

Government General Degree College, Kalna-I

Department of Philosophy

Course Structure under CCFUP (NEP 2020)

for

Semester-I

B.A. 3 year/ 4 Year UG Honours with Philosophy Major and Education / History Minor

Sl. No.	Course Name	Paper
1	Major/Ds Course	Outlines of Philosophy: Indian and Western - I
2	Minor Course	<p>Principle of Education Course Code: EDUC1021 (if you chose Education as your Minor)</p> <p>or</p> <p>History Paper –I Course Code: HIST1021 Ancient-Indian History up to 550 CE (if you chose History as your Minor)</p>
3	Multidisciplinary Course	<p>Environmental Science for Household Importance (if you opt for 3 year course)</p> <p>or</p> <p>Basic IT Tools (if you opt for 4 year course)</p>
4	Ability Enhancement Course (AEC)	Bengali
5	Skill Enhancement Course (SEC)	Philosophy of Human Rights
6	Value Added Course(VAC)	Environmental Science / Education

Philosophy Major
Course Code: PHIL1011
Outlines of Philosophy: Indian and Western—I

Learning Outcome:

- Philosophy has a deep intrinsic value in our life. Students can develop their skills to establish, re-construct and evaluate arguments in any field.
- From this course student will get general feature of Indian and Western Philosophy.
- Through Indian Philosophy student will benefitted with the basic concept of Vedas, Upanishadas and about three nastik philosophy such as Carvaka, Jainism, Buddhism who does not belief in Vedas.
- Students will learn about the knowledge of ancient western philosophers and their theories.
- They also know about the Origin and Source of Greek Philosophy Pre-Socratic period, Plato and Aristotle's theories.

Unit	Topic	No of Lecture
Unit 1	Detailed Introduction: <ul style="list-style-type: none"> • General Features of Indian Philosophy • Basic concepts of the Vedic • the Upaniṣadic world-views 	10
Unit 2	<ul style="list-style-type: none"> • Cārvāka: Perception as the only source of knowledge, Refutation of Inference and Testimony as sources of knowledge, <i>jaḍavāda</i> and <i>dehātmanvāda</i> • Jainism: <i>anekāntavāda</i>, <i>syādvāda</i> and <i>nayavāda</i>, Theory of self and liberation, Nature of substance: relation between substance, attributes & modes • Buddhism: Four Noble Truths, <i>pratīyasamutpāda</i>, <i>kṣaṇabhāṅgavāda</i>, <i>nairātmyavāda</i>, Four major schools of Buddhism 	26
Unit 3	<ul style="list-style-type: none"> • The Pre-Socratic Period : Ionian School, Parmenides, Heraclitus, Zeno (Paradox) • Plato : Theory of Knowledge, Theory of Ideas 	16
Unit 4	Aristotle : <ul style="list-style-type: none"> • Refutation of Plato's Theory of Ideas • Theory of Substance • Form and Matter • Theory of Causation 	8

Suggested Readings:-

- M. Hiriyanna : Outlines of Indian Philosophy
 Sāyana Mādhavācārya : *Sarvadarśanasamgraha*
 S. C. Chatterjee & D. M. Dutta : *An Introduction to Indian Philosophy*
 Haridas Bandyopadhyay : *Bhārātīya Darśaner Marmakathā*
 F. Copleston : *A History of Philosophy* [Vols. I, IV, V, & VII]
 W. T. Stace : *A Critical History of Greek Philosophy*

Education Minor
Course Code: EDUC1021 Course: Principles of Education

Full Marks: 75

Course Objectives:

1. Understand the meaning, nature, and scope of education.
2. Identify the functions and factors that influence the field of education.
3. Examine the aims of education from individualistic and socialistic perspectives.
4. Define the concept of curriculum and its significance in education.
5. Differentiate between different types of curriculum and their applications.
6. Understand the principles involved in curriculum construction.
7. Recognize the importance of co-curricular activities in enhancing overall education.
8. Explore child-centric education, its characteristics, and its aims in modern education.
9. Analyze the significance of play and play-way methods in education, including various approaches.
10. Understand the concepts of freedom and discipline and their application in educational institutions.

