# Darrang College (Autonomous), Tezpur-784001

# Syllabus for FYUGP

**Subject: PHILOSOPHY**

**Course Type: SEC**

**Approved by:**
**Board of Studies meeting held on 23-12-2025**
**&**
**Academic Council vide Resolution no. 2, dated- 29-12-2025**

**Syllabus**
**Department of Philosophy**
**Darrang College (Autonomous)**

★ Aims of FYUGP in Philosophy:
To enhance students' critical thinking, logical reasoning, and effective communication skills. It promotes profound reflection on fundamental questions related to existence, knowledge, ethics, and human nature. By engaging with both historical and contemporary philosophical texts and traditions, students acquire analytical tools that enable them to understand complex ideas and evaluate arguments. The course nurtures intellectual independence, ethical awareness, and open-mindedness, equipping graduates with versatile skills that are applicable across various fields and careers, while also laying a strong foundation for further academic pursuits.

★ Program Outcome:

After the completion of the Undergraduate Programme in Philosophy, a student will be capable of

(1) Understanding the world from various perspectives.

(2) Distinguishing between valid and invalid thinking.

(3) Thinking independently in a correct way.

(4) Presenting the total picture of any complex problem of society through synthetic knowledge of philosophy.

(5) Solving social issues through philosophical counselling.

(6) Developing a sense of value.

(7) Understanding moral principles and applying those principles in day-to-day life.

(8) Developing a moral insight, which is essential for leading a good life.

(9) Taking up research work in philosophy and issues related to philosophy.

★ Teaching learning process:
The approach emphasises active, student-centred learning alongside rigorous academic inquiry. It incorporates a variety of methods, including lectures, seminars, tutorials, debates, group discussions, writing assignments,presentations, dissertations and project work. Additionally, online platforms such as WhatsApp groups and Google Classroom are utilized to enhance learning and communication. The process encourages open questioning, reflective thinking, and active engagement with the material.

★ Teaching Learning tools:
Teaching Learning tools includes-

(1) Whiteboards/Blackboards

(2) Textbooks

(3) Projectors

(4) PowerPoint Presentations

(5) Google Classroom

(6) Peer Teaching

(7) Field Trips / Educational Tour

★ Evaluation/ Assessment:

Assessment methods include oral presentations, Assignments, Practical, project work and written examinations.

★ Course Structure

**Detailed syllabus of 1st semester:**

## Skill Enhancement Course (SEC)

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|---|---|
| Title of the course | **Philosophical Counselling** |
| Course code | PHI- SEC- 01013 |
| Total Credit (theory+practical) | **2+1** |
| Contact hours | **45** |
| Distribution of Marks | **25+25+25** |
| Course outcomes | After completing the course on Philosophical Counselling, students will be able to:<br>1) Understand the nature, scope and importance of philosophical counselling as both a professional and academic discipline, in comparison to psychological counselling.<br>2) Inculcate self-confidence in their reasoning and critical thinking abilities.<br>3) Listen and understand the opinions of others with empathy and openness.<br>4) Develop flexibility in considering alternatives and opinions<br>5) Cultivate fair-mindedness and objectivity in evaluating arguments and reasoning.<br>6) Overcome personal problems by developing skills in self-reflection, critical thinking, and logical reasoning to effectively address personal and interpersonal issues.<br>7) Utilise philosophical insights to foster mental clarity, emotional resilience, and overall personal well-being. |

| Unit | Content | Lecture | Tutorial | Practical | Total Hours |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| I (Theory) | • Philosophical Counselling—its meaning, scope and importance<br>• Role of a Philosophical Counsellor<br>• Philosophical Counselling versus Psychological Counselling | 13 | 2 | NA | 15 |
| II (Theory) | • Critical Thinking Approach – Logic- Based Therapy (LBT)—Philosophical Principles of LBT, LBT fallacies, antidotes<br>• Existential Approach—Existentialism Based Therapy – Authentic and Inauthentic Life | 13 | 2 | NA | 15 |
| III(Practical) | • Practical will be conducted in the form of project/dissertation, which is to be typed or neatly handwritten (2000 words). The project/dissertation will be based on practical session(s)which are to be conducted by the student (counsellor) with a counselee/client. Given below is a list of Problems out of which any one may be chosen for addressing in the project/dissertation. The same has to be carried out under the supervision of a teacher.<br>• Moral issues<br>• Value disagreements<br>• Political issues and disagreements<br>• Time management issues<br>• Procrastination<br>• Career issues<br>• Financial issues | - | 2 | 13 | 15 |

| | | | | | |
|---|---|---|---|---|---|
| | • Adult children of aging parents<br>• Problems with family/ Domestic problems<br>• Breakups and divorce<br>• Sibling rivalry Loss of a family member<br>• Friendship issues<br>• Peer pressure<br>• Academic or school-related issues<br>• Rejection<br>• Discrimination<br>• Religion and race-related issues<br>• Technology-related issues | | | | |

