traditions. Philosophy envisions educating students by offering a balance between access and excellence, enabling these students to achieve fulfilling careers commensurate with their abilities and to meet the needs of the global society. Students who graduated and will be graduating from our department will become lifelong learners in diverse careers, serving the greater good by developing and sustaining an ethical civilization. In every school of Indian thought, philosophy is intimately associated with practical life. Darsana makes them aware of truth and reality in every aspect of life. Theory does not exist without a practical application. Philosophy is pursued, not as an academic discipline, but as a necessary guide for man's life.

The vision of the department is to be the first choice among students for the development and promotion of creative and capacities of students such as critical and analytical thinking , reasoning, clear writing skill and logical analysis, upliftment of ethical and moral standards, and application of knowledge of practical life.

The department of philosophy is committed to strengthening its commitment to student's success and broadening its recognition for excellence in teaching, research and community service so that students can be benefitted intellectually, morally and spiritually.

MISSION OF THE DEPARTMENT

Philosophy is the foundation of critical thinking. It is the mission of the department of philosophy to foster critical investigation and analytical understanding of fundamental philosophical issues taken from past history of philosophy and contemporary experience for the promotion and development of excellence. To fulfil this aim, the department strives to teach the students the basic interpretive, critical, analytical communicative skills and practices of philosophical enquiry necessary to personal intellectual and moral development.

Our mission is to empower our students to live courageous and thoughtful lives by passing on to them the rich inheritance of the philosophical tradition. Department enriches its diverse students by providing quality, affordable, and accessible education. It's an innovative and inclusive department. We demonstrate excellence by providing exceptional service to all while demonstrating pride in our work. Welcoming new challenges and seeking opportunities for growth and development. Encouraging and empowering each of our students to achieve our best. The department will develop lifelong learners via innovative curriculum, active learning and research activities.

OBJECTIVES OF THE DEPARTMENT

Philosophy enhances a person's problem-solving capacities. It helps us to analyze concepts, definitions, arguments, and problems. Philosophy contributes to our capacity to organize ideas and issues to deal with questions of value. Philosophy makes a central contribution to the educational enterprise through its demands upon intellectual activity. Education in philosophy involves becoming aware of major figures and developments in the history of philosophy, learning up to date technique, and accepted answer to philosophical questions and learning critical, interpretive and evaluative skills that may be considered to be of greatest value. Philosophy the way of thinking involves, responsiveness, reflection, reason, and re-evaluation: the aim is to deepen understanding. The hope is that by doing philosophy we learn to think better, to act more wisely and thereby help to improve the quality of all our lives.

VALUES OF THE DEPARTMENT

Philosophy brings the important questions to the table and works towards an answer. Philosophy encourages us to think critically about the world. It is the foundation of all knowledge. And when utilized properly, can provide us with huge benefits. Studying philosophy improves reasoning and critical skills. Philosophy sharpens student's practical foundation skills and makes them adaptable to a diverse range of careers. Inquiry, critical thinking, research and communication are core components of philosophical study that have direct applications in the working world.

PROGRAMMES OFFERED

Under Graduate Programme (U.G.)-

- B.A. Honours (CBCS)
- B.A. General (CBCS)
- B.A. Honours and MDC (CCF)

Department of Philosophy integrates Crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the curriculum.

<p><u>PHILOSOPHY</u></p> <p><u>PROFESSIONAL ETHICS</u></p> <p>Hons (CBCS) PHI-ACC-12 Ethics (Indian) PHI-A-CC-14 Ethics (Western) PHI-A-DSE-A (1) Normative and Meta Ethics (CCF- PHIM-DSCC-17) PHI-A-DSE-A (2) Applied Ethics (CCF- PHIM-DSCC-21) PHI-A-SEC-B Business Ethics (PHI-G-SEC-A) PHI-A-SEC-B Recent trends in ethics</p> <p>General (CBCS) PHI-G-DSE-A Ethics: Indian and Western (CCF-PHIM-DSCC-15, PHI-MD-CC-1&CC-2, Paper-8) PHI-G-DSE-B Applied Ethics and Philosophy of Religion</p> <p>Major (CCF) PHIM-SEC-2 Recent Issues in Philosophy: Political and Ethical (PHI-MD-SEC)</p>	<p>1. B. Com Hons (CBCS) CC 4.1 Chg Entrepreneurship Development and Business Ethics</p> <p>2. Food and Nutrition General (CBCS) DSE B- Food Safety and Quality Control (CCF MDC-SEC)</p> <p>3. Journalism and Mass Communication General (CBCS) CC4- Ethics in Journalism SEC A-Ethics of Photo Journalism CC10-Code of Ethics CC11-Ethics of online journalism CC13-Advertising Ethics</p> <p>4. Sanskrit (CCF) MN-7 Indian Philosophy and Ethics</p>
<p><u>GENDER</u></p> <p>Hons (CBCS) PHI-A-SEC-B Feminist Philosophy PHI-A-SEC-A Man and Environment (e. Eco-feminism) (PHI-G-SEC-B) PHI-A-SEC-B Philosophy of Human Rights</p> <p>Major (CCF) PHIM-SEC-2 Recent Issues in Philosophy: Political and Ethical (B. Feminist Ethics: Some Key Concepts of Feminism) (PHI-MD-SEC) PHI-D- IDC Philosophy of Peace and Conflict Resolution (c. Gender and Peace) (PHI-MD-IDC)</p>	<p>1. Bengali Hons (CBCS) CC2-Unobingsho Shotabdir Naribiplob - Sophia Khatun CC3-Jogajog-Rabindranath Tagore CC6-Birangona Kabya - Madhushudan Dutt (CCF-BNG-H-CC-13) AECC1 - Stree Jatir Obonoti - Begum Rokeya (CCF-BNG-AEC-1-3)</p> <p>General (CBCS) CC/GE 3 Sadharan Meye- Rabindranath Tagore CC/GE 4 Pui Macha- Bibhutibhushan Bandyopadhyay Chinnyamasta- Ashapura Devi LCC-Antasalila - Sabitri Ray</p> <p>2. Economics General (CBCS) CC14-Gender Inequality DSE6 Gender bias in preferences and outcomes and evidence on unequal treatment within households.</p>

PHI-H-SEC Recent Issues in
Philosophy: Political and Ethical (A.
Human Rights) (PHI-MD-SEC)

3. Education

Hons(CBCS)

SEC-A-2- Democratic Citizenship Education(EDC-G-SEC A2)

DSEA-1 - Gender and Society(EDC-G-DSE-A-1)

DSEB-3-Women Education(EDC-G-DSE-B3) (CCF-Major-DSCC-9)

CCF(Major)

DSCC-19 Gender studies

4. English

Hons(CBCS)

CC 11 Women's writing(CCF-ENG-H-DSC-18)

DSE-B-Contemporary India: Women and Empowerment

General(CBCS)

CC3/GE3 Women's writing and Women's Empowerment

5. History

Hons(CBCS)

CC3- Changing norms of marriage and property

CC4- Position of Women in Medieval Europe, Witchcraft

CC7- Women Bhaktas in Bhakti Movement

CC-11- Family, Gender and process of Industrialization in late 18th
Century to 1914 AD

CC13- Debates around Gender in India Between 1857-1964

CC-14- Second Wave Feminist Movement in 1945-1994

DSE A1- Social Reforms and Women's Questions in Bengal from
1757 to 1905

DSE A3- Women's Movement in Bengal 1920-1946

DSE A 2- Limits of Democracy(1776-1945)

DSE A4- Abolitionists and Women's rights movement in United
States of America and Afro-American women in U.S.A.

SEC A2- Social Inequality and Gender in Indian History and Culture

General(CBCS)

CC3/GE3- History of India from 1206 to 1707

SEC A2- Indian History & Culture

6. Journalism and Mass Communication

General(CBCS)

CC6- Caste and Gender issues in media

CC12- Gender and development; Women empowerment

CCF (Major)

CC-19 Human Rights and Gender Studies

7. Political Science

Hons(CBCS)

DSE A- Gender and Politics(CCF-PLS-H-CC-22)

DSE B- Feminism: Theory and Practice(PLS-G-DSE B)

General (CBCS)

DSE B- Human Rights: Theory and Indian Context(CCF-PLS-H-CC-
21)

8. Sociology

General(CBCS)

SEC2- Gender Sensitization

DSE2- Family Marriage Kinship

	<p>DSE4- Gender and Sexuality CCF (Major& MDC) SOC-H-CC-14 Sociology of Gender and Sexuality SOC-MD-SEC-1 Gender Construct and Society 9. Sanskrit Hons (CBCS) CC-7 Indian Social Institutions and Polity (sec-b- unit-iii Position of Women in the Society) CCF DSCC-22 Value education and Women’s Studies</p>
<p><u>HUMAN VALUES</u> Hons(CBCS) PHI-A-DSE-A (1) Normative and Meta Ethics (3.Concept of Value: Types of Values, Subjectivity/objectivity of values.) PHI-A-DSE-A (2) Applied Ethics (7. Value beyond Sentient beings)(PHI-G-DSE-B) PHI-A-SEC-A b)Man and Environment (Intrinsic Value of Nature) (PHI-G-SEC-B) (CCF, PHI-H-SEC) PHI-A-SEC-B Business Ethics (2.Business ethics and environmental values, 3.Management by value Programmes: a qualitative appraisal) (PHI-G-SEC-A) PHI-A-SEC-B Peace Studies</p> <p>General(CBCS) PHI-G-SEC-B Value Education</p> <p>CCF(Major &MDC) IDC Philosophy of Peace and Conflict Resolution</p>	<p>1.Education Hons(CBCS) CC4- Education and Development of Values DSE A- Peace and Value Education(EDC-G-DSE A) (CCF-Major-DSCC-18) 2.Sanskrit Hons(CBCS) CC-7 Indian Social Institutions and Polity (sec-b- unit-iv Social Values of Life) CCF DSCC-22 Value Education and Women’s Studies</p>
<p><u>ENVIRONMENT AND SUSTAINABILITY</u></p> <p>Hons(CBCS) PHI-A-SEC-B2 Emerging Trends of Thought (A. Business Ethics: 2. Environment and Business Ethics, B. Environmental Philosophy) PHI-A-SEC-B Man and Environment (PHI-G-SEC-B) PHI-A-DSE-A2 Applied Ethics (8. Ecological concern in Indian Thoughts: Jain and Baudha views)</p>	<p>1.Botany Hons(CBCS) CC8-Plant geography, ecology, and evolution SECA-Biofertilizers(BOT-G-SEC A3) SECB - Mushroom Culture Technology, Plant Biotechnology General(CBCS) DSE A5 Natural Resource Management 2. Chemistry Hons(CBCS) DSE A-3 Green Chemistry and Chemistry of Natural Products(CEM-G-DSE B1) 3. Economics General(CBCS) DSEB - Environment and Sustainable Development. 4. Environmental Science General(CBCS) CC/GE-2 Ecology and Biodiversity DSE A1 Energy and Environment</p>

<p>General (CBCS) PHI-G-DSE-B Applied Ethics and Philosophy of Religion (D. Environmental Ethics) PHI-G-SEC-A Business Ethics (Business Ethics and Environmental Values)</p> <p>CCF PHI-H-SEC Man and Nature</p>	<p>DSE B1 Natural Hazard and Disaster Management DSE B2 Solid Waste Management SEC A2 Environmental Pollution and Green Technologies</p> <p>5. Environmental Studies CBCS AECC2-Environmental Studies</p> <p>6. Food and Nutrition General(CBCS) DSE A5(2) Community Nutrition</p> <p>7. Geography</p> <p>Hons(CBCS) CC10-Biosphere, Ecosystem, Biome, Ecotone, Ecology, Deforestation, Biodiversity. CC14-Hazard Management(CCF-GEOG-H-CC-11) DSEA - Environmental Issues in Geography(CCF-GEOG-H-CC-18) SEC-B-Sustainable development</p> <p>CCF GEOG-H-SEC 02 Environmental Impact Assessment and Environment Management Planning.</p> <p>General(CBCS) CC/GE 2 Environmental Geography</p> <p>8. Physics Hons(CBCS) SECA Renewable Energy and Energy Harvesting(PHS-G-SEC A2)</p> <p>9. Zoology Hons(CBCS) CC11-Ecology: Community, Applied Ecology DSEA - Biology of Insects: Insect-Plant Interactions SEC1-Apiculture, Sericulture, Aquarium Fishery</p> <p>General(CBCS) DSE A5(2) Aquatic-biology DSE B6(1) - Biology of Insect DSE B6(2) Ecology & Wildlife Biology SEC-A (1) Apiculture SEC-A (1) Sericulture SEC-B (1) Aquarium Fish Keeping</p> <p>10. B.Com Hons(CBCS) AECC 6.1Chg. Environmental Studies</p> <p>11.Sanskrit(CBCS) AECC Environmental Science</p> <p>12. Journalism and Mass Communication (CCF) Major CC-18 Health, Science &Environment Communication</p>
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Others**Honours CBCS)**

PHI-A-CC-1 Indian Philosophy-I
(PHIM-DSCC-3, PHI-MD-P-7)
PHI-A-CC-3 Outlines of Indian
Philosophy
PHI-A-CC-11 Nyaya Logic and
Epistemology-I (PHIM-DSCC9, PHIM-
DSCC-25)
PHI-A-CC-13 Nyaya Logic and
Epistemology-II (PHIM-DSCC-13,
PHIM-DSCC-25)
PHI-A-DSE-A(1) c) Philosophy of
Language (Indian) (PHIM-DSCC-18)
PHI-A-DSE-B(1) c) Vedantasara:
Sadananda Yogindra Saraswati
PHI-A-DSE-B(1
d) Srimadbhagabadgita
(PHIM-DSCC-23)
PHI-A-SEC-A a) Logical Reasoning and
Application: Indian and Western (PHIG-
SEC-A, PHIM-SEC-3)
PHI-G-CC-1 Indian Epistemology and
Metaphysics

CCF

PHIM-DSCC-2 Outlines of Indian
Philosophy (PHI-MD-CC-1/CC-2, P-2,
PHI-MD- MN (3 Years) P-2, PHI-MN
(4 Years) P-2)

PHIM-DSCC-6 Indian Philosophy-II

Sanskrit Honours

CC-2, Sec-E General Introduction to Vyakarana, Darsana, Sahitya
Sastra (Unit-II General introduction to Darsana, Major School of
Indian Philosophy of Carvaka, Bauddha, Jaina, Samkhya, Yoga,
Nyaya- Vaisesika, Purva Mimamsa, Uttara Mimamsa.
CC-4 Self management in the Gita
CC-6 Sabda-Sakti and Rasa-Sutra
CC-13 Indian Ontology and Epistemology

General

DSE-1 Philosophy , Religion and Culture in Sanskrit Tradition

CCF

DSCC-10 Indian Philosophy: Introduction & Acquaintance [Astika &
Nastika Darsana, Tarkasamgraha of Annambhatta,
Brihadaranyakopanisad with Sankarabhasya. (MDC-7)
DSCC-14 Indian Philosophy: Samkhya-Yoga and Purvamimamsa
DSCC-15 Advaita Vedanta: Introduction and Acquaintance [Vedanta
Sara, Kathopanisad, Chandogyopanisad, Kenopanisad
DSCC-16 Indian Logic: Buddhist and Navya-Nyaya System
MN-5(4Years) Gita and Upanisad (MDC-5, MN-5, 3 Years, DSCC-
6, MDC Sem-4.

FACULTY DETAILS

Sl. No.	Name	Designation	Qualification	Specialization	Years of Experience	Contact Details
1	Dr. A.J. Hasan	Principal (Retired)	M.A., Ph.D.	Philosophy of Mind	35 years	ajhasanp@gmail.com
2	Dr. Debprasad Mandal	Teacher-in-Charge	M.A., B.Ed., Ph.D.	Psychology	20 years	debprasadmandalgmsm@gmail.com
3	Dr. Tithi Naskar	Assistant Professor	M.A., M.Phil., Ph.D.	Indian Western Logic and Epistemology	5 years 8 months	tithi.1ph@gmail.com
4	Sri Krishna Kanta Dey	State Aided College Teacher-I	M.A., M.Phil.	Western Philosophy	21 years	himelitadey@gmail.com
5	Smt. Mridula Sen	State Aided College Teacher-I	M.A., M.Phil., Ph.D. (Pursuing) B.Ed., M.Ed.	Logic, Family and Feminism, Ethics	6 years 6 months	Mridula17.biswas@gmail.com
6	Md. Asif Mondal	State Aided College Teacher-II	M.A., B.Ed., Ph.D. (Pursuing)	Nyaya-Vaisesika Philosophy	6 years 6 months	md.asif160@gmail.com
7	Sri Jagadish Manna	State Aided College Teacher-II	M.A., M.Phil., B.Ed.	Hume, Western Logic, Indian Philosophy, Western Philosophy, Ethics	6 years 6 months	Jagadishmanna3@gmail.com

FACULTY PROFILE

Dr. Abdullah Jamader Hasan (M.A., M. Phil, Ph. D)

Principal (Retired)

Dept. of Philosophy

Gour Mohan Sachin Mandal Mahavidyalaya

Contacts Details: 9733624547

Mail - ajhasanp@gmail.com



He joined the college on 2005 as the principal as well as a faculty member in the Philosophy Department. He passed B.A (Hons) and M.A. Examination from Calcutta University obtaining first class. He attained his Doctorate Degree from the University of North Bengal. He was awarded the Siksha Ratna in 2015, the highest award in the field of education given by the government of West Bengal. He has also been awarded the Rajib Gandhi Education Excellence Award in 2012, the Rashtriya Vidya Gourab Gold Medal in 2012, and the Best Educationist Award, also in 2012. His book of poems - Khusir Upatyaka, published in 2015, has earned considerable literary acclaim.