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none"> • Education: Meaning, Nature and Scope. • Functions of Education • Factors of Education. • Aims of Education: Individualistic and Socialistic. 	<i>15</i>
Unit II	<ul style="list-style-type: none"> • Meaning of Curriculum. • Types of curriculum. • Principles of curriculum construction. • Co – curricular activities. 	<i>12</i>
Unit III	<ul style="list-style-type: none"> • Child Centric Education: Meaning and Characteristics. • Aims of modern child centric education. • Child Centric Education: its significance. • Play and play-way in education: Kindergarten, Montessori, Basic education and Project method. 	<i>18</i>
Unit IV	<ul style="list-style-type: none"> • Freedom and Discipline: Concepts. • Needs of discipline. • Concept of Free discipline. • Concept of Self-discipline. • Application of Discipline in Educational Institution. 	<i>15</i>

Suggested Reference:

- Gutek, Gerald L. (2009). New Perspectives on Philosophy and Education. New Jersey, USA: Pearson.
- V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.
- Ozman, Howard A., & Craver, Samuel M. Philosophical Foundation of Education. Boston, USA: Allyn & Bacon.
- Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.

History Minor
Minor Core Course-1
HIST1021

Ancient-Indian History up to 550 CE

Credit – 4 Full

Marks -75

Unit	Topic	No of Lecture
Unit I	<i>Sources and approaches of Ancient Indian History</i>	
Unit II	<i>Harappan Civilization: origin, extent, features and decline</i>	
Unit III	<i>Vedic Civilization: Vedic economy, polity, society and religion. Religious protest, Movements- Jainism and Buddhism</i>	
Unit IV	<i>Rise of an Empire centered on Magadha: Sixteen Mahajanpadas. Emergence of Mauryan Empire- Chandragupta, Ashoka, administration and fall of the Maurayas.</i>	
Unit V	<i>Post Mauryan period: Satvahana, Kushanas, Indo- Roman trade Age of the Guptas: Development of the Gupta Empire, Art, Literature and Administration.</i>	

Multidisciplinary Course
Basic IT Tools (Theory)
 (if you opt for 4 year course)

Credit: 03

45 Hours

Unit	Topic	No of Hours
Unit I	<i>Introduction – Introduction to computers – Evolution – Generation of Computers – Computers Hierarchy – Applications of Computers</i>	<i>5 Hours</i>
Unit II	<i>Windows Basics – Introduction to word – Editing a document – Move and Copy text - Formatting text & Paragraph – Enhancing document – Columns, Tables and Other features</i>	<i>10 Hours</i>
Unit III	<i>Introduction to worksheet and shell – getting started with Excel – Editing cell & using Commands and functions – Moving & Copying , Inserting & Deleting Rows & Columns - Printing work sheet</i>	<i>5 Hours</i>
Unit IV	<i>Creating charts – Naming ranges and using statistical, math and financial functions, database in a worksheet – Additional formatting commands and drawing toolbar – other commands & functions – multiple worksheet and macros</i>	<i>10 Hours</i>
Unit V	<i>Introduction to Database Development: Database Terminology, Objects, Creating Tables, working with fields, understanding Data types, Changing table design, Assigning Field Properties, Setting Primary Keys, Select data withqueries: Creating simple Query by design & by wizard</i>	<i>10 Hours</i>
Unit VI	<i>Overview of Power point – presenting shows for corporate and commercial using Power point –Introduction toDesktop publishing – Computer viruses – Introduction to Internet – Web features</i>	<i>5 Hours</i>

REFERENCE BOOKS

- Swinford, E., Dodge, M., Couch, A., Melton, B. A. (2013). Microsoft Office Professional2013. United States: O'Reilly Media.
- Wang, W. (2018). Office 2019 For Dummies. United States: Wiley. Microsoft Lambert, J. (2019). Microsoft Word 2019 Step by Step. United States: Pearson Education.
- Jelen, B. (2013). Excel 2013Charts and Graphs. United Kingdom: Que.
- Alexander, M., Jelen, B. (2013). Excel 2013 Pivot Table Data Crunching. United Kingdom:Pearson Education.
- Alexander, M., Kusleika, R. (2018). Access 2019 Bible. United Kingdom: Wiley.

Environmental Science
(if you opt for 3 year course)

Ability Enhancement Course (AEC)