**The project/dissertation has to be broken into three heads as mentioned below:**

- **Identification of the*Problem*** in the counsellee/client by the student (counsellor) (Naming the *Problem*,
  grounds for placing it under the chosen category of the *Problem*)
- ***Philosophical Approach*** involved in the investigation of the ***Problem*** (definition of the approach and its application)
- ***Conclusion/Solution*** provided (Redressing the Problem)

**Suggested reference books or textbooks:**


Cohen, Elliot D. (2016). Logic-Based Therapy and Everyday Emotions: A Case Based Approach, Lexington Books

Cohen, Elliot D. Philosophical Principles of Logic-Based Therapy

Lacovou, S. & Karen Weisel-Dixon. (2015). Existential Therapy: 100 Key Points and Techniques, Routledge

Lahav, Ran. (2016). Stepping Out of Plato's Cave: Philosophical Counselling, Philosophical Practice and Self-Transformation, Loyev Books, 2nd edition.

Lahav, Ran. What is Philosophical in Philosophical Counselling? In Journal of Applied Philosophy, vol. 13, No. 3, pp. 259-278, 1996.

Lebon, Tim. (2001). Wise Therapy, London: Continuum

Lebon, Tim. Philosophical Counselling: An Introduction (First published in Thinking Through Dialogue: Essays on Philosophy in Practice, Curnow. T (ed) 1999

Raabe, Peter B. (2000). Philosophical Counselling—Theory and Practice, Praeger Publishers Inc.

Sartre, J. P. (1993). Being and Nothingness, Simon and Schuster

Sartre, J. P. (2007). Existentialism is a Humanism, Yale University Press.

Sulavikova B. Key Concepts in Philosophical Counselling. Human Affairs, 24, 574-583, 2014

Sulavikova, B. Philosophical Counselling Based on Dialogical Critical Thinking, Human Affairs, 23(4), 680-688, 2013

**Detailed syllabus of 2nd semester:**

## Skill Enhancement Course (SEC)

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|---|---|
| Title of the course | **Critical Thinking** |
| Course code | PHI- SEC- 02023 |
| Total Credit (theory+practical) | **2+1** |
| Contact hours | **45** |
| Distribution of Marks | **25+25+25** |
| Course outcomes | After completing the course on Critical Thinking, students will be able to:<br>1) Understand and develop the core principles and essential skills of critical thinking.<br>2) Analyse, evaluate, and construct clear and logical arguments across various contexts.<br>3) Apply critical thinking effectively in academic pursuits, professional settings, and everyday decision-making. |

| Unit | Content | Lecture | Tutorial | Practical | Total Hours |
|---|---|---|---|---|---|
| I (Theory) | Introduction to Critical Thinking<br>Nature and Characteristics of Thought<br>Benefits and Barriers of Critical Thinking<br>Asking Right Questions | 13 | 2 | NA | 15 |
| II (Theory) | Introduction to Critical and Analytical Writing<br>Paraphrasing—(a) Short quotes and (b) Clarifying texts | 13 | 2 | NA | 15 |
| III(Practical) | Formulation of Title<br>Paraphrasing quotes<br>Asking Questions | - | 2 | 13 | 15 |

## GUIDELINES FOR PRACTICAL

1. **Formulation of title**: Students will be provided with selected passages and will be asked to formulate a suitable title that suits the main idea(s) conveyed in the passages.
2. **Paraphrasing quotes**: Students will be asked to paraphrase **two**original quoted passages in their own words. This means that students need to extend the quoted thought without altering the meaning of any word originally cited in the quote.
3. **Framing right questions**: students will be asked to go through some given passages, and will be asked to frame **three** *right* questions.
4. All the passages, and passages within quotes, will be chosen **only** from the **recommended books for unit III.**

**Suggested reference books or textbooks:**


Anderson, Marilyn, Pramod K. Nayar, & Madhucchanda Sen, ( 2010). *Critical Thinking, Academic Writing and Presentation Skills,* Pearson Education

Cottrell, Stella. (2005). *Critical Thinking Skills—Developing Effective Analysis and Argument,* Palgrave Macmillan

Dewey, J. (1933). *How We Think,* Boston, New York.