FACULTY PROFILE

Dr. Debprasad Mandal (M.A., B.Ed., Ph.D.)

Associate Professor (TIC)

Dept. of Philosophy

Gour Mohan Sachin Mandal Mahavidyalaya

Contact Details: 9836312745,

Mail- debprasadmandalgmsm@gamil.com



Dr. Debprasad Mandal joined in August 2006 as a full-time lecturer in the philosophy department on substantive basis. He passed the B.A (Hons.) Examination in 1992 and M.A. Examination in 1994 from Calcutta University. He qualified SLET Examination in the year 2001. He served as an Assistant Teacher in a higher secondary school for ten years. He has got PhD degree from University of Calcutta. His research is mainly focused on Swami Vivekananda's Philosophy of Education. Now, he has been selected as the Teacher-in-Charge and has taken over all responsibilities as the Administrative Head of Gour Mohan Sachin Mondal Mahavidyalaya.

Apart from academic and other necessary duties of the college, he has assisted in examination related work of the University of Calcutta. He served as a Head examiner and Question Setter of general and honours papers since 2008. He participated in various extracurricular activities of the College. He was the Coordinator of the NSS unit and has won the Best NSS Officer Award from the University of Calcutta. He was the member of library sub-committee, Finance Committee and the SC/ST Welfare Committee of the college. For career advancement, Dr. Debprasad Mandal has participated in several UGC-sponsored short term courses from various universities in West Bengal. He has also participated in a workshop on Introduction of AI-Powered Tools in Effective Teaching and Learning at P.N. Das College, Palta.

His area of interest is Psychology, particularly about the mind of others being. His other area of interest aims to focus on social philosophers like Swami Vivekananda. He has several publications to his credit.

PAPER PUBLICATION

Sl. No	Name of the Research Journal	Title of the paper	Month & Year of Publication	ISBN/ISSN No.
1.	Journal of Education and Development	Concept of Moksha in Indian Philosophy	2018	2248-9703
2.	Journal of Education and Development	Religion of Mahatma Gandhi & Impact of Society	2019	2248-9703
3.	Journal of Education and Development	Abnormality and Psychological Disorder: A Perspectives	2019	2248-9703
4.	Journal of Education and Development	John Locke, Rousseau and John Dewey, Concepts of Childhood Education	2019	2248-9703
5.	Journal of Education and Development	Importance of Descartes in Western Philosophy	2019	2248-9703
6.	Journal of Education and Development	John Locke's Idea of Education	2019	2248-9703
7.	Journal of Education and Development	Value of Ethics in Modern Society	2020	2248-9703
8.	Journal of Education and Development	Tabula Rasa Theory: An Idea of Basic Education	2020	2248-9703

Orientation/Refresher/Faculty Development Programmes/ Short Term Course

Sl. No.	Orientation/Refresher/FDP/Short term Course	Organizing Body	Date	Theme of the Course
1.	UGC-Sponsored Short Term Course	UGC Human Resource Development Centre, University of Calcutta	From 05 th to 11 th November, 2019	Gender Sensitization and Empowerment
2.	UGC-Sponsored Short Term Course	UGC Human Resource Development Centre, Jadavpur University	From 20 th November to 26 th November 2019	Disabilities Studies

Workshop Attended

Sl. No	Organizing Body	Subject	Date
1.	IQAC, P.N.Das College, Palta	One Day State Level Workshop on Introduction of AI-Powered Tools in Effective Teaching and Learning	22 nd July, 2024

FACULTY PROFILE

Dr. Tithi Naskar (M.A., M. Phil, Ph. D)

Assistant Professor

Department of Philosophy

Gour Mohan Sachin Mandal Mahavidyalaya

Contacts Details: 6294642325

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Dr. Tithi Naskar is an Assistant Professor of Philosophy at Gour Mohan Sachin Mandal Mahavidyalaya since 2019 and at present she has been working as the Head of the Department. She completed her Masters of Arts (M.A.) in 2015, Masters of Philosophy (M. Phil) in 2018 and Doctor of Philosophy (Ph. D) in 2024 from Jadavpur University. Her research has mainly focused on Nyaya-Vaisesika metaphysics. In her research she seeks to understand the Concept of Padarthas (Categories) in different Indian Philosophical System, Creation of World in perspective of Science and Philosophy, how Ancient Indian Texts are important in the modern era. She has published two research journals on Nyaya-Vaisesika Philosophy. Her Subject Specialization is on Indian Logic and Epistemology. She has six years of teaching experience and has also been working as a Programme Officer of NSS unit-I and a member of Women Cell of this college.

PAPER PRESENTATION

Sl. No.	Name of the Conference/Seminar	Level	Title of the paper	Name of the Organization	Date & Year
1.	Philosophical Problems: Statements, Methodology and Responses	National	Ayurved o Vaisesik Sastre Mon: Ekti Tulonamulok Alochona	Jadavpur University	15 th September 2023
2.	National Young Scholar Meet	National	Padartha Bisaye Vaisesik o Ayurved Sastrer Avimot: ekti Tulonamulok Alochona	Jadavpur University	1 st and 2 nd September, 2021

PAPER PUBLICATION

Sl. No.	Name of the Research Journal	Level	Title of the paper	Month & Year of Publication	ISBN/ISSN No. and Page No.
1.	Pratidhwani the Echo, Volume-XII, Issue-II	International	Vaisesik o Ayurved Sastra sommot Padarthatattba : ekti Somikkha	January, 2024	ISSN: 2321-9319 Page No.-60-70
2.	National Journal of Hindi and Sanskrit Research, Volume-51	National	Nyaya-Vaisek Sastrer Dristite Padarthatattba: ekti Somikkha	November-December, 2023	ISSN: 2454-9177 Page No.- 125-129

Orientation/Refresher/Faculty Development Programmes

Sl. No	Orientation/Refresher/ FDP	Organizing Body	Date	Theme of the Course
1.	UGC-Sponsored 33 rd Orientation/ Faculty Induction Programme (Online)	UGC Human Resource Development Centre, Mizoram University	From 02 nd – 22 nd November, 2021	Multidisciplinary
2.	UGC-Sponsored Refresher Course (Online)	UGC Malaviya Mission Teacher Training Centre, Jawaharlal Nehru University	From 24 th January to 7 th February	Indian Philosophy
3.	7-Day International Level Online Faculty Development Programme	Women's Cell & Dept. of English Barabazar Bikram Tudu Memorial College, Purulia	From 25 th July 2020 – 31 st July 2020	Gender Sensitization

FACULTY PROFILE

Krishna Kanta Dey (M.A., M.Phil.)

State Aided College Teacher – I

Dept. of Philosophy

Gour Mohan Sachin Mandal Mahavidyalaya

Contact Details: 8240070981

Mail- himelitadey@gmail.com



Sri Krishna Kanta Dey joined the Department in February 2000 as a Part time Lecturer in Philosophy. He passed B.A. (Hons) Examination in 1993 from University of Calcutta and M.A. Examination in 1998 from Rabindra Bharati University. He completed his M.Phil. degree in 2005 from Jadavpur University on the topic 'Pollution on Environmental Ethics'. Apart from academic and other necessary duties of the College he assists in examination related work of the University of Calcutta. He reigned from the institution in the month of March, 2024.

FACULTY PROFILE

Mridula Sen (M.A., M.Phil.,B.Ed., M.Ed. Ph.D (Pursuing)

State Aided College Teacher-I

Department Of Philosophy

Gour Mohan Sachin Mandal Mahavidyalaya

Contact Details: 9836193434,

Email Address: Mridula17.Biswas@gmail.Com



Mridula Sen joined the college as a guest lecturer on 16/07/2018. She completed her under graduate programme in Philosophy in the year 2009, from University of Kalyani. She has completed her Post Graduation in the year of 2011, from West Bengal State University, followed by her B.Ed. in 2014 and M.Phil. 2019. Then, she completed her M.Ed. from WBUTTEPA University in 2021. She has published three research papers on philosophy and education . She has also qualified SET in Philosophy and Education.

PAPER PRESENTATION

SL. NO.	NAME OF THE SEMINAR	LEVEL	TITLE OF THE PAPER	NAME OF THE ORGANIZER	YEAR
1.	STATE LEVEL SEMINAR ON PSYCHO-PHILOSOPHICAL PERSPECTIVES OF COUNSELLING	ONE DAY NATIONAL LEVEL SEMINAR	Psycho-Philosophical Perspective of Counselling	DEPARTMENT OF PHILOSOPHY, WEST BENGAL STATE UNIVERSITY	2018
2.	INTERNATIONAL SEMINAR ON WOMEN, SOCIETY AND POLITICS: A STUDY ON INDIA AND BNAGLADESH	TWO DAY INTERNATI ONAL LEVEL SEMINAR	Bharatbarshiya samaj prekkhite Nari Prosongo,	DEPARTMENT OF PHILOSOPHY, WEST BENGAL STATE UNIVERSITY	2018
3.	ONE DAY STATE SEMINAR ON WOMEN EMPOWERMENT	STATE LEVEL	Women and Health: Some Ethical issues	Gopal Candra Memorial College for Education	2012
4.	ONE DAY STATE SEMINAR ON KNOWLEDGE: AND ITS PERSPECTIVES	STAE LEVEL	Knowledge and truth,	Gopal Candra Memorial College for Education	2013
5.	SWAPNA MUKHERJEE MEMORIAL AND ONE DAY INTERNATIONAL SEMINAR ON PHILOSOPHICAL REFLECTION OF INDIAN ETHICS	INTERNATI ONAL LEVEL	Philosophical view on education	DEPARTMENT OF EDUCATION, Women's College of Calcutta.	2024
6.	INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH IN GLOBAL CONTEXT: ETHICS, CAHALLENGES AND OPPORTUNITIES	INTERNATI ONAL LEVEL	Empathy for the Global peace	ARTS AND HUMANITIES DEPARTMENT, YBN University, RANCHI	2024
7.	ONE DAY MULTIDISCIPLINARY INTERNATIONAL SEMINAR ON	INTERNATI ONAL LEVEL	Women Education in Bengal: A	Government General Degree College at Kaligunj, ICPR	2023

	EDUCATION IN INDIA: VEDIC TO MODERN ERA		Philosophical Discussion.		
8.	THREE DAYS NATIONAL SEMINAR	NATIONAL LEVEL	Advaita Vedanta: Core Thought	BHARATIYA DARSHAN AND ADVAITA-VEDANTA BIBHAG, Shree Jagannath University, ICPR, Odisha.	2023
9.	STATE LEVEL SEMINAR ON INCULCATING VALUES: THE ROLE OF INDIAL CULTURE	STATE LEVEL SMINAR	Prakitir Proti Mulyoboth	DEPARTMENT OF PHILOSOPHY, Sidho-Kanho-Birsha University, ICPR	2023
10.	TWO DAY INTERNATIONAL SEMINAR ON YOGA FOR HEALTH, HAPPINESS AND HARMONY	INTERNATI ONAL LEVEL	Tantric Yoga: A Philosophical Discussion	Swarnamoyee jogendranath Mahavidyalaya and Mugberiya Gangadhar Mahavidyalaya, ICPR	2023
11.	NATIONAL CONFERENCE ON MULTIDISCIPLINARY APROACHES	NATIONAL CONFEREN CE	Human Right in Indian Culture: A Philosophical view	ARTS AND HUMANITIES DEPARTMENT, YBN University, Ranchi.	2022
12.	A TWO DAY INTERNATIONAL SEMINAR ON WOMEN IN TEXTS	INTERNATI ONAL SEMINAR	Rabindra Rachanay Chitrito Nari	DEPARTMENT OF BENGALI, ENGLISH, PHILOSOPHY AND SANSKRIT, Jhargram Raj College	2018
13.	NATIONAL SEMINAR ON TEACHER EDUCATION IN INDIA: A PERSPECTIVE ON QUALITY WITH SPECIAL REFERENCE TO NAAC	NATIONAL LEVEL	LIFE SKILL EDUCATION: A PHILOSOPHICAL DISCUSSION	GOPAL CAHNDRA MEMORIAL COLLEG FOR EDUCATION	2023

BOOK AND JOURNAL PUBLISHED WITH ISSN/ISBN NO.

SL. NO.	NAME OF THE RESEARCH JOURNAL	LEVEL	TITLE OF THE PAPER	YEAR OF PUBLIC ATION	ISSN/ISBN
1.	Women, Society and Politics: Study of South Asia	INTERNATIONA L SEMINAR	Bharatborshiyo prekkhapote naribad o Nari prosongo,	2018	ISBN:978-93-80736-98-3
2.	JOURNAL: EDULIGHT	N.A.	Pratisthanik Shikkha	2018	ISSN: 2278-9545
3.	JHARGRAM RAJ COLLEGE	INTERNATIONA L SEMINAR	Rabindra Rachanay Chitrito Nari	2018	ISSN: 0871-5819

RESOURCE PERSON: One day seminar on The Religion of the Forest, 8th August, 2023.
W.B.S.U.

FACULTY PROFILE



Sri Jagadish Manna (M.A., M.Phil, B.Ed)

State Aided College Teacher-II

Dept. of Philosophy

Gour Mohan Sachin Mandal Mahavidyalaya

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Sri Jagadish Manna joined the college as a Guest Lecturer on 16/07/2018. At present he is working as a State Aided College Teacher in this college from 01.01.2020 till now. He completed his undergraduate programme in Philosophy Honours in the year 2005 from University of Calcutta. He has completed his Post-Graduation programme and M.Phil. programme in Philosophy from Rabindra Bharati University in respectively 2007 and 2010. He has been awarded B.ED in 2012 from Kalyani University. He has also qualified NET and SET Examination in the year 2015. He has published six research papers on Philosophy. His area of interests are Western Logic, Hume, Western Philosophy, Ethics and Indian Philosophy.

PAPER PRESENTATION:

Sl. No.	Name of the Conference/Seminar	Level	Title of the paper	Name of the Organization	Date & Year
1.	National Conference	National	Manabata bad prosonge Bharatiya Chintadhara	Banglar Puratatva Gabeshana Kendra	2018
2.	ICPR Sponsored Periodic Lecture	National	Dvaitabad	Rabindra Bharati University	2018

PAPER PUBLICATION:

Sl. No.	Name of the Research Journal	Title of the paper	Month & Year of Publication	ISBN/ISSN No. and Page No.
1.	Itihash o Sahitya Probandhomala	Manobotabad Prosonge Bharatiya Chintadhara	2018	978-81-924769-9-5
2.	Journal: Bhasapath, Eassay in Philosophy	Dvaitabad	2018	2455-9512

FACULTY PROFILE

Md. Asif Mondal, M.A., B.Ed., Ph.D. (Pursuing)

State Aided College Teacher-II

Dept. of Philosophy

Gour Mohan Sachin Mandal Mahavidyalaya

Contact Details: 8436638784

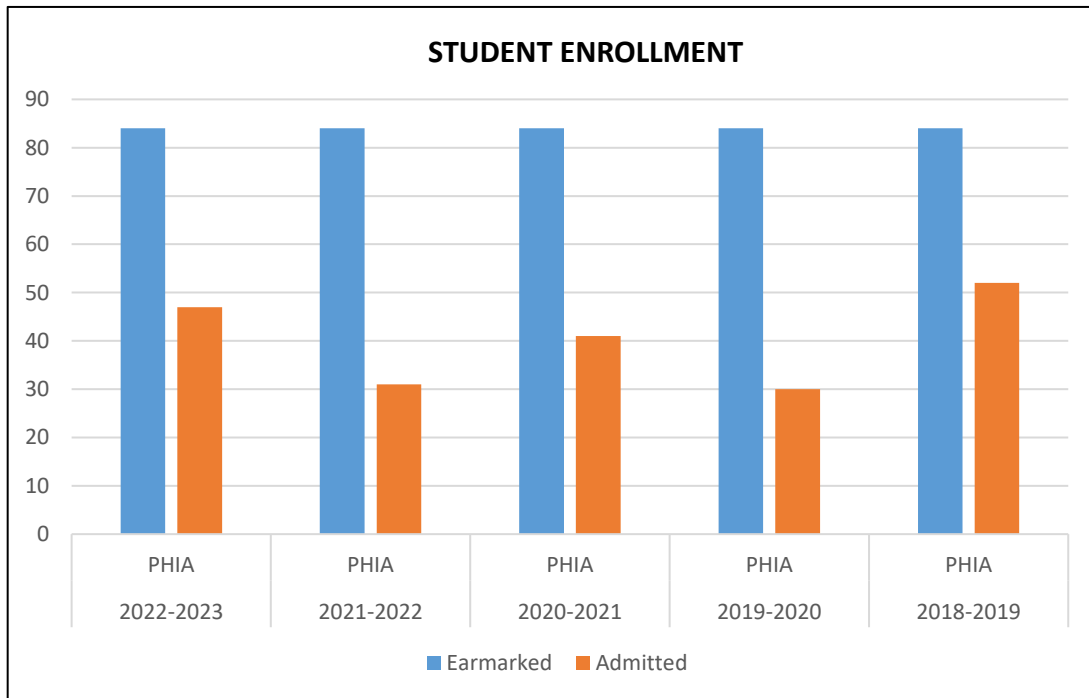
Email- md.asif160@gmail.com



Md. Asif Mondal joined the college as a guest lecturer on 16/07/2018. He completed his Under Graduate programme in Philosophy in the year 2010 from Itachuna Bejoy Narayan Mahavidyalaya under The University of Burdwan. He has completed his Post Graduation in the year of 2012 from The University of Burdwan followed by his B.Ed. (2014) respectively. Then he appeared for the course work examination under Binod Bihari Mahto Koyalanchal University in Jharkhand and registered for Ph.D.