Bengali

Course Code: BANG1041 Course: সাহিত্যেরবোধ ও বিচার

Course Credit: 2 Course Lecture Hours: 30

Unit	Topic	No of Hours
Unit I	ক। বোধপরীক্ষাঃ (নিম্নলিখিত পাঁচটি প্রবন্ধ পাঠ্য) ১। স্বদেশী সমাজ –রবীন্দ্রনাথ ঠাকুর ২। বাঙ্গালা ভাষা – স্বামী বিবেকানন্দ ৩। বই পড়া – প্রমথ চৌধুরী ৪। স্ত্রীজাতির অবনতি – বেগম রোকেয়া ৫। অপবিজ্ঞান- রাজশেখর বসু	<i>15 Hours</i>
Unit II	ক। কবিতার ভাবসৌন্দর্য বিশ্লেষণ রবীন্দ্রনাথ ঠাকুরের নৈবেদ্য গ্রন্থের চারটি কবিতা পাঠ্য (বৈরাগ্যসাধনে মুক্তি সে আমার নয়, শতাব্দীর সূর্য আজি, চিত্ত যেথা ভয় শূন্য, শক্তি দম্ব স্বার্থ লোভ) খ। ছোটগল্পের শিল্পসার্থকতা বিচার রবীন্দ্রনাথ ঠাকুরের গল্পগুচ্ছ থেকে তিনটি গল্প পাঠ্য – ছুটি, বলাই, মণিহারা	<i>15 Hours</i>

SEC Paper-I Philosophy (Hons)
Philosophy of Human Rights
Course Code: PHIL1051

Learning Outcome:

- Human rights are a special sort of inalienable moral entitlement they attach to all persons equally, by virtue of their humanity, irrespective of race, nationality or membership of any particular social group.
- This unit provides Definition and Nature of human Rights.

Unit	Topic	No of Lecture
Unit-I	<ul style="list-style-type: none"> • Definition and nature of Human Rights • Origin and historical development of Human Rights during ancient, modern and contemporary period 	10
Unit-II	<ul style="list-style-type: none"> • Natural Rights tradition: Thomas Hobbes and John Locke • Some Reactions to Natural Rights tradition: Jeremy Bentham, Edmund Burke and Thomas Paine • Contemporary perspective: Joel Feinberg—Basic Rights 	15
Unit-III	<ul style="list-style-type: none"> • Indian Constitution: Preamble, Fundamental Rights and Duties • Fundamental Rights vis-à-vis Human Rights 	15

Texts:

- Patrick Hayden (ed.): The Philosophy of Human Rights, Paragon House, St. Paul, First Edition, 2001.
- Morton E. Winston (ed.): The Philosophy of Human Rights, Wadsworth Publishing Co. Belmont, California, 1989.
- Jeremy Waldron (ed.): Theories of Rights, Oxford University Press, Oxford, 1984

References:

- Ashwani Peetush and Jay Dry dyk: Human Rights: India and West, Oxford University Press, New Delhi, 2015
- James Nickel: Making Sense of Human Rights, Blackwell Publishing, Oxford, 2007
- Henry Shue: Basic Rights: Subsistence, Affluence and U. S. Foreign Policy, Princeton University Press, Princeton, 1980
- Gary, B. Herbert: Philosophical History of Human Rights, Transaction Publishers, New Jersey, 2002
- Michael Freedon: Rights, World view Publications, New Delhi, 1998
- Lynn Hunt: Inventing Human Rights: A History, Norton & Company, New York, 2007

Value Added Course (VAC)

Environmental Science / Education

**LESSON PLAN
FOR
B.A. 3 year/ 4 Year UG Honours with Philosophy Major
Subject: Philosophy
Course code: PHIL1011
Course title: Outlines of Philosophy: Indian and Western - I**

Unit-1		
CONTENTS		
<ul style="list-style-type: none"> • General Features of Indian Philosophy • Basic concepts of the Vedic • The Upaniṣadic world-views 		
MODULE OBJECTIVES		
<ol style="list-style-type: none"> 1. Discuss about nature and views of Indian Philosophy. 2. Description of Spiritual Nature of Indian Philosophy based on Veda. 3. This module will built a strong understanding that it is impossible for man to live without philosophy. 		
Lecture Serial	Topic of Discussion	Remarks
1.	Meaning of the word 'Darsana' Meaning and method of Indian Philosophy	
2.	Different school of Indian Philosophy – Astika Philosophy & Nastika System	
3.	A brief sketch of the different schools of Indian Philosophy, Development of Indian Philosophy	
4.	Common characteristics of Indian Philosophy, Theory and Practice of Indian Philosophy	
5.	Spiritual Disquiet outlook and belief in the Law of Karma and Rebirth	
6.	Liberation is the highest end of life	
7.	Basic Concept of Veda	
8.	The Upanisadic World View	
9.	Revision	
10.	Group Discussion	

Unit – 2
Cārvāka, Jainism & Buddhism

Unit-2

CONTENTS

Cārvāka: Perception as the only source of knowledge, Refutation of Inference and Testimony as sources of knowledge, *jaḍavāda* and *dehātmavāda*