M. Neil Browne & Stuart M. Keeley (2007). *Asking the Right Questions—A Guide to Critical Thinking,* Pearson Prentice Hall

Paul, Richard & Linda Elder (2019) *How to Write a Paragraph—The Art of Substantive Writing,* Rowman & Littlefield

Russell, B. (1956). 'How I Write' in *Portraits from Memory and Other Essays*, Simon and Schuster: New York.

Russell, B. (1999). 'The Value of Philosophy' in *The Problems of Philosophy*, Oxford University Press.

Sen, Madhucchanda (2010). *An Introduction to Critical Thinking,* Pearson India


Website Link

https://bradford.instructure.com

**All practical exercises relating to Unit III are to be worked out from among the books listed below.**

| | |
|---|---|
| Dasgupta, S.N.: | A History of Indian Philosophy (Vol I-IV) |
| F. Copleston: | History of Philosophy (Vol I to VIII)) |
| Frankenna, Williams: | Ethics |
| Hick, John: | Philosophy of Religion |
| Kenny, Anthony: | A New History of Philosophy |
| Neog, Maheswar: | Sankardeva and His Times |
| Radhakrishnan, S.: | Indian Philosophy (Vol I & II) |
| D. M. Datta: | The Philosophy of Mahatma Gandhi |
| Singer, Peter: | Applied Ethics |
| H. J. Blackham: | Six Existentialist Thinkers |

**Detailed syllabus of 3rd semester:**

## Skill Enhancement Course (SEC)

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|---|---|
| Title of the course | **Logic and Reasoning** |
| Course code | PHI- SEC- 03033 |
| Total Credit (theory+practical) | **2+1** |
| Contact hours | **45** |
| Distribution of Marks | **25+25+25** |
| Course outcomes | After completing the course on **Logic and Reasoning**, students will be able to:<br>1) Identify logical fallacies in day-to-day conversations and argumentations, recognizing common errors in reasoning.<br>2) Avoid committing fallacies in their own discourse and critiques, thereby ensuring more cogent communication.<br>3) Provide well-reasoned, logically structured arguments in any discourse, supporting claims with valid evidence and inference.<br>4) Evaluate the strength and soundness of arguments presented by others, distinguishing between arguments that are merely persuasive and those that are logically compelling.<br>5) Demonstrate improved critical thinking skills through the systematic evaluation of arguments. |

| Unit | Content | Lecture | Tutorial | Practical | Total Hours |
|---|---|---|---|---|---|
| I (Theory)<br>Deductive and Inductive Reasoning | Nature of Deductive and Inductive Arguments<br>Kinds of Deductive Inference: mediate and immediate inferences<br>Syllogism in Ordinary Language (Enthymemes, Sorites, Deductive and Hypothetical Syllogisms, Dilemma) | 13 | 2 | NA | 15 |
| II (Theory)<br>Informal Fallacies | **A. Fallacies of Relevance**<br>• Argument ad Populum (Appeal to Emotion)<br>• Red Herring<br>• Straw Man<br>• Argument ad Hominem (Against the Person)<br>• Argument ad Baculum (Appeal to Force)<br>• *Ignoratio Elenchi* (Missing the Point)<br>**B. Fallacies of Defective Induction**<br>• Argument ad Ignorantiam (Argument from Ignorance)<br>• Argument ad Verecundiam (Appeal to Inappropriate Authority)<br>• *Non Causa Pro Causa* (False Cause)<br>• Hasty Generalization<br>**C. Fallacies of Presumption**<br>• Accident<br>• Complex Question<br>• *Petitio Principii* (Begging the Question)<br>**D. Fallacies of Ambiguity**<br>• Equivocation<br>• Amphiboly<br>• Accent<br>• Composition<br>• Division | 13 | 2 | NA | 15 |
| III(Practical) | ▪ Naming the fallacy involved in the argument 02<br>▪ Explanation of why/how the argument commits the fallacy | - | 2 | 13 | 15 |

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**Suggested reference books or textbooks:**

**Unit I &Unit II (Theory)**

Chakraborti, Chhanda (2007).Logic—Informal, Symbolic & Inductive, Prentice Hall of India Private Limited, New Delhi

Copi, I.M.& Carl Cohen (2009), Introduction to Logic (Thirteenth Edition), Pearson Prentice hall.

**Unit III (Practical)**

Copi, I.M.& Carl Cohen (2009), Introduction to Logic (Thirteenth Edition), Pearson Prentice hall.