STUDENT ENROLLMENT

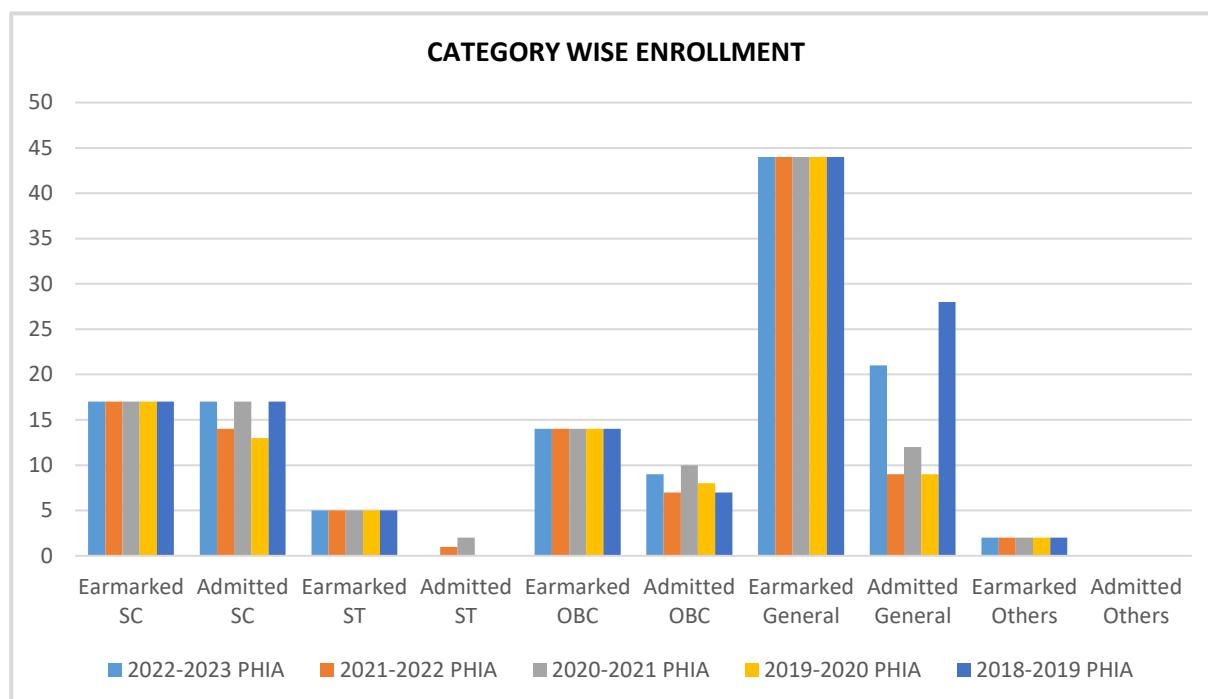
Year	Programme Name	Number of Seats	Number of Students Enrolled
2022-2023	B.A. Philosophy Honours (PHIA)	84	47
2021-2022	B.A. Philosophy Honours (PHIA)	84	31
2020-2021	B.A. Philosophy Honours (PHIA)	84	41
2019-2020	B.A. Philosophy Honours (PHIA)	84	30
2018-2029	B.A. Philosophy Honours (PHIA)	84	52



CATEGORY WISE STUDENT'S ENROLLMENT DETAILS

Year	Program me Name	No. of Seats	Number of Seats earmarked for reserved category as per GOI					Number of Students admitted from the reserved category					Total no. of students enrolled
			SC	ST	OBC	Gen	Other s	SC	ST	OBC	Gen	Oth ers	
2022-23	B.A. Philosophy Honours	84	17	05	14	44	02	17	0	09	21	0	47
2021-22	B.A. Philosophy Honours	84	17	05	14	44	02	14	01	07	09	0	31
2020-21	B.A. Philosophy Honours	84	17	05	14	44	02	17	02	10	12	0	41
2019-20	B.A. Philosophy Honours	84	17	05	14	44	02	13	0	08	09	0	30
2018-19	B.A. Philosophy Honours	84	17	05	14	44	02	17	0	07	28	0	52

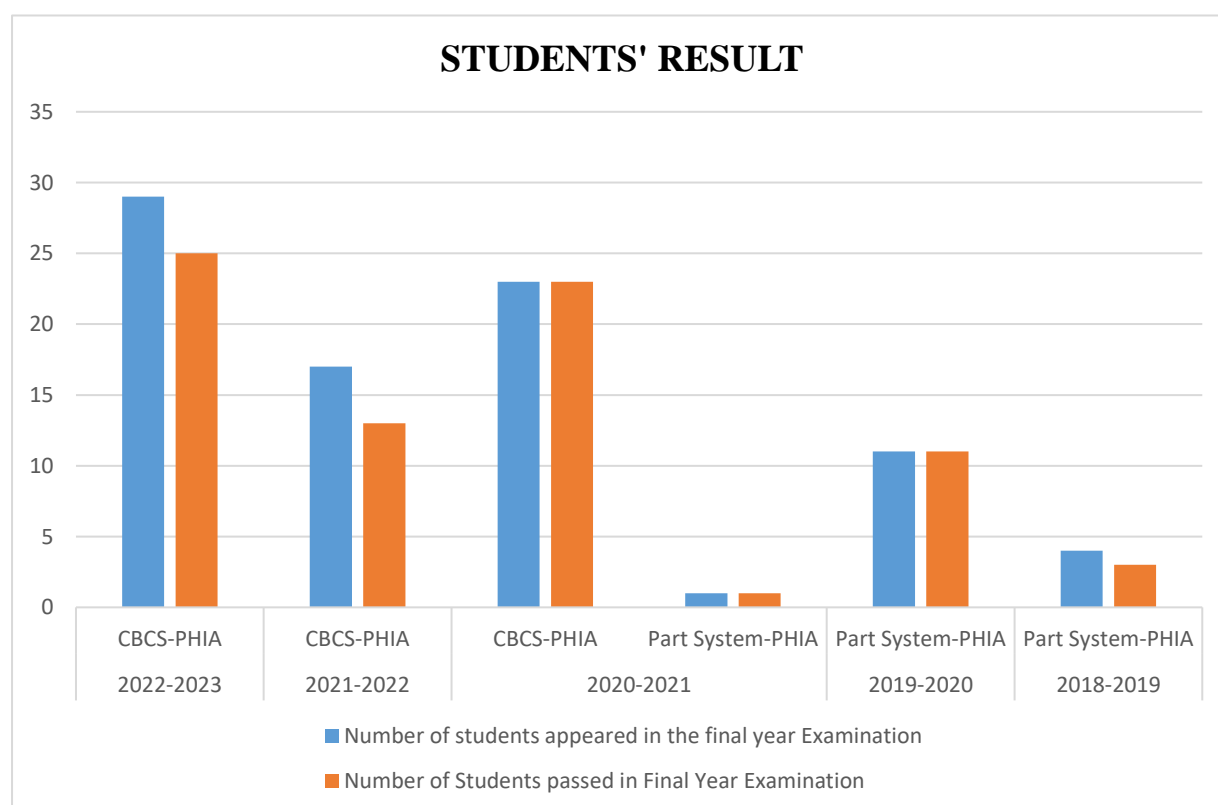
CATEGORY WISE STUDENTS' ENROLLMENT DETAILS IN CHART



STUDENTS' RESULT

Year	Programme Code	Programme Name	Number of Students appeared in the final year examination	Number of students passed in final year examination
2022-2023	CBCS-PHIA	B.A. Philosophy (Honours)	29	25
2021-2022	CBCS-PHIA	B.A. Philosophy (Honours)	17	13
2020-2021	CBCS-PHIA	B.A. Philosophy (Honours)	23	23
	Part System-PHIA	B.A. Philosophy (Honours)	01	01
2019-2020	Part System-PHIA	B.A. Philosophy (Honours)	11	11
2018-2019	Part System-PHIA	B.A. Philosophy (Honours)	04	03

Year Wise the Result of Students in Chart



PROGRAM SPECIFIC OUTCOMES

- **Comprehension and Enhancement of Knowledge:**

The major outcome of the programme is to make the students acquiring the depth knowledge of the core and applied areas of philosophy. They will be able to understand, define and articulate the basic concepts and themes of philosophy which are fundamental to any learning process.

- **Analytical and Critical Thinking:**

Habit of critical thinking and reasoning skills in the students is a significant outcome of the programme. The engagement with logical reasoning and critical thinking help them to reflect and think upon issues that happen around them and come up with solutions. It also equips them with problem solving techniques.

- **Communication skills and career opportunities:**

The rendering of each program is done with the specific motive of developing good communicative skills in the students. It also helps the students to find new career opportunities since they are wide open to the social, political, environmental and gender problems of the society.

- **Research Aptitudes and self-learning abilities:**

Since the students are exposed to a wide ranging topics, they are free enough to advance their learning and research aptitude in a better way. Each and every course leaves behind in the mind of the students problems that await much speculation and research.

- **Scientific Temper and Social Accountability:**

The students inculcate scientific temper in their thinking which helps them to approach social situations and pressing issues in a rational way. It develops a social and humanistic concern in their attitudes and responses to life situations.

- **Ethical decision making and value cultivation:**

The students can make rational and ethical decisions of the moral dilemma confronting in their life. Cultivation social, Political, Aesthetic and environmental in the learners is a major outcome of the programme.

- **Interpretation and Practical Application:**

The study of Philosophy helps the students to learn the art of interpretation and proper understanding of texts and contexts of life. It makes to concrete, existential situations. They will be equipped for doing philosophical counselling in the most efficient way.

COURSE OUTCOMES

B.A. Philosophy Honours (CBCS)

Core Course SEMESTER 1

PHI-A-CC-1 INDIAN PHILOSOPHY- I (CCF-DSCC-3) (CCF-PHI-MD-CC-1/CC-2, P-7)

COURSE OUTCOMES:

- Articulate and exemplify basic knowledge of the tradition of Indian schools of Philosophy.
- Analyse the basic concepts and terminology of Indian Philosophical schools.
- Evaluate the philosophical richness of Indian thought on philosophical notion.
- Understand the variety of Nastika and Astika.
- Critically evaluate the application of different Pramanas of Indian Philosophy.
- Analyse the cause of the refutation of one school on one pramana than others.

PHI-A-CC-2 HISTORY OF WESTERN PHILOSOPHY – I (CCF-DSCC-5)

COURSE OUTCOMES:

- Articulate and exemplify basic knowledge of the Western Philosophical tradition from Greek to Modern philosophy.
- Understand rationality, freedom of thought and diverse Possibilities of philosophising.
- Applying rational and critical thinking, and dialectical method for approaching philosophical and socio-political problems.
- Analyse the role of empirical experience in the formation of knowledge which helps to develop scientific temper.
- Compare rational and empirical methods and evaluate the need of them for approaching the problem of knowledge.
- Create critical perspectives on modern perspectives of knowledge and reality.

SEMESTER 2

PHI-A-CC-3 OUTLINES OF INDIAN PHILOSOPHY – II (CCF-DSCC-6)

COURSE OUTCOMES:

- Clarify and elucidate the basic characteristics of Indian Philosophy
- Comprehend the theories of Knowledge in ancient Indian Philosophical Schools
- Illustrate the basic metaphysical concepts and theories in ancient Indian Philosophical Schools

PHI-A-CC-4 HISTORY OF WESTERN PHILOSOPHY – II (CCF-DSCC-10)

COURSE OUTCOMES:

- Clarify and elucidate the basic characteristics of Indian Philosophy
- Comprehend the theories of Knowledge in ancient Indian Philosophical Schools
- Illustrate the basic metaphysical concepts and theories in ancient Indian Philosophical Schools

SEMESTER 3

PHI-A-CC-5 PHILOSOPHY OF MIND (PHI-G-CC-4) (CCF-DSCC-11) (CCF-PHI-MD-CC-1/CC-2, P-6) (CCF-PHI-MD-MN)

COURSE OUTCOMES:

- Create opportunities to understand the current developments in the philosophy of mind
- Analyse the significance of the interdisciplinary nature of philosophy of mind
- Evaluate problems relating to consciousness scientifically and philosophically
- Understand the various theories of mind
- Compare the different views on understanding mind brain identities
- Critically evaluate the applications of philosophy in solving problems relating to AI, neural correlates of consciousness etc.

PHI-A-CC-6 SOCIAL AND POLITICAL PHILOSOPHY (PHI-G-DSE-A) (CCF-DSCC-8) (CCF-MN-4 Four Year) (CCF-PHI-MD-CC-1/CC-2-P-4) (CCF-PHI-MD-MN)

COURSE OUTCOMES:

- Articulate and exemplify the basic knowledge of the social and political philosophy in India and West.
- Understand the scope, nature and method of socio-political philosophy.
- Evaluate the scope of social and political philosophy
- Analyse how state and citizen are related.
- Understand the various social and political perspectives in Modern India.
- Make critical comments on the relation between various social and political ideals.

PHI-A-CC-7 PHILOSOPHY OF RELIGION (CCF-DSCC-12)

COURSE OUTCOMES:

- Introduce the philosophical aspects of different religions and to familiarize the students with the value systems of various religions.
- Analyse the relationship between religion and other disciplines
- Explore the impact of the religious faiths in the philosophical context.
- Understand the nature and scope of philosophy of religion.
- Make an in-depth search on various types of religious values and facts
- Analyse the relationship of religion with various cognate studies.

SEMESTER 4

PHI-A-CC-8 WESTERN LOGIC – I (PHI-G-CC-3) (CCF-DSCC-4) (CCF-MN-3 Four Year) (CCF-PHI-MD-CC-1/CC-2-P-3) (CCF-PHI-MD-MN)

COURSE OUTCOMES:

- Enable the students to have the adequate problem solving and analytical skills
- Understand and explain the importance of critical thinking.
- Introduce the subject matter of logical reasoning and to provide a detailed analysis of the truth and validity of the arguments.
- Describes the nature and scope of logic in our day-to-day life.

PHI-A-CC-9 WESTERN LOGIC – II (CCF-DSCC-7)

COURSE OUTCOMES:

- Enable the students to have the adequate problem solving and analytical skills
- Understand and explain the importance of critical thinking.
- Introduce the subject matter of logical reasoning and to provide a detailed analysis of the truth and validity of the arguments.
- Describes the nature and scope of logic in our day to day life.
- Explain the propositions, their classifications and distribution of terms
- Describe inference as a method of thinking and its types and rules.

PHI-A-CC-10 EPISTEMOLOGY AND METAPHYSICS (WESTERN)

COURSE OUTCOMES:

- Clarify and elucidate the basic characteristics of western metaphysics and epistemology
- Comprehend the theories of Knowledge in John Hospers, A.J. Ayer.
- Illustrate the basic metaphysical concepts and theories in western philosophy
- Create critical and novel approaches in basic Epistemological and Metaphysical problems

SEMESTER 5

PHI-A-CC-11 INDIAN LOGIC AND EPISTEMOLOGY - I (CCF-DSCC-9)

COURSE OUTCOMES:

- Study the principles and methods of correct reasoning.
- Introduce the different types of common errors that occur in reasoning and analyse their implications
- Develop the argumentative skill of each student.
- Equip the students to write competitive exams with confidence and clarity by applying the principles of logic.
- Able to apply this knowledge to concrete cases in order to see how the rules of logic play out in the real world.

PHI-A-CC-12 ETHICS (INDIAN) (PHI-G-DSE-A) (CCF-DSCC-15) (CCF-PHI-MD-CC-1/CC-2, P-8)

COURSE OUTCOMES:

- Develop common outlook regarding relevance of Ethics
- Bring out the basic features of Ethics
- Analyse various Ethical theories and study their implications
- Create conceptual awareness of Indian Ethics and their significance

SEMESTER 6

PHI-A-CC-13 INDIAN LOGIC AND EPISTEMOLOGY –II (CCF-DSCC-13)

COURSE OUTCOMES:

- Study the principles and methods of correct reasoning.
- Introduce the different types of common errors that occur in reasoning and analyse their implications
- Develop the argumentative skill of each student.
- Equip the students to write competitive exams with confidence and clarity by applying the principles of logic.
- Able to apply this knowledge to concrete cases in order to see how the rules of logic play out in the real world.

PHI-A-CC-14 ETHICS (WESTERN) (PHI-G-DSE-A) (CCF-DSCC-15) (CCF-PHI-MD-CC-1/CC-2, P-8)

COURSE OUTCOMES:

- Develop common outlook regarding relevance of Ethics
- Bring out the basic features of Normative Ethics
- Analyse various Ethical theories and study their implications
- Create conceptual awareness of Meta Ethics and their significance
- Compare different theories of punishment and critically evaluate attitude of society to Capital punishment.
- Form conceptions of Rights and Duties in the light of philosophical explanations.

DISCIPLINE SPECIFIC ELECTIVE COURSE PHI-A-DSE-A (1)

a) WESTERN LOGIC- I (CCF-DSCC-16)

COURSE OUTCOMES:

- Enable the students to have the adequate problem solving and analytical skills
 - Understand and explain the importance of critical thinking.
 - Introduce the subject matter of logical reasoning and to provide a detailed analysis of the truth and validity of the arguments.
 - Describes the nature and scope of logic in our day to day life.
 - Explain the propositions, their classifications and distribution of terms
- Describe inference as a method of thinking and its types and rules

b) NORMATIVE AND META ETHICS (CCF-DSCC-17)

COURSE OUTCOMES:

- Identify the problems of Bio-ethics and the principles of ethics.
- Know about the emergence of applied ethics as an important part of ethics
- Focus on the data analysis of motion pictures, Nano-sciences and e-waste problems.
- Introduce bio-ethical problems related to medical ethics, media ethics and ethics of technology.

c) PHILOSOPHY OF LANGUAGE (INDIAN) (CCF-DSCC-18)

COURSE OUTCOMES:

- Articulate and exemplify language as the tool of philosophy
- Analyse the significance of philosophical interventions in language
- Evaluate the philosophical problems associated with language
- Understand the various theories of meaning
- Compare the different criteria of arriving at meaning
- Critically evaluate the applications of philosophy in solving linguistic problems.