Jainism: *anekāntavāda*, *syādvāda* and *nayavāda*, Theory of self and liberation, Nature of substance: relation between substance, attributes & modes

Buddhism: Four Noble Truths, *praṭītyasamutpāda*, *kṣaṇabhaṅgavāda*, *nairātmavāda* , Four major schools of Buddhism

Module Objectives:

1. Discuss about specialty of Carvaka School.
2. Analyze their belief that bodies, sense and objects are the result of the different combinations of elements and the soul is nothing but the conscious body.
3. According to Carvaka enjoyment is the only end of human life and death alone is liberation
4. Jainism explains various prospective of life through the theory of *anekāntavāda*, *syādvāda* and *nayavāda*.
5. Jainism believes every spirit (Jiva) is in bondage, they shows the light of liberation.
6. Learn Buddhist thought about four noble truths and eight fold path.
7. Analyze different school of Buddhist school philosophy.

Lecture Serial	Topic of Discussion	Remarks
1.	Introduction, Carvaka Epistemology	
2.	Perception is the only source of knowledge	
3.	Inference is not a source of valid knowledge	
4.	Refutation of 'sabda' as a source of valid knowledge	
5.	Theory of causation (Sabha vabada & Ydricchavada)	
6.	Carvak theory of self (Dehatmavada)	
7.	Introduction of Jainism and Jaina Epistemology	
8.	Anekantavada or Jaina theory of Reality	
9.	Criticism of Jaina Anekantavada	
10.	Jaina Syadvada and Nayabad or the theory that every Judgement is relative	
11.	Criticism of Syadvada and Saptabhanginaya	
12.	Theory of Self and Liberation	
13.	Nature of Substance	

14.	Relation between Substance, Attribute and Modes	
15.	Introduction & the life of Buddha General Characteristic Buddhist thought	
16.	The Four noble truth	
17.	There is the way leading to this cessation of suffering. This is the noble eight fold path.	
18.	Different schools of Buddha Philosophy	
19.	Ksanabhangavada	
20.	Nairatmyavada	
21.	The Madhyamika school of Sunyavada	
22.	The Yogacara school of subjective Idealism	
23.	The Sautrantika school of Representationism	
24.	The Vaibhasika School	
25.	Revision	
26.	Group Discussion	

Unit-3

CONTENTS

1. The Pre-Socratic Period: (a) Ionian School, (b) Parmenides, (c) Heraclitus and (d) Zeno (Paradoxes)
2. Plato: (a) Theory of Knowledge, (b) Theory of Ideas

Module Objectives:

8. Knowledge of ancient western philosophers and their theories.
9. Development of ideas and philosophical systems of the ancient world.
10. Students can develop their skills to establish, reconstruct, and evaluate arguments in any field. Philosophical thinking helps students to search for general principles, to reflect upon what is really important, to find alternative opinions.

Lecture Serial	Topics of Discussion	Remarks
1.	Introduction: What is Western Philosophy, Nature & Scope of Western Philosophy	
2.	Introduction to Greek Philosophy	
3.	Origin and Source of Greek Philosophy	
4.	Main period of Greek Philosophy.	
5.	Pre-Sophistic Period: Philosophy of Thales	

6.	Philosophical Importance of Thales' Views.	
7.	Philosophy of Anaximenes, Xenophanes.	
8.	Philosophy of Pythagoras.	
9.	Philosophy of Parmenides	
10.	Philosophy of Heraclitus.	
11.	Philosophy of Zeno.	
12.	Philosophy of Plato: Introduction	
13.	Plato: Theory of Knowledge.	
14.	Plato: Theory of Ideas	
15.	Revision	
16.	Group Discussion	

Unit-4

CONTENTS

- Aristotle:(a) Refutation of Plato's Theory of Ideas, (b)Theory of Substance, (c)Form and Matter, (d) Theory of Causation.

Module Objectives:

1. Discuss Aristotle criticism about Plato's theory of Idea.
2. Focus on theory of causation of his own point of view.

Lecture Serial	Topics of Discussion	Remarks
1.	Aristotle: Introduction	
2.	Refutation of Plato's Theory of Ideas	
3.	Aristotle: Theory of Substance.	
4.	Aristotle: Form and Matter.	
5.	Aristotle: Theory of Causation.	
6.	Revision	
7.	Group Discussion	
8.	Solutions of previous year questions.	

Departmental Continuous Internal Evaluation (CIE) Structure

Type of Evaluation	MCQ	Short Question	Project	Essay type Question
Marks Allotted	10	10	10	10