



**Darrang College
(Autonomous),
Tezpur-784001**

**Syllabus for
FYUGP
Philosophy
(SEC)**

Approved by :

Board of Studies meeting held on 31st July, 2025

&

Academic Council vide Resolution no. 04, dated- 12/08/2025

Final Syllabus
Department of Philosophy
Darrang College (Autonomous)
1st Semester

- **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 emphasizes active, student-centered 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.

Detailed syllabus of 1st semester (SEC):

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: (1) Understand the nature, scope and importance of philosophical counselling as both a professional and academic discipline, in comparison to psychological counselling. (2) Inculcate self-confidence in their reasoning and critical thinking abilities. (3) Listen and understand the opinions of others with empathy and openness. (4) Develop flexibility in considering alternatives and opinions (5) Cultivate fair-mindedness and objectivity in evaluating arguments and reasoning. (6) Overcome personal problems by developing skills in self-reflection, critical thinking, and logical reasoning to effectively address personal and interpersonal issues. (7) Utilize philosophical insights to foster mental clarity, emotional resilience, and overall personal well-being.

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I (Theory)	- Philosophical Counselling: Meaning, Scope and Importance - Philosophical Counselling and Psychological Counselling - Role of a Philosophical Counsellor	13	2	NA	15
II (Theory)	- Critical Thinking Approach –Logic-Based Therapy (LBT)—Philosophical Principles of LBT, LBT fallacies, antidotes - 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 hand written (2000 words). The project/dissertation will be based on practical session(s) which is to be conducted by the student (counsellor) with a counsellee/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. • Moral issues • Value disagreements • Political issues and disagreements • Time management issues • Procrastination • Career issues • Financial issues • Adult children of aging parents • Problems with family/ Domestic problems • Breakups and divorce • Sibling rivalry • Loss of a family member • Friendship issues • Peer pressure • Academic or school-related issues • Rejection • Discrimination • Religion and race-related issues • Technology-related issues	-	2	13	15
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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 (SEC):

Title of the course	Critical Thinking
Course code	PHI-SEC-02013
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: (1) Understand and develop the core principles and essential skills of critical thinking. (2) Analyze, evaluate, and construct clear and logical arguments across various contexts. (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 Nature and Characteristics of Thought Benefits and Barriers of Critical Thinking Asking Right Questions	13	2	NA	15
II (Theory)	Introduction to Critical and Analytical Writing Paraphrasing—(a) Short quotes and (b) Clarifying texts	13	2	NA	15
III (Practical)	Formulation of Title Paraphrasing quotes Asking Questions	-	2	13	15

GUIDELINES FOR PRACTICAL

- 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.
- 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.
- Framing right questions:** students will be asked to go through some given passages, and will be asked to frame three right questions.
- 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