PHI-A-DSE-B (1) Classical Texts

a) AN ENQUIRY CONCERNING HUMAN UNDERSTANDING – D. HUME

COURSE OUTCOMES:

- Distinguishing between impressions and ideas
- Explaining Hume's concept of the "copy principle"
- Analyzing the role of custom and habit in forming beliefs
- Identifying the limitations of reasoning regarding causation
- Evaluating Hume's arguments for skepticism regarding the external world.
- Assessing the implications of Hume's philosophy on morality and personal identity
- Comparing and contrasting Hume's empiricist approach to other philosophical positions

b) THE PROBLEMS OF PHILOSOPHY – B. RUSSELL (CCF-DSCC-23)

COURSE OUTCOMES:

- Students develop the ability to think clearly, coherently, and critically.
- Students understand concepts of right, wrong, good, and bad.
- Students understand moral principles and how to apply them in everyday life.
- Students read assigned texts in advance of class.
- Students attend lectures, which may include quizzes.
- Students participate in recitation sections.

b) VEDANTASARA: SADANANDA YOGINDRA SARASWATI

COURSE OUTCOMES:

- Understanding the core concepts of Advaita Vedanta
- Gaining a thorough understanding of the Vedantasara
- Acquiring the basic qualifications to study advanced Vedanta
- Developing a strong understanding of the technical Sanskrit terms used in the course
- Evaluating the idea that Advaita advocates for renouncing the world
- Developing a deep understanding of the concepts of "mind," "ego," "intellect," and "atma"
- Discussing the four mahavakyas
- Correlating the Vedantic teachings of the course with the Upanishads and the Bhagavadgītā
- Demonstrating a deep interest in the Sad Dharshanās.

d) SRIMADBHAGABADGITA (CCF-DSCC-23)

COURSE OUTCOMES:

A "Srimad Bhagavad Gita" course aims to provide students with a deep understanding of the text's central teachings, philosophical principles like Dharma, Karma, and Yoga, enabling them to analyze and interpret these concepts in relation to contemporary life, ultimately allowing them to apply the Gita's wisdom for a more fulfilling and spiritually enriched existence; this includes insights into ethical decision-making, leadership qualities, and managing stress through self-awareness and inner peace.

**SEMESTER 6
PHI-A-DSE-A (2)**

a) WESTERN LOGIC-II (CCF-DSCC-20)

COURSE OUTCOMES:

- Enable the students to have the adequate problem solving and analytical skills
- Understand and explain the importance of critical thinking.
- Introduce the subject matter of logical reasoning and to provide a detailed analysis of the truth and validity of the arguments.
- Describes the nature and scope of logic in our day to day life.
- Explain the propositions, their classifications and distribution of terms
- Describe inference as a method of thinking and its types and rules

b) APPLIED ETHICS (PHI-G-DSE-B) (CCF-DSCC-21)

COURSE OUTCOMES:

- Identify the problems of Bio-ethics and the principles of ethics.
- Know about the emergence of applied ethics as an important part of ethics
- Introduces the different aspects of the general issues in Professional ethics, genetics and cyber ethics.
- Focus on the data analysis of motion pictures, Nano-sciences and e-waste problems.
- Introduce bio-ethical problems related to medical ethics, media ethics and ethics of technology.

c) PHILOSOPHY OF LANGUAGE (WESTERN) (CCF-DSCC-19)

COURSE OUTCOMES:

- Articulate and exemplify language as the tool of philosophy
- Analyse the significance of philosophical interventions in language
- Evaluate the philosophical problems associated with language
- Understand the various theories of meaning
- Compare the different criteria of arriving at meaning
- Critically evaluate the applications of philosophy in solving linguistic problems.

PHI-A-DSE-B (2)

CONTEMPORARY INDIAN PHILOSOPHY (PHI-G-DSE-B) (CCF-DSCC-22)

COURSE OUTCOMES:

- Demonstrate basic features of Philosophical dynamics of Modern Indian thinkers.
- Introduce the Neo-Vedantic approach of Modern Indian Philosophers
- Validate the relevance of the ideals like Universal 'Religion' and 'Integral Yoga' in the modern world
- Ascertain the contemporary relevance of Gandhian Satyagraha model
- Familiarise the religious and humanitarian aspects in the philosophy of Tagore and Radhakrishnan
- Acquaintance with the modern materialist approach of Radical Humanism
- Exemplified the need of democracy and Ambedkar's concept of social democracy

SKILL ENHANCEMENT COURSE

SEMESTER 3

PHI-A-SEC- A

a) LOGICAL REASONING AND APPLICATION: INDIAN AND WESTERN (PHI-G-SEC-A) (CCF-PHI-H-SEC-3)

COURSE OUTCOMES:

- Students will be able to define and explain core concepts of both Indian and Western logic systems.
- Students can identify logical fallacies in arguments and analyze the structure of reasoning in different contexts.
- Students can critically compare and contrast the approaches to logic in Indian and Western philosophical traditions.
- Students can effectively communicate their logical analysis and reasoning through written and oral presentations.
- Ethical reasoning in Indian and Western philosophy.
- Legal reasoning and application of logic in law.
- Case studies and practical exercises applying logical principles to real-life situations.

b) MAN AND ENVIRONMENT (PHI-A-SEC-B) (CCF-PHI-H-SEC-1)

COURSE OUTCOMES:

- Get general awareness of Environmental Ethics.
- Understand different approaches to Ethics.
- Evaluate the significance of Ecology and its relation to Environment.
- Assess the ethical dimensions of Sustainability.
- Elucidate the relevance of Animal Rights.
- Articulate and evaluate the importance of Ecocentrism in the context of Deep Ecology.
- Discriminate and assess the claims of Social Ecology and Land Ethics to deal with environmental issues.

SEMESTER 4

PHI-A-SEC-B

a) EMERGING TRENDS OF THOUGHT- BUSINESS ETHICS (PHI-G-SEC-A)

OUTCOMES:

- relate the market system to the need for ethics in business and distinguish it from the law and concepts of virtue and morality.
- explore ethics in the context of relativism, psychological egoism, utilitarianism, deontology, and virtue ethics.
- examine the ideas of character ethic, female ethic, human rights, and ethical action.
- examine the professional ethics and responsibilities of intermediaries, managerial responsibility and loyalty, and employee responsibilities to the community. including the work environment of women, preferential policies, and diversity policies.
- relate risk analysis in health and safety, responsibilities of the producer, products liability and accountability, and fair pricing to ethics in marketing.
- analyze international economic integration, labor in the global economy, and the regulation of global economic activities by international institutions.
- analyze methods of ensuring morality in business including Kohlberg's method of assessing moral decision-making processes and James Weber's modification, ethical corporate structures, and federal sentencing guidelines and the Sarbanes-Oxley act.
- evaluate modern theories of corporate social responsibility including the moral minimum framework and the stakeholder theory.

C. FEMINIST PHILOSOPHY

COURSE OUTCOMES:

- Create opportunities to understand the social significance of gender
- Analyse the significance of philosophical interventions in gender issues
- Evaluate feminism as a philosophy
- Understand the various types of philosophical feminism
- Compare the different views on finding gender as a social construct

D. PEACE STUDIES

COURSE OUTCOMES:

- Defining and analyzing concepts like violence, power dynamics, social justice, structural violence, and different forms of peace (negative, positive, transformative).
- Identifying the root causes of conflict, including political, economic, social, and environmental factors, through case studies and theoretical frameworks.
- Exploring various methods for resolving conflict, such as mediation, negotiation, dialogue, restorative justice, and nonviolent action.
- Drawing on knowledge from diverse disciplines like political science, sociology, history, psychology, economics, and anthropology to understand complex conflict dynamics.
- Developing effective communication skills to facilitate dialogue, build trust, and engage with diverse perspectives in conflict situations.
- Examining ethical dilemmas in peacebuilding and the role of personal responsibility in promoting peace.

E. RECENT TRENDS IN ETHICS

COURSE OUTCOMES:

- Identifying ethical issues in various contexts
- Applying different ethical frameworks to analyze complex situations
- Evaluating potential consequences of ethical decisions
- Developing strategies to address ethical dilemmas in professional settings
- Communicating ethical concerns effectively to relevant stakeholders
- Reflecting on personal ethical values and their impact on decision-making

b) PHILOSOPHY OF HUMAN RIGHTS

COURSE OUTCOMES:

- To be able to analyze human rights problems and apply relevant laws.
- To be able to demonstrate an understanding of the Constitution's provisions on human rights.
- To be able to respect different cultures and values.
- To be able to tackle prejudice.
- To be able to improve relationships with others.
- To be able to reshape thinking and actions on real-life issues.
- To be able to work in the field of human rights.
- To be able to work in social service NGOs.

B.A. PHILOSOPHY GENERAL (CBCS) CORE COURSE SEMESTER 1

PHI-G-CC-1 INDIAN EPISTEMOLOGY AND METAPHYSICS

COURSE OUTCOMES:

- Clarify and elucidate the basic characteristics of Indian Philosophy
- Comprehend the theories of Knowledge in ancient Indian Philosophical Schools
- Illustrate the basic metaphysical concepts and theories in ancient Indian Philosophical Schools

SEMESTER 2

PHI-G-CC-2 WESTERN EPISTEMOLOGY AND METAPHYSICS (CCF-DSCC-14) (CCF-PHI-MD-CC-1/CC-2-P-5) (CCF-PHI-MD-MN)

COURSE OUTCOMES:

- Articulate and exemplify basic knowledge of the Western Philosophical tradition From Greek to Modern philosophy.
- Applying rational and critical thinking, and dialectical method for approaching philosophical and socio-political problems.
- Analyse the role of empirical experience in the formation of knowledge. Which helps to develop scientific temper.
- Compare rational and empirical methods and evaluate the need of them for Approaching the problem of knowledge.
- Create critical perspectives on modern perspectives of knowledge and reality.

PHI-G-SEC-B

b) VALUE EDUCATION

COURSE OUTCOMES:

- Knowledge: Students learn the knowledge and rules needed to function in society.
- Skills: Students learn the skills needed to apply the rules they learn.
- Critical thinking: Students learn to think critically and reflect on their learning.

B. A. PHILOSOPHY HONOURS (CCF) SEMESTER 1

DSCC -1: FUNDAMENTALS OF PHILOSOPHY (CCF-MN-1 Four Year) (CCF-PHI-MD-CC-1/CC-2-P-1) (CCF-PHI-MD-MN)

COURSE OUTCOMES:

Knowledge Outcomes:

1. Understand the basic concepts and branches of philosophy: Students will be able to define and explain the fundamental concepts, branches, and subfields of philosophy.
2. Identify and analyse philosophical theories and concepts: Students will be able to identify, analyse, and critically evaluate various philosophical theories and concepts.
3. Recognize the contributions of major philosophers: Students will be able to recognize and explain the contributions of major philosophers from ancient to modern times.

Skill Outcomes:

1. Critical thinking and analytical skills: Students will be able to apply critical thinking and analytical skills to evaluate philosophical arguments and concepts.
2. Effective communication and writing skills: Students will be able to communicate philosophical ideas and arguments effectively in writing.
3. Problem-solving and decision-making skills: Students will be able to apply philosophical concepts and theories to real-world problems and make informed decisions.

Attitudinal Outcomes:

1. Open-mindedness and intellectual curiosity: Students will demonstrate open-mindedness and intellectual curiosity in exploring philosophical ideas and concepts.
2. Respect for diverse perspectives: Students will demonstrate respect for diverse philosophical perspectives and traditions.
3. Critical awareness of social and cultural contexts: Students will demonstrate critical awareness of the social and cultural contexts in which philosophical ideas and concepts are developed and applied.

Value-Based Outcomes:

1. Appreciation for the value of philosophical inquiry: Students will appreciate the value of philosophical inquiry in understanding human experience and the world.
2. Commitment to critical thinking and intellectual honesty: Students will demonstrate a commitment to critical thinking and intellectual honesty in their philosophical inquiries.
3. Recognition of the importance of ethics and morality: Students will recognize the importance of ethics and morality in philosophical inquiry and everyday life.

DSCC-2: OUTLINES OF INDIAN PHILOSOPHY (CCF-MN-2 Four Year)
(CCF-PHI-MD-CC-1/CC-2-P-2) (CCF-PHI-MD-MN)

COURSE OUTCOMES:

Knowledge Outcomes:

1. Understand the fundamental concepts and schools of Indian philosophy: Students will be able to identify and explain the key concepts, schools, and systems of Indian philosophy.
2. Recognize the contributions of major Indian philosophers: Students will be able to recognize and explain the contributions of major Indian philosophers, such as Adi Shankara, Ramanuja, and Buddha.
3. Analyze primary texts from Indian philosophical traditions: Students will be able to analyze and interpret primary texts from Indian philosophical traditions, such as the Upanishads and the Bhagavad Gita.

Skill Outcomes:

1. Critical thinking and analytical skills: Students will be able to apply critical thinking and analytical skills to evaluate Indian philosophical theories and concepts.
2. Effective communication and writing skills: Students will be able to communicate Indian philosophical ideas and arguments effectively in writing.
3. Problem-solving and decision-making skills: Students will be able to apply Indian philosophical concepts and theories to real-world problems and make informed decisions.

Attitudinal Outcomes:

1. Appreciation for Indian philosophical traditions: Students will demonstrate appreciation and respect for the diversity and richness of Indian philosophical traditions.
2. Open-mindedness and intellectual curiosity: Students will demonstrate open-mindedness and intellectual curiosity in exploring Indian philosophical ideas and concepts.
3. Critical awareness of cultural and historical contexts: Students will demonstrate critical awareness of the cultural and historical contexts in which Indian philosophical ideas and concepts were developed.

Value-Based Outcomes:

1. Recognition of the relevance and significance of Indian philosophy: Students will recognize the relevance and significance of Indian philosophical ideas and concepts in contemporary contexts.
2. Commitment to critical thinking and intellectual honesty: Students will demonstrate a commitment to critical thinking and intellectual honesty in their exploration of Indian philosophical ideas and concepts.
3. Appreciation for the value of philosophical inquiry: Students will appreciate the value of philosophical inquiry in understanding human experience and the world.

DSCC -24: CRITIQUE OF PURE REASON (Text)

COURSE OUTCOMES:

Knowledge Outcomes:

1. Understand Kant's critical philosophy: Students will be able to explain and analyze Kant's critical philosophy, including his theories of knowledge, reality, space, and time.
2. Analyze key concepts and arguments in the Critique of Pure Reason: Students will be able to identify, analyze, and interpret key concepts and arguments in the Critique of Pure Reason, such as the distinction between analytic and synthetic judgments.
3. Recognize the significance of Kant's Critique of Pure Reason in the history of philosophy: Students will be able to recognize the significance of Kant's Critique of Pure Reason in the history of philosophy and its influence on subsequent philosophical thought.

Skill Outcomes:

1. Critical thinking and analytical skills: Students will be able to apply critical thinking and analytical skills to evaluate Kant's philosophical theories and concepts.
2. Effective communication and writing skills: Students will be able to communicate Kant's philosophical ideas and arguments effectively in writing.
3. Problem-solving and decision-making skills: Students will be able to apply Kant's philosophical concepts and theories to real-world problems and make informed decisions.

Attitudinal Outcomes:

1. Appreciation for the historical and philosophical context of Kant's Critique of Pure Reason: Students will demonstrate appreciation and respect for the historical and philosophical context of Kant's Critique of Pure Reason.
2. Open-mindedness and intellectual curiosity: Students will demonstrate open-mindedness and intellectual curiosity in exploring Kant's philosophical ideas and concepts.
3. Critical awareness of the implications of Kant's philosophy: Students will demonstrate critical awareness of the implications of Kant's philosophy for our understanding of knowledge, reality, and human experience.

Value-Based Outcomes:

1. Recognition of the significance of Kant's Critique of Pure Reason for understanding human knowledge and experience: Students will recognize the significance of Kant's Critique of Pure Reason for understanding human knowledge and experience.
2. Commitment to critical thinking and intellectual honesty: Students will demonstrate a commitment to critical thinking and intellectual honesty in their exploration of Kant's philosophical ideas and concepts.
3. Appreciation for the value of philosophical inquiry: Students will appreciate the value of philosophical inquiry in understanding human experience and the world.

DSCC -25: TARKASAMGRAHA (Text) [Prameya Part]

COURSE OUTCOMES:

On completion of this course, students will be able to:

1. Define and explain the concept of prameya (matter of proof) in Nyaya philosophy.
2. Identify and discuss the different types of prameya (e.g., atma, Ishvara, world).
3. Analyze and critically evaluate the Nyaya arguments for the existence of atma, Ishvara, and the world.
4. Understand the Nyaya concept of pramana (means of valid knowledge) in relation to prameya.

SKIL ENHANCEMENT COURSE (SEC)

SEC-2: RECENT ISSUES IN PHILOSOPHY: POLITICAL AND ETHICAL (CCF-PHI-MD-SEC)

- **Human Rights**
- **Feminist Ethics: Some Key Concept of Feminism**

COURSE OUTCOMES:

Skill Outcomes:

1. Apply critical thinking and analytical skills to complex philosophical issues.
2. Develop effective communication and writing skills to articulate and defend philosophical positions.
3. Demonstrate problem-solving and argumentation skills in addressing philosophical problems.

Knowledge Outcomes:

1. Identify and explain key concepts in contemporary political and ethical philosophy.
2. Analyze and evaluate the strengths and weaknesses of different philosophical perspectives on issues like justice, equality, and human rights.
3. Demonstrate an understanding of the relevance of philosophical inquiry to real-world problems and contemporary debates.

Attitude Outcomes:

1. Develop open-mindedness and tolerance for diverse perspectives.
2. Cultivate respect for rational inquiry and critical thinking.
3. Appreciate the relevance of philosophy to real-world issues.

Value Outcomes:

1. Respect human rights and dignity.
2. Commit to social justice and equality.
3. Appreciate the importance of ethical inquiry in personal and public life.

Application Outcomes:

1. Apply philosophical concepts and theories to real-world problems and issues.
2. Evaluate the implications of philosophical ideas on personal and public life.
3. Develop a philosophical perspective on contemporary issues and debates.

INTERDISCIPLINARY COURSE (IDC)

PHILOSOPHY OF PEACE AND CONFLICT RESOLUTION (CCF-PHI-MD-IDC)

COURSE OUTCOMES: On completion of this course, students will be able to:

Skill Outcomes:

1. Analyse and evaluate different philosophical perspectives on peace and conflict resolution.
2. Develop critical thinking and problem-solving skills to address complex conflicts and peace-related issues.
3. Communicate effectively and articulate philosophical positions on peace and conflict resolution.

Knowledge Outcomes:

1. Understand key concepts and theories in the philosophy of peace and conflict resolution.
2. Identify and explain different philosophical perspectives on peace, justice, and human rights.
3. Demonstrate knowledge of various conflict resolution strategies and peace-building initiatives.

Attitude Outcomes:

1. Cultivate empathy and tolerance for diverse perspectives and cultures.
2. Develop a commitment to peaceful conflict resolution and social justice.
3. Appreciate the importance of philosophical inquiry in addressing real-world conflicts.

Value Outcomes:

1. Respect human rights and dignity in conflict situations.
2. Value peace, justice, and reconciliation in personal and public life.
3. Prioritize non-violent conflict resolution and peace-building initiatives.

Application Outcomes:

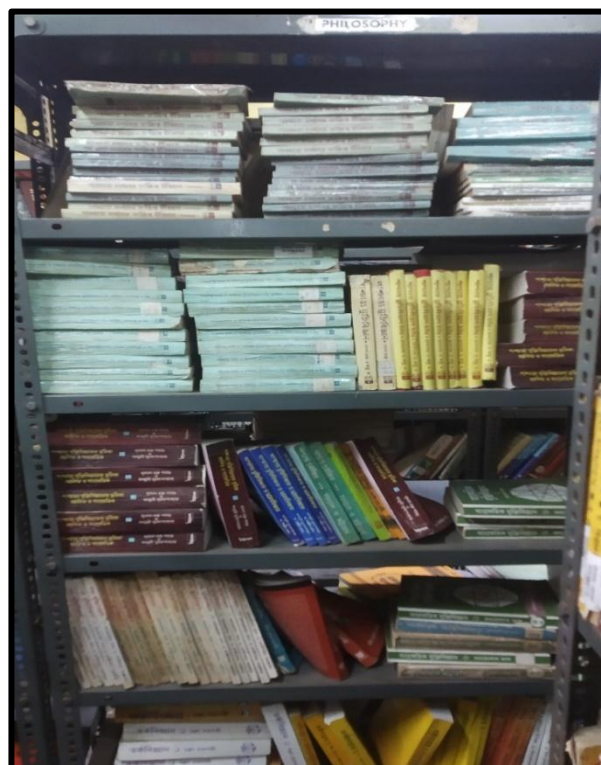
1. Apply philosophical concepts and theories to real-world conflict situations.
2. Evaluate the effectiveness of different conflict resolution strategies and peace-building initiatives.
3. Develop a philosophical perspective on peace and conflict resolution in personal and public life.

DEPARTMENTAL ACTIVITIES

DEPARTMENTAL LIBRARY

The Philosophy Department of Gour Mohan Sachin Mandal Mahavidyalaya started from the inception of the college. Presently Hons and general subjects are taught here very carefully. Philosophy has been recognized one of the most important subjects in the college. At present a large number of students study philosophy in our department. There are seven teachers in our department including principal. The teachers teach the students very carefully. Our college has a central library and there are quite number of books. There is a reading room and students can sit there and take books home for study. Beside this also our department has a separate departmental library. Here the students take books, study, and return books as per their requirements to maintained proper rule and regulations from the Departmental teachers. Poor and talented students of rural areas benefit greatly from studying this book. Not only syllabus oriented books, there are many kinds of reference books in our departmental library. Our department has 57 reference books. The student-teacher relationship is gradually paving the way for the progress of our department. In terms of results, the philosophy departments of our college occupies an important place under Calcutta University.

PICTURES OF THE DEPARTMENTAL LIBRARY



**A WEBINAR ON COVID PANDEMIC AND HUMAN ATTITUDE:
PHILOSOPHICAL REFLECTION**

DATE: 24/09/2020

Gour Mohan Sachin Mandal Mahavidyalaya
(NAAC Accreditation: B++)
www.gmsmmahavidyalaya.ac.in

DEPARTMENT OF PHILOSOPHY
In Collaboration with IQAC
Presents one day Webinar on

**COVID PANDEMIC AND HUMAN ATTITUDE :
PHILOSOPHICAL REFLECTIONS**
24/09/2020 at 3 pm

RESOURCE PERSONS

Dr. Shilpita Mitra
Associate Professor, Department of Philosophy
University of Calcutta
Topic - Looking through the lens of Gandhi in COVID pandemic

Dr. Uma Chattopadhyay
Former Professor, Department of Philosophy
University of Calcutta
Topic - "The role of philosophy in this Pandemic Situation"

Chief Guest
Sri Joydeb Halder
President, Governing Body
G.M.S.M. Mahavidyalaya

Chief Patron
Dr. A.J. Hasan
Principal
G.M.S.M. Mahavidyalaya

Organising Committee
Tithi Naskar (Asst. Prof.)
Krishna Kanta Dey, Mridula Sen
Md. Asif Mondal, Jagadish Mann
Faculty, Dept. of Philosophy
G.M.S.M. Mahavidyalaya

Convener
Debprasad Mandal
HOD, Dept. of Philosophy
G.M.S.M. Mahavidyalaya

Registration Link :
YouTube Live Streaming :
WhatsApp Group at :
E-Certificate will be provided
No Registration Fee required

Currently the situation is very dire. Covid -19 has taken a terrible shape all over the world. India and West Bengal are no exception. All the world is confined indoors today. But society can never stand still in such dangerous situations. Therefore, the philosophy department of Gour Mohan Sachin Mandal Mahavidyalaya has organized a webinar to sensitize the students and understand the attitude of the society. How to save our country from the grave of this pandemic and how to adjust to the new normal were the pertinent topic of discussion of our seminar. The Department of Philosophy of Gour Mohan Sachin Mandal Mahavidyalaya organized this webinar on 24th September in 2020 with the collaboration of IQAC of our college.

Department of philosophy organized a one-day seminar on Covid Pandemic and Human Attitude: Philosophical Reflection on September 2020 on online platform. The discussion was addressed by Associate Professor Debprasad Mandal, where he explain the main purpose of the webinar. Principal Sir briefly highlighted the relevance of the content of the webinar and the dire situation of the present-day society. After that, two resource persons smartly presented the topic of their discussion in front of the students. The first resource person was Dr. Shilpita Mitra (Associate Professor and Head,) Department of Philosophy, University of Calcutta. Her topic was "Looking through the lens of Gandhi in Covid pandemic". The second resource person was Dr. Uma Chattopadhyay (former professor, department of philosophy) University of Calcutta. She explained about "The role of philosophy in this pandemic situation". Students benefit greatly from their thoughtful discussions. Finally, Md. Asif Mondal (Assistant professor of our department) delivered a vote of thanks and ended the program.

All teachers of the college along with the students of the department and many students from other departments also participated in this webinar online. Almost 900 students attended this webinar. The presence of such a large number of students despite this dire situation proves that the trends of students learning has not ended.

SCREENSHOTS OF THE WEBINAR



A SEMINAR ON SATKARYAVADA IN SANKHYA SCHOOL OF PHILOSOPHY

DATE: 11/04/2023

The department of Philosophy of Gour Mohan Sachin Mandal Mahavidyalaya, University of Calcutta organized a one-day seminar on 11th April in the year 2023. The theme of the seminar was “**Satkaryavada, in Sankhya School of philosophy**”.

Sri Milan Natuya, Assistant Professor of Kultali Dr. B.R. Ambedkar College, Department of Philosophy was the resource person for the seminar and the convener of this seminar was Associate Professor, Sri Debprasad Mandal (HOD) of this department. All the faculties and students’ presence helped to conduct the seminar successfully. Most importantly, it was not possible to organize this seminar without the blessings of the Chief Patron - Sri Joydeb Halder (President, Governing Body) and Honorable Principal - Dr. Abdullah Jamadar Hasan who greatly encourage and inspire us.

On the day of seminar set for the soothing beginning with inauguration song by the students of department of philosophy which was followed by the lightening of lamp ceremony by the distinguished guest and our principal. The event caught momentum with the introduction on the topic of seminar by the Principal Dr. Abdullah Jamadar Hasan. His informative discussion on the topic unfold the general understanding of Samkhya School of Philosophy. With his encouraging words and his anticipation for the success of the event made the audience more curious giving way to willful participation. The Head of the Department of Philosophy, Associate Professor, Sri Debprasad Mandal enrich the session with his up-to-date and correlative studies upon the topic, also our special guest Sri Milan Natuya gave detailed speech about the topic. A Special mention to Associate Professor Smt. Ranjini Guha, IQAC Coordinator, who encourages us with her few words and blessed us with her endless support. Last but not least, to all who contributed directly or indirectly to the success of the seminar, we thank you all.



The brochure features a background image of a person in a yellow robe, possibly a philosopher or sage, with a circular emblem in the top left corner. The text is centered and uses various colors (blue, red, black) for emphasis.

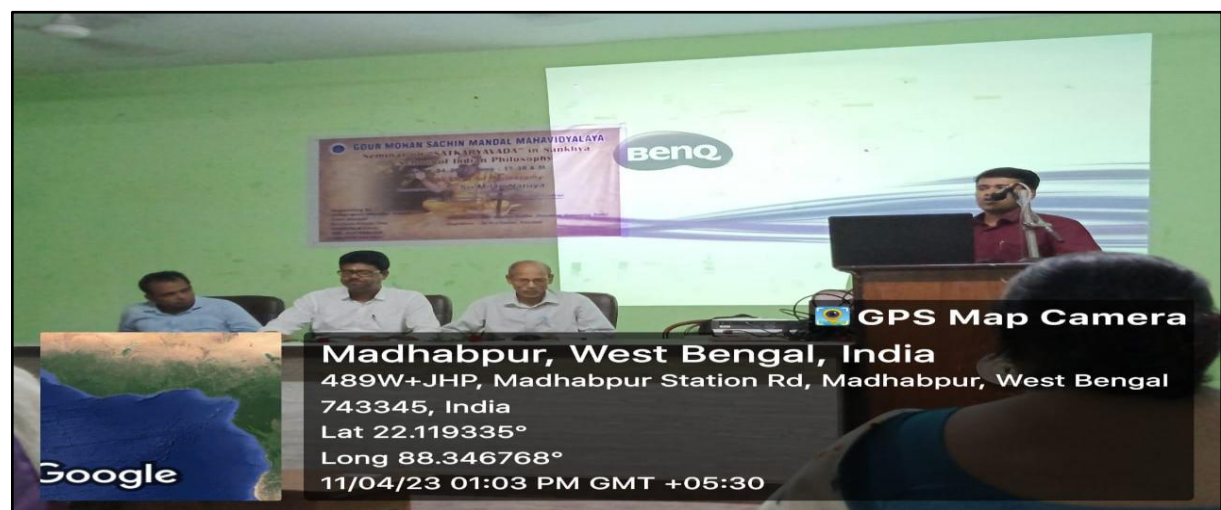
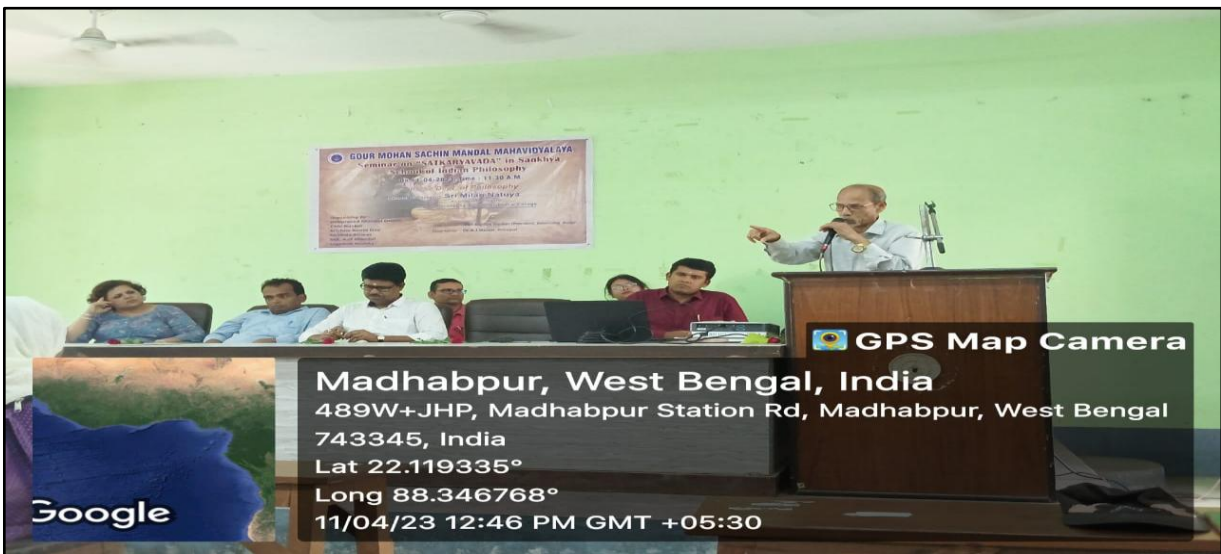
GOUR MOHAN SACHIN MANDAL MAHAVIDYALAYA
Seminar on “SATKARYAVADA” in Sankhya
School of Indian Philosophy
On 11-04-2023, Time : 11.30 A.M.
In the Dept. of Philosophy
Resource Person - Sri Milan Natuya
Assistant Professor
Dept. of Philosophy, Dr. B.R. Ambedkar College

Organizing By :-
Debprasad Mandal (HOD)
Tithi Naskar
Krishno Kanta Day
Mridula Biswas
Md. Asif Mandal
Jagadish Manna

Chief Patron - Shri Joydeb Halder (President, Governing Body)
Chief Advisor- Dr. A.J.Hasan, Principal

BROCHURE OF THE SEMINAR

PICTURES OF THE SEMINAR



WALL MAGAZINE “MANAN”

DATE: 10TH JANUARY, 2023

A Wall-Magazine named as “MANAN” was published on 10th January 2023, Tuesday at 1.50 p.m. in the dept. of Philosophy of Gour Mohan Sachin Mandal Mahavidyalaya. It was prepared by the students of Philosophy. The magazine was inaugurated by our honorable principal Dr. A.J. Hasan. The HOD, Sri Debprasad Mandal and other Professors of different departments were also present at the moment. The principal of our college delivered his valuable speech on the importance and significance of the Wall-Magazine. The theme of this Wall-Magazine was “BAUDDHA DARSANAM”. Our departmental head explained the theme of this magazine briefly.

The objectives of this Wall-Magazine was to flourish the thinking of our students about “Buddhist Philosophy”. It also enhances problem-solving ability, analytical ability, argumentative capability etc. of our students. This magazine also helps the students to acquire comprehensive knowledge about Buddhism.

Most of the students of our department actively participated in this programme. Although selected writings were published on the magazine, a lot of enthusiasm was seen in all the students participated in the programme. They shared their innovative ideas to decorate the magazine. They made various type of pictures, collages, hand-crafts to beautify the magazine. Selected final copies which were published on the magazine were written with their own beautiful hand-writing. The programme was conducted successfully with whole hearted participation from all concern.



PHOTOS OF THE EVENT



DEPARTMENTAL ACTIVITIES

The Philosophy Department of Gour Mohan Sachin Mandal Mahavidyalaya conducts various academic and co-curricular activities throughout the academic calendar. The teachers of the department always provide guidance to the students in various ways so that not only the subject-based studies but also how the students can stand their own feet in the future and develop their ideal character. Students are also encouraged to cooperate with teachers to undertake different programs.

TEACHER AND STUDENTS OF PHILOSOPHY DEPARTMENT

GOUR MOHAN SACHIN MANDAL MAHAVIDYALAYA



The following are the activities that the department of Philosophy regularly undertakes every year.

1. *Tutorial examination: Tutorial examination is conducted for every semester as per the curriculum structure.*
2. *Internal examination: Internal examination is taken for all students in our department.*
3. *Group discussion: Group discussion is done by dividing the students into different groups.*



4. Quiz contest: Subject wise quiz contest is conducted among the students in every semester.



5. Debate competition: Debate competition is held for the intellectual development of students in our department.

6. Students' lecture and presentations: Students can give lectures on any topic in the classroom in the presence of teachers



7. Weekly class test: Department teachers conduct class tests weekly to continuously assess their performance.



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8. Teacher's day observation: Students observe Teachers' Day every year to honour the teachers.



9. Cultural program: Students participate in dance, singing and competition, Rangoli competition song, dance and other programs in the college.





10. Social work: Most of the students of our department are the members of NSS who actively participate in various social, environmental, cultural activities, campaigning events and social surveys.



11. Student Week observation: As per Government notification our college observes Student Week in the first week of January. During the Student Week, several events such as quiz, debate, extempore, poetry recitation, dancing, singing, rangoli making competitions are organized by each department.

12. Mentor-mentee: As mentors, teachers guide and counsel the students in every aspect of their life.



13. Add-on course program: We have arranged an Add-on course for the students during the summer vacation in online mode. Most of the students of our department enrolled and successfully completed the course. The program has been successful and the students have benefited greatly. A test was conducted at the end with proper evaluation and certificates have been given to all the participants after successful completion of the course.

GOUR MOHAN SACHIN MANDAL
MAHAVIDYALAYA
DEPARTMENT OF PHILOSOPHY
ONLINE ADD ON COURSE
ON
INTRODUCTION TO LOGIC AND CRITICAL THINKING
30 HOURS DURATION
COURSE FEES: RS. 100/
DATE 15TH MAY-30TH MAY
REGISTRATION LINK:
[HTTPS://FORMS.GLE/B8TZGYDNZBXUZ5UO7](https://forms.gle/B8TZGYDNZBXUZ5UO7)
LAST DATE OF REGISTRATION : 14TH MAY

Brochure of the Add On Course – “Introduction to Logic and Critical Thinking”

14. Department of Philosophy arranged an orientation programme for semester-1 students on 23/-8/2023 in the academic session 2023-24 to introduce them to their courses, syllabus and New Education Policy.



15. Alumni group: Our department has an alumni group where all the pass out students are members. They are well connected with the department and strengthen our team.

LESSON-PLAN

SEMESTER-WISE LESSON PLAN (FOR HONOURS COURSE – UNDER CBCS)				
Sem	Paper	Topics	Name of the Teachers	Number of Classes Taken (Hours)
I	CC-I Indian Philosophy	a) Introduction: Division of Indian Philosophical Schools: Āstika and Nāstika.	D.M.	1
		b) Cārvāka School—Epistemology, Metaphysics, Ethics.		5
		c) Jainism—Concept of Sat, Dravya, Paryāya, Guṇa. Anekāntavāda, Syādvāda and Saptabhanginaya.		7
		d) Buddhism— Four noble Truths, Theory of Dependent Origination (Pratītyasamutpādavāda), Definition of Reality, (Arthakriyākāritvamsattvam), Doctrine of Momentariness, (Kṣanabhangavāda), Theory of no-soul (Nairātmyavāda), Four Schools of Buddhism (Basic tenets).	K.K.D	10
		e) Nyāya –Pramā and Pramāṇa, Pratyakṣa (Definition), Sannikarṣa, Classification of Pratyakṣa: Nirvikalpaka, Savikalpaka, Laukika, Alaukika	T.N.	12
		f) Anumiti, Anumāna (Definition), vyāpti, parāmarśa, Classification of Anumāna: pūrvavat, śesavat, smānyatodṛṣṭa, kevalānvayī, kevalavyātirekī, anvayavyātirekī, svārthānumāna, parārthānumāna, Upamāna (definition), Śabda (definition).		20
		g) Vaiśeṣika—Seven Padārthas, dravya, guṇa, karma, sāmānya, viśeṣa, samavāya, abhāva.		M.S.
	a) Pre Socratic Philosophy: Thales, Heraclitus, Parmenides, Empedocles, Anaxagoras, Democritus, Protagoras.	K.K.D.		3
	b) Plato: Theory of Knowledge, Theory of Forms.	T.N.	8	
	c) Aristotle : Critique of Plato’s theory of Forms, Doctrine of four causes, Form and Matter.		8	
	d) St. Thomas Aquinas: Faith and Reason, Essence and Existence.	D.M.	5	
	e) Descartes: Cartesian method of doubt, Cogito ergo sum, Criterion of truth, Types of ideas, Proofs for the existence of God, Mind- body dualism, Proofs for the existence of the external world.		12	
	f) Spinoza: Doctrine of substance, Attributes and Modes, Existence of God, Pantheism, Three orders of knowing.		8	
	g) Leibniz: Monads, Truths of reason, Truths of facts, Innateness of ideas, Some metaphysical principles: Law of Identity of indiscernibles, Law of sufficient reason, Law of continuity, Doctrine of Pre-established harmony.	M.S.	10	
II	CC-3	a) Sāmkhya—Satkāryavāda, Nature of Prakṛti , its constituents and proofs for its existence. Nature of	D.M.	12

	Outline of Indian Philosophy	Puruṣa and proofs for its existence, plurality of puruṣas, theory of evolution.		
		b) Yoga—Citta, Cittavṛtti, Cittabhūmi. Eight fold path of Yoga, God.	M.S.	6
		c) Mīmāṃsā (Prābhakara and Bhāṭṭa) : Anvitāvidhānvāda and Abhihitānvayavāda, Arthāpatti and Anupalabdhi as sources of knowledge	T.N.	6
		d) Advaita Vedānta—Sankara’s view of Brahman, Saguṇa and Nirguṇa Brahman, Three grades of Sattā: prātibhāsika, vyavahārika and pāramārthika, Jīva, Jagat and Māyā.	K.K.D.	10
		e) Viśistādvaita—Rāmānuja’s view of Brahman, Jīva, Jagat. Refutation of the doctrine of Māyā.		10
	CC-4 History of Western Philosophy	a) Locke : Refutation of innate ideas, The origin and formation of ideas, Simple and Complex ideas, Substance, Modes and Relations, Nature of knowledge and its degrees, Limits of knowledge, Primary and Secondary qualities, Representative Realism.	T.N.	12
		b) Berkeley: Refutation of Abstract ideas. Criticism of Locke’s distinction between Primary and Secondary qualities, Immaterialism, Esse-est-percipi, Role of God.	D.M.	10
		c) Hume: Impression and ideas, Association of ideas, Distinction between Judgements concerning Relations of Ideas and Judgements concerning Matters of fact, Theory of causality, Theory of Self and Personal Identity, Scepticism.	K.K.D	10
		d) Kant : Conception of Critical Philosophy, Distinction between A priori and A posteriori Judgements, Distinction between Analytic and Synthetic Judgements. Synthetic A priori Judgements, General problem of the Critique, Copernican Revolution in Philosophy ;Transcendental Aesthetic : Space & Time—Metaphysical & Transcendental expositions of the Ideas of Space & Time.	M.S.	12
	III CC-5 Philosophy of Mind	a) Psychology: Definition, Nature and Scope.	T.N.	2
b) Methods of Psychology: Introspection, Extrospection, Experimental Methods—variables—dependent & independent, Controls in experiment, Limitations of experimental method.			7	
c) Sensation and perception: Nature of sensation, Nature of perception, Relation between sensation and perception, Gestalt theory of perception. Illusion and Hallucination.		D.M.	5	
d) Learning: Theories of Learning—Trial and error theory, Thorndike’s laws of learning, Gestalt theory, Pavlov’s theory of conditioned response, B.F. Skinner’s theory of Operant Conditioning (reinforcement, extinction, punishment).			8	

		e) Philosophical Theories of Mind: Interactionism, Double-aspect theory, Philosophical Behaviorism, Materialism- mind-brain identity theory, The Person theory (Strawson).	K.K.D	6
		f) Consciousness: Levels of mind—Conscious, Sub-conscious, Unconscious, Proofs for the existence of Unconscious, Freud’s theory of Dream.	M.S.	5
		g) Intelligence : Measurement of intelligence, IQ, Measurement of IQ, Binet-Simon test.		4
		h) Personality: Types, Factors and Traits of Personality.		3
	CC-6 Social and Political Philosophy	a) Nature and Scope of i) Social Philosophy ii) Political Philosophy iii)Relation between Social and Political Philosophy.	D.M.	3
		b) Primary concepts: Society, community, association, institution, family: nature, different forms of family, role of family in the society.		8
		c) Social Class and Caste: Principles of class and caste, Marxist conception of class, Varnāśrama dharma.	K.K.D.	4
		d) Theories regarding the relation between individual and society: i) Individualistic theoryii) Organic theoryiii) Idealistic theory		4
		e) Secularism—its nature, Secularism in India.	T.N.	3
		f) Social Change: Nature, Relation to social progress, Marx-Engles on social change, Gandhi on social change.		6
		g) Political Ideals: Nature of Democracy and its different forms, Direct and Indirect democracy, Liberal democracy, Democracy as a political ideal, Socialism: Utopian and Scientific, Anarchism.	M.S.	8
	CC-7 Philosophy of Religion	a) Nature and scope of Philosophy of Religion. Doctrine of karma and rebirth, doctrine of liberation, (Hindu, Bauddha and Jaina views).	K.K.D.	6
		b) The Philosophical teachings of the Holy Quran: God the ultimate Reality, His attributes, His relation to the world and man.	T.N.	5
		c) Some basic tenets of Christianity: The doctrine of Trinity, The theory of Redemption .		4
		d) Religious Pluralism, Inter-religious dialogue and Possibility of Universal Religion.		4
		e) Arguments for the existence of God: Cosmological, Teleological and Ontological arguments, Nyāya arguments.	D.M.	5
		f) Grounds for Disbelief in God: Sociological theory (Durkheim), Freudian theory, Cārvāka, Bauddha and Jaina views .		10
		g) The Peculiarity of Religious Language: The doctrine of analogy, Religious statements as Symbolic, Religious language as Non-Cognitive (Randal’s view), the language game theory (D.Z. Phillip).	M.S.	
	SEC_A	1.The main objective of logical reasoning.	T.N.	1
		2.Reasoning in practice:		12

	(a) Logical Reasoning and Application: Indian and Western	(i). Fallacy of relevance, Fallacies of ambiguity, Fallacies of weak induction, Avoiding fallacies (ii) Different kinds of Hetvābhāsa-s after Nyāya system (iii) Logical applications of the concept of pakṣatā (iv) Functional applications of ordinary operative relations between sense-organs and respective objects.		
		3. Logic and the Law: (i) Laws, courts and arguments (ii) Language in the law (iii) The functions of legal Language (iv) Fallacies in the law (v) Definitions in the law	D.M.	8
		4. Inductive reasoning in Law (i) The method of Inquiry in Law (ii) Causation in Legal reasoning (iii) Analogical Reasoning in legal argument (iv) Probability in legal argument	M.S.	5
		5. Deductive Reasoning in Law (i) Determining the correct rule of Law (ii) Identifying, formulating, and applying rules of law (iii) The law of libel (iv) Logic is right reasoning	K.K.D.	4
IV	CC-8 Western Logic-I	a) Logic and Arguments, Deductive and Inductive Arguments, Argument forms and arguments, Statement forms and statement, Truth and Validity. Categorical propositions and classes: quality, quantity and distribution of terms, Translating categorical propositions into standard form.	D.M.	10
		b) Immediate inferences: Conversion, Obversion and Contraposition, Traditional square of opposition and Immediate Inferences based thereon; Existential Import, symbolism and Diagrams for categorical propositions.		8
		c) Categorical Syllogism: Standard Form categorical Syllogism; The Formal nature of Syllogistic Argument, Rules and Fallacies, General Rules; To test Syllogistic Arguments for validity (by applying general rules for syllogism); To solve problems and prove theorems concerning syllogism.	T.N.	7
		d) Boolean Interpretation of categorical propositions; Review of the Traditional Laws of Logic concerning immediate inference and syllogism; Venn Diagram Technique for Testing Syllogisms, Hypothetical and Disjunctive Syllogisms, Enthymeme, The Dilemma.		8
		e) Induction: Argument by Analogy, Appraising Analogical Arguments, Refutation by Logical Analogy.	M.S.	4
		f) Causal Connections: Cause and Effect, the meaning of "Cause"; Induction by Simple Enumeration; Mill's Method of Experimental Inquiry; Mill's Method of Agreement, Method of Difference, Joint Method of Agreement and Difference, Method of Residues,		8

		Method of Concomitant Variations; Criticism of Mills Methods, Vindication of Mill's Methods.		
		g) Science and Hypothesis: Explanations; Scientific and Unscientific, Evaluating Scientific Explanations; The pattern of Scientific Investigation; Crucial Experiments and Ad Hoc Hypotheses.	K.K.D.	5
		h) Probability: Alternative Conception of Probability; The Probability Calculus; Joint Occurrences; Alternative Occurrences.		5
CC-9	Western Logic-II	a) Symbolic Logic: The value of special symbols; Truth-Functions; Symbols for Negation, Conjunction, Disjunction, Conditional Statements and Material Implication; Material Equivalence and Logical Equivalence; Dagger and stroke functions; inter-definability of truth functors.	K.K.D	12
		b) Tautologous, Contradictory and Contingent Statement-Forms; the Paradoxes of Material Implication; The Three Laws of Thought.	D.M.	8
		c) Determining the logical character of statement form and statements by i) The Method of Truth-table. ii) The Method of Resolution [dot notation excluded]		5
		d) Testing Argument Form and Argument for validity by i) The Method of Truth-table. ii) The Method of Resolution (Fellswoop & Full Sweep)	M.S.	8
		e) The Method of Deduction: Formal Proof of Validity: Difference between Implicational Rules and the Rules of Replacement; Construction of Formal Proof of Validity by using nineteen rules; Proof of invalidity by assignment of truth-values.	T.N.	8
		f) Quantification Theory: Need for Quantification Theory, Singular Propositions; Quantification; Translating Traditional subject predicate proposition into the logical notation of propositional function and quantifiers.		10
		g) Quantification Rules and Proving Validity; Proving Invalidity for arguments involving quantifiers.		5
CC-10	Epistemology and Metaphysics (Western)	a) Concepts, Truth	K.K.D	2
		b) Sources of Knowledge		2
		c) Some Principal uses of the verb "To know", Conditions of Propositional Knowledge, Strong and weak senses of "know"		4
		d) Analytic truth and logical possibility		2
		e) The apriori		2
		f) The Problem of Induction	D.M.	1
		g) Cause and Causal Principles		4
		h) Realism, Idealism		7
		i) Phenomenalism		6
		j) Substance and Universal		
SEC-B	B. Environmental Philosophy A. The meaning of the word 'nature'. Narrow and broad sense of nature.	T.N.	3	

	(a) Emerging trends of thought	<p>Attitudes ought to be towards nature.</p> <p>B. Attitude of respect. Ethical standards and rules that follow from the attitude of respect to nature.</p> <p>C..G.E.Moore's theory of intrinsic value. Place of intrinsic value in Environmental Ethics. Epistemology and Enviromental value. Values and disvalues in nature. Ethiccs of respect for nature.</p> <p>D. Meaning of Shallow and Deep Ecology movements. Principles of diversity and of symbiosis. Fight against pollution and resource depletion. Local autonomy and decentralisation.</p> <p>E. Assimilation of domination of Nature to domination of women. The rationale underlying this assimilation.The basic tenets and methodology of ecofeminism. Social ecology, deep ecology an ecofeminism: overlap and conflicts.</p>		3
				5
				7
				8
		<p>C.Feminist Philosophy</p> <p>A. The sex/gender dichotomy.</p> <p>B. Three forms of gender discrimination: sexism, patriarchy and Androcentrism or Phallocentrism</p> <p>C. Androcentrism in philosophy: feminist approach. (Objective versus subjective, context neutral versus context dependent, universal versus particular, reason versus emotion)</p> <p>a) The distinction between liberal and radical feminist approach.</p> <p>b) A brief overview of feminist approach to different branches of philosophy: metaphysics, epistemology and ethics.</p>	M.S.	3 5 10
V	CC-11 Indian logic and Epistemology	<p>a) Definition of buddhi or jñāna (cognition), its two kinds; Definition of smṛti; Two kinds of smṛti (memory); Definition of anubhava, its division into veridical (yathārtha) and non-veridical (ayathārtha);Three kinds of non-veridical anubhava; Definitions clarified in Tarkasaṅgraha Dīpikā.</p>	M.S.	12
		<p>b) Four-fold division of pramā and pramāṇa. Definition of “Kāraṇa” (special causal condition) and “kāraṇa” (general causal condition). The concept of anyathāsiddhi (irrelevance) and its varieties.The definition of kārya (effect). Kinds of cause: samavāyi, a-samavāyi and nimitta kāraṇa (definitions and analysis).</p>	T.N.	12
		<p>c) Definition of pratyakṣa and its two-fold division : nirvikalpaka and savikalpaka jñāna. Evidence for the actuality of nirvikalpaka.</p>	D.M.	6
		<p>d) Sannikarṣa and its six varieties. Problem of transmission of sound; The claim of “anupalabdhi” as a distinctive pramāṇa examined.</p>	K.K.D.	6
	CC-12 Ethics (Indian)	<p>a) Introduction: Concerns and Presuppositions, Concept of Sthitaprañjna, Karmayoga: (Gīta) Puruṣārthas and their inter-relations.</p>	D.M.	4

VI		b) Meaning of Dharma, Concept of Ṛṇa and Ṛta. Classification of Dharma: sādharmaṇadharmā and Asādharmaṇa dharmā, Varnāśrama dharmā.	M.S.	8
		c) Vidhi and Niṣedha.	K.K.D.	1
		d) Buddhist Ethics: Pañcaśīla, Brahmavihārahāvanā (Bauddha) Anuvrata, Mahāvratā, Ahimsā.		6
		e) Jaina Ethics: anubratā, mahabratā.	T.N.	5
		f) Mimamsa Ethics: nitya naimittika karma and kāmya karma, the imperative in kāmya karmas and in kāmya karmas involving himsā.		3
	DSE-A (1) a) Western Logic-I	1) I.M. Copi: Symbolic Logic (fifth edn.) [Sections 3.4, 3.5, 3.6 and 3.7, 3.8 and Appendix B]	T.N.	8
		2) R.Jeffery: Formal Logic—Its scope and Limits (first edn.) [Ch IV and VI]		7
		3) W.V.O. Quine: Methods of Logic (third edn.) [Ch.s 18, 19 and 21]		8
		4) D. P. Suppes: Introduction to Logic (Indian edn.) [Ch.9,Section 9.1 to 9.7]		12
	DSE-B (1) a) An Enquiry Concerning Human Understanding	Chapter 1—3	K.K.D.	5
		Chapter 4—6		9
		Chapter 7- 9		10
		Chapter 10--- 12.		12
	CC-13 Nyaya Logic and Epistemology-II	a) Definiton of anumāna, anumiti and parāmarśa. Analysis of pakṣatā. Definition of vyāpti; Vyāptigraha.	T.N.	5
		b) Definition of pakṣadharmatā—svārthānumiti and parārthānumiti; Analysis of pañcāvayavi Nyāya. Necessity of parāmarśa. Three kinds of linga or hetu: kevalānvayi, kevalayatirekī and anvayavyatirekī. Definiton of pakṣa, Sa-pakṣa and vipakṣa with illustrations. Marks of sat hetu.		8
c) Hetvābhāsa—two types of definition. Five kinds of hetvābhāsa: (1)“Savyabhicāra and its three kinds—defined and illustrated;(2) “Viruddha” defined and illustrated: (3)“Satpratipakṣa” defined and illustrated;(4)Three kinds of “Asiddha” enumerated;(a) āśrayāsiddhi(b) svarūpāsiddhi and(c)vyāpyatvāsiddhi. Vyāpyatvāsiddhi defined as“sopādhika hetu”. Upādhi and its four kinds (definition and illustration) (5) “Bādhita” (definition and illustration).		10		
d) “Upamāna pramāṇa” :Definition and analysis.“Śabda pramāṇa” : Definition and analysis. “Śakti” (the direct signifying power), the padapadārtha- sambandha considered as Īśvara-saṅketa, Controversy between the Mīmāṃsakas and the Naiyāyikas regarding the nature of Śakti as universal or particular.		M.S.	8	
e) “Śaktigraha” (ascertainment of the meaning-relation), lakṣaṇa, varieties		D.M.	6	

		of lakṣaṇa, Analysis of “Gauṇī-vṛtti” (the secondary signifying power of a term), “Vyājanā-vṛtti” (the suggestive power of a term) analysed as a kind of śakti or lakṣaṇā.		
		f) The question of lakṣaṇā-bīja tātparya, The concept of “yoga-rūḍhi”. The three conditions of “śabda-bodha”—ākāṅkṣā, yogyatā and sannidhi. Two kinds of statements distinguished— Vaidika and Laukika.		4
		g) “Arthāpatti” as a distinctive pramāṇa: Controversy between the Mīmāṃsakas and the Naiyāyikas.	K.K.D.	3
		h) The theory of prāmānya:the issue between svataḥ-prāmānyavāda and parataḥ-prāmānyavāda regarding utpatti and jñapti; The Prābhākara theory of akhyāti.		4
CC-14 Ethics(Western)		A. Nature and Scope of Ethics, Classification of Ethics: a) Prescriptive, b)Meta Ethics, c)Applied Ethics.	M.S.	2
		B. Moral and Non-moral actions, Object of Moral Judgement—Motive and Intention		4
		C. Moral Theories: Plato and Aristotle	D.M.	4
		D. Standards of Morality: Hedonism—Ethical, Psychological. Utilitarianism: Act-utilitarianism, Rule-utilitarianism. Deontological Theories: Act-Deontological Theories, Rule-Deontological Theories—Kant’s Theory		10
		E. Theories of Punishment	T.N.	4
DSE-A (2) a) Western Logic-II		1) H.W.B. Joseph: An Introduction to Logic [Ch.s II & IV] [Terms and their principal distinctions, The Predicables]	T.N.	22
		2) H.W.B. Joseph: An Introduction to Logic [Ch. V] [The Rules of Definition and Division:Classification and Dichotomy]		20
DSE-B (2) d) M.K.Gandhi		1. God and Truth.	D.M.	3
		2. Nature of Man.		5
		3. Non-Violence		6
		4. Satyāgraha	K.K.D.	4
		5. Swaraj		3
		6. Theory of Trusteeship		3

SEMESTER-WISE LESSON PLAN (FOR GENERAL COURSE – UNDER CBCS)

Sem	Paper	Topics	Name of the Teachers	Number of Classes Taken (Hours)
I	CC-I Indian Epistemology and Metaphysics	A. Cārvāka Epistemology: Perception as the only source of knowledge; Refutation of Inference and Testimony as source of knowledge.	J.M.	7
		B. Nyāya Epistemology: The nature of perception; laukikasannikarṣa; Determinate (savikalpaka) and Indeterminate (nirvikalpaka): anumāna; sādhya, pakṣa, hetu, vyāpti, parāmarśa and vyāptigraha. Svārthānumiti and parārthānumiti, pañcāvayavīnyāya.		14
		C. Vaiśeṣika Metaphysics: Categories – dravya, guna, karma, sāmānya, viśeṣa, samavāya and abhāva.	A.M.	8
		D. Advaita Metaphysics: Brahman, māyā, The relation between jīva and Brahman.		6
II	CC-2 Western Epistemology and Metaphysics	A. Different senses of 'Know'. Conditions of Propositional Knowledge, Origin of Concepts. Concept Rationalism-Views of Descartes and Leibniz, Concept Empiricism –Views of Locke, Berkeley and Hume.	A.M.	10
		B. Theories of the origin of Knowledge: Rationalism, Empiricism, Kant's Critical Theory.		8
		C. Realism: Naive Realism, Locke's Representative, Realism, Subjective Idealism (Berkeley).	J.M.	6
		D. Causality: Entailment Theory, Regularity Theory.		5
		E. Mind- Body Problem: Interactionism, Parallelism and the Identity Theory.		6
III	CC-3 Western Logic	Introductory topics: Sentence, proposition, argument, truth and validity.	A.M.	2
		Aristotelian classification of categorical propositions, distribution of terms. Existential Import, Boolean interpretation of categorical propositions. Immediate inference. Immediate inference based on the square of opposition, conversion, obversion and contraposition.		10
		Categorical syllogism: Figure, mood, rules for validity, Venn Diagram method of testing validity, fallacies.		8
		Symbolic Logic: Use of symbols, Truth-functions: Negation, Conjunction, disjunction, implication, equivalence.	J.M.	2
		Tautology, Contradiction, Contingent statement forms. Construction of truth-table, using truth-tables for testing the validity of arguments and statement forms.		10
		Mill's methods of experimental inquiry.		5
IV	CC-4 Philosophy of Mind	Sensation: What is sensation? Attributes of sensation. Perception: What is perception? Relation between sensation and perception, Gestalt theory of perception, illusion and hallucination.	A.M.	9
		Consciousness: Conscious, Subconscious, Unconscious, Evidence for the existence of the Unconscious, Freud's theory of dream.		9
		Memory: Factors of memory, Laws of association, Forgetfulness. Learning: The trial and Error theory, Pavlov's Conditioned Response theory, Gestalt theory.	J.M.	10
		Intelligence: Measurement of Intelligence, I.Q. Test of Intelligence, Binnet-Simon test.		7
V	DSE-A	A. Four Puruṣārthās – dharma, artha, kāma and mokṣa and their	A.M.	6

	a) Ethics: Indian and Western	Interrelation .Karma(Sakāma&Niškāma), Cārvāka Ethics.		
		B. Buddhist Ethics: The Four Noble Truths and the Eight-Fold Path.		6
		C. Moral and Non-Moral Actions, Object of Moral Judgement.	J.M.	3
		D. Teleological Ethics: Utilitarianism (Bentham and Mill)		10
		Deontological Ethics: Kant's Moral Theory.		
		E. Theories of Punishment.		5
VI	DSE-B a) Applied Ethics and Philosophy of Religion	A. Concepts of Applied Ethics.	J.M.	3
		B. Killing: Suicide, Euthanasia.		8
		C. Famine, Affluence and Morality.		8
		D. Environmental Ethics: Value Beyond Sentient Beings, Reverence for life, Deep Ecology.		6
		E. Nature & Concerns of Philosophy of Religion. Argument for the existence of God: Cosmological argument, Ontological argument and Teleological argument. 4	A.M.	8
		F. Problem of Evil and Suffering		4
		G. Grounds for disbelief in God: Sociological theory of Durkheim, Freudian Theory, Cārvāka View.		6
III/V	SEC-A Logical Reasoning and Application	1.The main objective of logical reasoning.	A.M.	1
		2. Definitions: Pakṣa, sādhyā, hetu, sapakṣa and Vipakṣa.		2
		3.Construction of kevalānvayī, kevalavyātirekī anvayvyātirekī anumiti.		3
		4.Hetvābhāsa and its different kinds, detection of hetvābhāsa.		8
		5.Reasoning in practice: i) Fallacy of relevance, Fallacies of ambiguity, Fallacies of weak induction, Avoiding fallacies ii) Logical applications of the concept of pakṣatā iii) Functional applications of ordinary operative relations between sense-organs and respective objects.	J.M.	8
		6.Inductive reasoning in Law (i) The method of Inquiry in Law (ii) Causation in Legal reasoning (iii) Analogical Reasoning in legal argument (iv) Probability in legal argument.		5
		7.Deductive Reasoning in Law (i) Determining the correct rule of Law (ii) Identifying, formulating, and applying rules of law. (iii) The law of libel (iv) Logic is right reasoning		4
IV/VI	SEC-B a) Man and Environment	A. Classical Indian Attitude to Environment i) The Upanisadic world-view, ii) Tagore's understanding of nature, iii) The post-Upanisadic view of nature	A.M.	8
		B. Respect for Nature i) The attitude of respect, ii) Bio-centric outlook to nature, iii) Ethical standards and rules that follow from the attitude of respect to nature, iv) The idea of inherent worth of nature.		4
		C. Intrinsic Value of nature B.Moore's talk of 'intrinsic properties', ii) Chilsom's idea of intrinsic value, iii) Attfield on the intrinsic value of nature, iv) Callicott's idea of intrinsic value of nature, v) Rolston III on intrinsic value of nature, vi) intrinsic value and objective value		7
		D. Deep Ecology and its Third World Critique i) Arne Naess on Deep Ecology, ii) Ramchandra Guha's critique of Deep Ecology	J.M.	8
		E. Eco-feminism 1.Understanding nature and the feminine, ii) Dualisms in Western tradition, iii) Masculinity, humanity and nature.		7

SEMESTER-WISE LESSON PLAN (FOR CCF MAJOR COURSES) 4 YEAR

Sem	Paper	Topics	Name of the Teachers	Number of Classes Taken (Hours)
I	DSCC-1 Fundamentals of Philosophy	A. Introduction: <ul style="list-style-type: none"> • Nature of Philosophy • Commonsense, Science and Philosophy • Branches of Philosophy- Metaphysics, Epistemology, Ethics, Logic, Social and Political Philosophy etc. 	T.N.	10
		B. Metaphysics: <ul style="list-style-type: none"> • Substance: General Introduction, Rationalist View of Substance, The Empiricist View of Substance • Causality: Notion of Causal relation, The Rationalist View of Causality-Entailment Theory, The Empiricist View of Causality-Regularity Theory 		12
		C. Epistemology: <ul style="list-style-type: none"> • Three principle uses of the verb ‘to know’, Conditions of propositional knowledge, Strong and weak senses of “know”, Theories of origin of knowledge: Rationalism, Empiricism, Kant’s Critical Theory 	M.S.	12
		D. Ethics: <ul style="list-style-type: none"> • Nature and scope of ethics, Branches of ethics: Normative ethics, Meta-ethics, Applied ethics • Moral and non-moral actions, Concepts of good & bad, right & wrong, duty & obligation, Right & Duty, Duty & virtue. • Object of Moral Judgement- Motive and Intention 		10
	SEC-1 Man and Nature	Introduction ; The meaning of the word nature; Narrow and broad sense of nature; Attitude towards nature	M.S.	2
		Classical Indian Attitude to Nature: The Upanisadic world-view; Tagore’s understanding of nature; The Post-Upanisadic view of nature		8
		Respect for nature: The attitude of respect; Bio-centric outlook to nature; Ethical standards and rules that follow from the attitude of respect to nature, The idea of inherent ,worth of nature.	T.N.	6
		Intrinsic Value of nature: ,Moore’s talk of ‘intrinsic properties’; Chisholm’s idea of intrinsic Value; Attfield on the intrinsic value of nature; Callicott’s idea of intrinsic value of nature; Rolston - III on intrinsic value of nature; Intrinsic value: Subjective and objective value		20
		Deep Ecology and its Third World Critique: Arne Naess on Deep Ecology; Ramchandra Guha’s critique of Deep Ecology		12
	II	DSCC-2 Outlines of Indian	Indian Philosophy: A Historical Overview	M.S.
Rise of different Philosophical Systems			2	
Common Characteristics of different systems of Indian Philosophy			4	
Concepts of Vedas and the Upanisads: Rta, R̥na			6	

Philosophy	The reality of the world	T.N.	6
	The Law of Karma		5
	The reality of Self		8
	Liberation		12
	Meaning of Dharma, Classification of Dharma: sādharmaḍadharma and Asādharmaḍadharma, Varnāśrama dharma.		6
SEC-2 Recent Issues in Philosophy: Political and Ethical	A. Human Rights General Idea of Human Rights: Its Origin and Development during Ancient period; Modern Period and Contemporary Period Normative Justification of Human Rights Nature and Value of Human Rights: Discrimination on the basis of Race, Caste and Religion Concepts of Justice and Equality Theory of Justice – John Rawls Idea of Justice – Amartya Sen	M.S.	2
	B. Feminist Ethics: Some Key Concepts of Feminism The Sex/Gender Dichotomy Three Forms of Gender Discrimination: Sexism, Patriarchy and Androcentrism or Phallogentrism Androcentrism in Philosophy: Feminist Approach Feminist Movement – Feminist Consciousness Liberal and Radical Feminism: Their Distinction A Brief Overview of Feminist Approach to Different Branches of Philosophy: Metaphysics, Epistemology and Ethics. Ethics of Care.		3
III	DSCC-3 Indian Philosophy-I	M.S.	6
			8
			10
		T.N.	17
			9
	DSCC-4 Western Logic-I	T.N.	4
	6		

	terms, Translating categorical propositions into standard form.		
	c) Immediate inferences: Traditional square of opposition and Immediate Inferences based thereon; Conversion, Obversion and Contraposition, Existential Import, Symbolism and Diagrams for categorical propositions.		8
	d) Categorical Syllogisms: Standard Form Categorical Syllogisms; The Formal nature of Syllogistic Argument, Boolean Interpretation of categorical propositions; Venn Diagram Technique for Testing Syllogisms, Rules and Fallacies, testing Syllogistic Arguments for validity (by applying general rules for syllogism).		12
	e) Review of the Traditional Laws of Logic concerning immediate inference and syllogism; Hypothetical and Disjunctive Syllogisms, Enthymemes.		6
	f) Symbolic Logic: the value of special symbols; Truth-Functions; Symbols for Conjunction, Negation, Disjunction, Conditional Statements and Material Implication; Argument Forms and Arguments, Construction of Truth Tables, Statement Forms and Statements, Material Equivalence and Logical Equivalence; inter-definability of truth functors.	M.S.	8
	g) Tautologous, Contradictory and Contingent Statement-Forms; testing Argument Forms and Arguments, Statement Forms and statements for validity by the method of Truth table; The Paradoxes of Material Implication; The Three "Laws of Thought".		6
	h) Causal Connections: Cause and Effect, the meaning of "Cause"; Induction by Simple Enumeration; Mill's Method of Experimental Inquiry; Mill's Method of Agreement, Method of Difference, Joint Method of Agreement and Difference, Method of Residues, Method of Concomitant Variations; Criticism of Mills Methods, Vindication of Mill's Methods.		7
SEC-3 Logical Reasoning and Application: Indian and Western	1. The main objective of logical reasoning.	T.N.	1
	2. Definitions: Pakṣa, sādhya, hetu, sapakṣa and vipakṣa		2
	3. Construction of kevalānvayī, kevalvyātireki, anvayavyātireki anumiti.		3
	4. Hetvābhāsa and its different kinds		10
	5. Reasoning in practice: i) Fallacy of relevance, Fallacies of ambiguity, Fallacies of weak induction, Avoiding fallacies ii) Functional applications of ordinary operative relations between sense-organs and respective objects.		12
	6. Analogy and Probable inference i) Argument by Analogy ii) Appraising Analogical Arguments iii) Refutation of Logical Analogy	M.S.	5
	7. Scientific Explanation i) The value of Science ii) Explanations: Scientific and Unscientific iii) Evaluating Scientific Explanations.		3
	8. Inductive reasoning in Law i) The method of inquiry in law ii) Causation in Legal reasoning iii) Analogical Reasoning in legal argument iv) Probability in legal argument.		4

IV	DSCC-5 History of Western Philosophy-I	a) Pre-Socratic Philosophy: Thales, Heraclitus, Parmenides, Empedocles, Anaxagoras, Democritus, Protagoras.	M.S.	3
		b) Plato: Theory of Knowledge, Theory of Forms.		8
		c) Aristotle: Critique of Plato's theory of Forms, Doctrine of four causes, Form and Matter.		8
		d) St. Thomas Aquinas: Faith and Reason, Essence and Existence.		5
		e) Descartes: Cartesian method of doubt, Cogito ergo sum, Criterion of truth, Types of ideas, Proofs for the existence of God, Mind- body dualism, Proofs for the existence of the external world.	T.N.	12
		f) Spinoza: Doctrine of substance, Attributes and Modes, Existence of God, Pantheism, Three orders of knowing.		8
		g) Leibniz: Monads, Truths of reason, Truths of facts, Innateness of ideas, Some metaphysical principles: Law of Identity of indiscernibles, Law of sufficient reason, Law of continuity, Doctrine of Pre-established harmony.		10
	DSCC-6 Indian Philosophy-II	a) Sāmkhya- Theory of Causality (Satkāryavāda), Nature of Prakṛti, its constituents and proofs for its existence. Nature of Puruṣa and proofs for its existence, plurality of puruṣas, theory of evolution, theory of liberation.	M.S.	12
		b) Yoga- Citta, Cittavṛtti, Cittabhūmi. Eight -fold path of Yoga, God.		6
		c) Mīmāṃsā (Prābhakara and Bhāṭṭa): Anvitāvidhānvāda and Abhihitānvayavāda, Arthāpatti and Anupalabdhi as distinct sources of knowledge.	T.N.	6
		d) Advaita Vedānta—Saṅkara's view of Brahman, Saṅga and Nirguṇa Brahman, Three grades of Reality (Satta), Jīva, Jagat and Māyā, theory of liberation.		12
		e) Viśistādvaita- Rāmānuja's view of Brahman, Jīva, Jagat. Refutation of the doctrine of Māyā.		10
	DSCC-7 Western Logic-II	a) Determining the logical character of statement forms and statements by The Method of Resolution; Testing Argument Form and Argument for validity by The Method of Resolution (Fell Swoop & Full Sweep) [dot notation excluded].	T.N.	6
		b) The Method of Deduction: Formal Proof of Validity: Difference between Implicational Rules and the Rules of Replacement; Construction of Formal Proof of Validity by using nineteen rules; Proof of invalidity by assigning truth-values.		8
		c) Quantification Theory: Need for Quantification Theory, Singular Propositions, General Propositions, Quantification; Translating Traditional subject-predicate proposition into the logical notation of propositional function and quantifiers.		10
		d) Quantification Rules and Proving Validity; Proving Invalidity for arguments involving quantifiers.		6
		e) Induction: Argument by Analogy, Appraising Analogical Arguments, Refutation by Logical Analogy.	M.S.	4
		f) Science and Hypothesis: Explanations; Scientific and Unscientific, Evaluating Scientific Explanations; The pattern of Scientific Investigation; Crucial Experiments and Ad Hoc Hypotheses.		6

		g) Probability: Alternative Conception of Probability; The Probability Calculus; Joint Occurrences; Alternative Occurrences.		8
DSCC-8 Social and Political Philosophy	M.S.	a) Nature and Scope of i) Social Philosophy ii) Political Philosophy iii) Relation between Social and Political Philosophy.		3
		b) Primary concepts: Society, community, association, institution, family: nature, different forms of family, role of family in the society.		8
		c) Social Class and Caste: Principles of class and caste, Marxist conception of class, Varṇāśrama dharma.		4
		d) Theories regarding the relation between individual and society: i) Individualistic theory ii) Organic theory iii) Idealistic theory		4
	T.N.	e) Secularism—its nature, Secularism in India.		3
		f) Social Change: Nature, Relation to social progress, Marx-Engels on social change, Gandhi on social change.		6
		g) Political Ideals: Nature of Democracy and its different forms, Direct and Indirect democracy, Liberal democracy, Democracy as a political ideal, Socialism: Utopian and Scientific, Anarchism.		8

IDC-INTERDISCIPLINARY COURSE

IDC-Philosophy of Peace and Conflict Resolution	A. Understanding Peace Concept of Peace; Meaning of Peace, Positive and Negative Peace, Typologies of Peace, Sustainable Peace	T.N.	6
	B. Peace Building: Different Theories, Realist Theory, Idealist Theory, Liberalist Theory		8
	C. Gender and Peace, Gender-Equality and Peace, Gender, Conflict and Peace		8
	D. Some Philosophical Approaches to Peace and Conflict Resolution, Kantian Perspective – Morality and Peace; Pre-condition and Condition of Perpetual Peace, Gandhian Perspective – Non-Violence, Truth, Satyagraha, Tagore’s Perspective – Spiritual Idealism and Humanism	M.S.	18

SEMESTER-WISE LESSON PLAN (FOR CCF MINOR COURSES) 4 YEAR

I/III M1-Fundamentals of Philosophy	A. Introduction: • Nature of Philosophy • Commonsense, Science and Philosophy • Branches of Philosophy- Metaphysics, Epistemology, Ethics, Logic, Social and Political Philosophy etc.	T.N.	10
	B. Metaphysics: • Substance: General Introduction, Rationalist View of Substance, The Empiricist View of Substance • Causality: Notion of Causal relation, The Rationalist View of Causality-Entailment Theory, The Empiricist View of Causality-Regularity Theory		12
	C. Epistemology: • Three principle uses of the verb ‘to know’, Conditions of propositional knowledge, Strong and weak senses of “know”, Theories of origin of knowledge: Rationalism, Empiricism, Kant’s Critical Theory	M.S.	12
	D. Ethics: • Nature and scope of ethics, Branches of ethics: Normative ethics, Meta-ethics, Applied		10

		ethics • Moral and non-moral actions, Concepts of good & bad, right & wrong, duty & obligation, Right & Duty, Duty & virtue. • Object of Moral Judgement- Motive and Intention		
II/IV	m 2- Outlines of Indian Philosophy	Indian Philosophy: A Historical Overview	M.S.	3
		Rise of different Philosophical Systems		2
		Common Characteristics of different systems of Indian Philosophy		4
		Concepts of Vedas and the Upaniṣads: Ṛta, Ṛna		6
		The reality of the world	T.N.	6
		The Law of Karma		5
		The reality of Self		8
		Liberation		12
		Meaning of Dharma, Classification of Dharma: sādharmaṇadharmā and Asādharmaṇa dharmā, Varnāśrama dharmā.		6

SEMESTER-WISE LESSON PLAN (FOR CCF MDC COURSES) 3 YEAR

Semester	Paper	Topics	Name of the Teachers	
I	PHI-MD-CC-1/CC-2-P-1 Fundamentals of Philosophy	A. Introduction: • Nature of Philosophy • Commonsense, Science and Philosophy • Branches of Philosophy- Metaphysics, Epistemology, Ethics, Logic, Social and Political Philosophy etc.	A.M.	10
		B. Metaphysics: • Substance: General Introduction, Rationalist View of Substance, The Empiricist View of Substance • Causality: Notion of Causal relation, The Rationalist View of Causality-Entailment Theory, The Empiricist View of Causality-Regularity Theory		12
		C. Epistemology: • Three principle uses of the verb ‘to know’, Conditions of propositional knowledge, Strong and weak senses of “know”, Theories of origin of knowledge: Rationalism, Empiricism, Kant’s Critical Theory	J.M.	12
		D. Ethics: • Nature and scope of ethics, Branches of ethics: Normative ethics, Meta-ethics, Applied ethics • Moral and non-moral actions, Concepts of good & bad, right & wrong, duty & obligation, Right & Duty, Duty & virtue. • Object of Moral Judgement- Motive and Intention Semester-2		10
II	PHI-MD-CC-1/CC-2-P-2 Outlines of Indian	Indian Philosophy: A Historical Overview	J.M.	3
		Rise of different Philosophical Systems		2
		Common Characteristics of different systems of Indian Philosophy		4
		Concepts of Vedas and the Upaniṣads: Ṛta, Ṛna		6
		The reality of the world	A.M.	6
		The Law of Karma		5

	Philosophy	The reality of Self		8
		Liberation		12
		Meaning of Dharma, Classification of Dharma: sādharma and Asādharma, Varnāśrama dharma.		6
III	PHI-MD-CC-1/CC-2-P-3 Western Logic	a) What is Logic, premises and conclusion, arguments, Deductive and Inductive Arguments, Truth and Validity.	J.M.	4
		b) Categorical propositions and classes: quality, quantity and distribution of terms, Translating categorical propositions into standard form.		6
		c) Immediate inferences: Traditional square of opposition and Immediate Inferences based thereon; Conversion, Obversion and Contraposition, Existential Import, Symbolism and Diagrams for categorical propositions.		8
		d) Categorical Syllogisms: Standard Form Categorical Syllogisms; The Formal nature of Syllogistic Argument, Boolean Interpretation of categorical propositions; Venn Diagram Technique for Testing Syllogisms, Rules and Fallacies, testing Syllogistic Arguments for validity (by applying general rules for syllogism).		12
		e) Symbolic Logic: the value of special symbols; Truth-Functions; Symbols for Conjunction, Negation, Disjunction, Conditional Statements and Material Implication; Argument Forms and Arguments, Construction of Truth Tables, Statement Forms and Statements, Material Equivalence and Logical Equivalence; inter-definability of truth functors.	A.M.	8
		f) Tautologous, Contradictory and Contingent Statement-Forms; testing Argument Forms and Arguments, Statement Forms and statements for validity by the method of Truth table; The Paradoxes of Material Implication; The Three “Laws of Thought”.		6
		g) Causal Connections: Cause and Effect, the meaning of “Cause”; Induction by Simple Enumeration; Mill’s Method of Experimental Inquiry; Mill’s Method of Agreement, Method of Difference, Joint Method of Agreement and Difference, Method of Residues, Method of Concomitant Variations.		7
IV	PHI-MD-CC-1/CC-2-P-4 Social and Political Philosophy	a) Nature and Scope of i) Social Philosophy ii) Political Philosophy iii) Relation between Social and Political Philosophy.	J.M.	3
		b) Primary concepts: Society, community, association, institution, family: nature, different forms of family, role of family in the society.		8
		c) Social Class and Caste: Principles of class and caste, Marxist conception of class, Varnāśrama dharma.		4
		d) Theories regarding the relation between individual and society: i) Individualistic theory ii) Organic theory		4

		iii) Idealistic theory		
		e) Secularism—its nature, Secularism in India.	A.M.	3
		f) Social Change: Nature, Relation to social progress, Marx-Engels on social change, Gandhi on social change.		6
		g) Political Ideals: Nature of Democracy and its different forms, Direct and Indirect democracy, Liberal democracy, Democracy as a political ideal, Socialism: Utopian and Scientific, Anarchism.		8
PHI-MD-CC-1/CC-2-P-5 Epistemology and Metaphysics: Western		Concepts, Truth, Source of knowledge	J.M.	4
		Analytic Truth and Logical Possibility, The A Priori		6
		Law, Theory and Explanation		4
		Cause, The Causal Principal, Determinism and Freedom	A.M.	6
		Some Metaphysical Problems: Substance and Universal		8
		Realism, Idealism		8

SEMESTER-WISE LESSON PLAN (FOR CCF MINOR COURSES) 3YR

III	PHI-MD-MN-P-1 Fundamentals of Philosophy	A. Introduction: • Nature of Philosophy • Commonsense, Science and Philosophy • Branches of Philosophy- Metaphysics, Epistemology, Ethics, Logic, Social and Political Philosophy etc.	A.M.	10
		B. Metaphysics: • Substance: General Introduction, Rationalist View of Substance, The Empiricist View of Substance • Causality: Notion of Causal relation, The Rationalist View of Causality-Entailment Theory, The Empiricist View of Causality-Regularity Theory		12
		C. Epistemology: • Three principle uses of the verb ‘to know’, Conditions of propositional knowledge, Strong and weak senses of “know”, Theories of origin of knowledge: Rationalism, Empiricism, Kant’s Critical Theory	J.M.	12
		D. Ethics: • Nature and scope of ethics, Branches of ethics: Normative ethics, Meta-ethics, Applied ethics • Moral and non-moral actions, Concepts of good & bad, right & wrong, duty & obligation, Right & Duty, Duty & virtue. • Object of Moral Judgement- Motive and Intention		10
IV	PHI-MD-MN-P-2	Indian Philosophy: A Historical Overview	J.M.	3
		Rise of different Philosophical Systems		2
		Common Characteristics of different systems of Indian Philosophy		4

Outlines of Indian Philosophy	Concepts of Vedas and the Upaniṣads: Ṛta, Ṛṇa		6
	The reality of the world	A.M.	6
	The Law of Karma		5
	The reality of Self		8
	Liberation		12
	Meaning of Dharma, Classification of Dharma: sādharmaṇadharmā and Asādharmaṇa dharmā, Varnāśrama dharmā		6

PHI MD SKILL ENHANCEMENT COURSE

I/II/I II	SEC: Recent Issues in Philosophy: Political and Ethical	A. Human Rights General Idea of Human Rights: Its Origin and Development during Ancient period; Modern Period and Contemporary Period Normative Justification of Human Rights Nature and Value of Human Rights: Discrimination on the basis of Race, Caste and Religion Concepts of Justice and Equality Theory of Justice – John Rawls Idea of Justice – Amartya Sen	J.M.	2
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		B. Feminist Ethics: Some Key Concepts of Feminism The Sex/Gender Dichotomy Three Forms of Gender Discrimination: Sexism, Patriarchy and Androcentrism or Phallogentrism Androcentrism in Philosophy: Feminist Approach Feminist Movement – Feminist Consciousness Liberal and Radical Feminism: Their Distinction A Brief Overview of Feminist Approach to Different Branches of Philosophy: Metaphysics, Epistemology and Ethics. Ethics of Care.	A.M.	8
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				3
				4
				3

PHI MD-INTERDISCIPLINARY COURSES

IDC: Philosophy of Peace and Conflict Resolution	A. Understanding Peace Concept of Peace; Meaning of Peace, Positive and Negative Peace, Typologies of Peace, Sustainable Peace	A.M.	6
	B. Peace Building: Different Theories, Realist Theory, Idealist Theory, Liberalist Theory		8
	C. Gender and Peace, Gender-Equality and Peace, Gender, Conflict and Peace		8
	D. Some Philosophical Approaches to Peace and Conflict Resolution, Kantian Perspective – Morality and Peace; Pre-condition and Condition of Perpetual Peace, Gandhian Perspective – Non-Violence, Truth, Satyagraha, Tagore's Perspective – Spiritual Idealism and Humanism	J.M.	18

STUDENT ACHIEVERS

Sl. No	Year	Name of the Student Who Enrolled for Higher Education	Programme Graduated from	Year of Graduation	Name of the Institution Joined	Name of the Programme admitted to
1.	2022-23	Shipra Halder	B.A. Philosophy Honours	2022-23	Diamond Harbour Women University	Master of Philosophy
2.	2022-23	Susmita Naskar	B.A. Philosophy Honours	2022-23	West Bengal Board of Primary Education.	Diploma in Elementary Education (D.L.Ed)
3.	2022-23	Duhita Naskar	B.A. Philosophy Honours	2022-23	Jadavpur University	Master of Philosophy
4.	2022-23	Anamika Majhi	B.A. Philosophy Honours	2022-23	Jadavpur University	Master of Philosophy
5.	2022-23	Tumpa Kayal	B.A. Philosophy Honours	2022-23	Rabindra Bharati University	Master of Philosophy
6.	2022-23	Tushar Paik	B.A. Philosophy Honours	2022-23	Rabindra Bharati University	Master of Philosophy
7.	2022-23	Gokul Naskar	B.A. Philosophy Honours	2022-23	Rabindra Bharati University	Master of Philosophy
8.	2021-22	Pallab Halder	B.A. Philosophy Honours	2021-22	University of Calcutta	Master of Philosophy
9.	2021-22	Santoshi Kanji	B.A. Philosophy Honours	2021-22	Rabindra Bharati University	Master of Philosophy
10.	2021-22	Madhumita Mondal	B.A. Philosophy Honours	2021-22	Rabindra Bharati University	Master of Philosophy
11.	2020-21	Pravati Pailen	B.A. Philosophy Honours	2020-21	Diamond Harbour Women University	Master of Philosophy
12.	2020-21	Pallabi Halder	B.A. Philosophy Honours	2020-21	Diamond Harbour Women University	Master of Philosophy
13.	2020-21	Pravat Sardar	B.A. Philosophy Honours	2020-21	University of Calcutta	Master of Philosophy
14.	2020-21	Ranu Haldar	B.A. Philosophy Honours	2020-21	University of Calcutta	Master of Philosophy
15.	2020-21	Anupama Bairagi	B.A. Philosophy Honours	2020-21	University of Calcutta	Master of Philosophy

SWOC ANALYSIS:

STRENGTHS:

- All the faculty members are highly qualified and they have immensely contributed to the department in both academic and administrative work of the college.
- Outstanding student results in the University Examination.
- Active participation of students in NSS, NCC and other groups and clubs of the college.
- Mutual respect, Co-operation and Mutual Understanding and strong teamwork among the faculty members and teachers-students.

WEAKNESSES:

- Most of the students come from rural area and are first generation learners with limited access to resources.
- Low progression rate of students in higher education.
- Students face a language barrier as they are not well adept with English reading and writing. They also face difficulty in reading Sanskrit texts on Philosophy.

OPPORTUNITIES:

- To imbibe interest for the subject amongst the students.
- Publication of Students' Wall Magazine to enhance their writing skill on the subject.
- Warm and free student-teacher interaction and counselling of students for higher education and career planning.
- Provide guidance and counselling to the students to clear competitive examinations, like NET, SET, GATE etc.

CHALLENGES:

- As most of the students of our department are coming from rural areas, it is a great challenge for the faculty to train and counsel them giving all kinds of educational assistance.
- To improve the Socio-Economic condition of the students.
- Introduction of NEP curriculum, with four parallel semesters running simultaneously, shall require adequate number of new classrooms.
- Addition of new books in the departmental library for the new CCF curriculum.

FUTURE PLANS:

- To undertake Minor Research Projects.
 - To increase the number of books of the new CCF curriculum in the Departmental Library.
 - To conduct International/National/State level Workshop, Seminars, Conferences, Periodic lectures in recent issues of philosophy.
 - Arrangement of frequent Parent-Teacher meetings of the department.
 - The Department has also planned to prepare students for Higher Studies and Competitive Examinations by providing Classes, Career Counselling etc.
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