



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

**Syllabus for
FYUGP
Sub: PHILOSOPHY
(SEC)**

Approved by :
Board of Studies meeting held on 13-06-2026 &
Academic Council vide Resolution no. DC/AC/3/2026/02 dated-29th June, 2026

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)

Title of the course	Philosophical Counselling
Course code	PHI- SEC- 01013
Total Credit (theory+practical)	2+1
Contact hours	60
Distribution of Marks	End Semester: 30 Practical: 25 (Practical Examination; 10, Viva-Voce: 5, Project Report/Portfolio: 10) Internal: 20
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) 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 - Role of a Philosophical Counsellor - 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 - Existential Approach—Existentialism Based Therapy – Authentic and Inauthentic Life	13	2	NA	15
III(Practical)	Project/ Portfolio: The Project/Dissertation shall be based on one or more practical counselling sessions conducted by the student (counsellor) with a counsee/client. The student may select any one of the problems listed below for the purpose of the counselling exercise and preparation of the project/dissertation. The project/dissertation shall be typed or neatly handwritten and should be 400–600 words in length. 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	-	-	30	30

	The project/dissertation has to be broken into three heads as mentioned below: • Identification of the <i>Problem</i> in the counselee/client by the student (counsellor) (Naming the <i>Problem</i>, grounds for placing it under the chosen category of the <i>Problem</i>) • Philosophical Approach involved in the investigation of the <i>Problem</i> (definition of the approach and its application) • Conclusion/Solution provided (Redressing the Problem) * Practical Examination: Students shall complete any one of the following activities. 1. Application of ethical reasoning in everyday situations 2. Identification of values, assumptions and beliefs underlying a case. Viva-Voce: Based on Unit I and Unit II				
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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)

Title of the course	Critical Thinking
Course code	PHI- SEC- 02013
Total Credit (theory+practical)	2+1
Contact hours	60
Distribution of Marks	End Semester: 30 Practical: 25 (Practical Examination; 10, Viva-Voce: 5, Project Report/Portfolio: 10) Internal: 20
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) Analyse, 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)	* Project/Portfolio: Students shall prepare a report on any one of the given topics. 1. Case study on decision making in everyday life.	-	-	30	30

	2. Critical analysis of a newspaper article or contemporary social issues. Practical Examination: Formulation of Title, Paraphrasing quotes, Asking Questions Viva-Voce: Based on Unit I and Unit II				
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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)

Title of the course	Logic and Reasoning
Course code	PHI- SEC- 03013
Total Credit (theory+practical)	2+1
Contact hours	60
Distribution of Marks	End Semester: 30 Practical: 25 (Practical Examination; 10, Viva-Voce: 5, Project

	Report/Portfolio: 10) Internal: 20
Course outcomes	After completing the course on Logic and Reasoning, students will be able to: 1) Identify logical fallacies in day-to-day conversations and argumentations, recognizing common errors in reasoning. 2) Avoid committing fallacies in their own discourse and critiques, thereby ensuring more cogent communication. 3) Provide well-reasoned, logically structured arguments in any discourse, supporting claims with valid evidence and inference. 4) Evaluate the strength and soundness of arguments presented by others, distinguishing between arguments that are merely persuasive and those that are logically compelling. 5) Demonstrate improved critical thinking skills through the systematic evaluation of arguments.

Unit	Content	Lecture	Tutorial	Practical	Total Hours
I (Theory) Deductive and Inductive Reasoning	Nature of Deductive and Inductive Arguments Kinds of Deductive Inference: mediate and immediate inferences Syllogism in Ordinary Language (Enthymemes, Sorites, Deductive and Hypothetical Syllogisms, Dilemma)	13	2	NA	15
II (Theory) Informal Fallacies	A. Fallacies of Relevance • Argument ad Populum (Appeal to Emotion) • Red Herring • Straw Man • Argument ad Hominem (Against the Person) • Argument ad Baculum (Appeal to Force) • <i>Ignoratio Elenchi</i> (Missing the Point) B. Fallacies of Defective Induction • Argument ad Ignorantiam (Argument from Ignorance) • Argument ad Verecundiam (Appeal to Inappropriate Authority) • <i>Non Causa Pro Causa</i> (False Cause) • Hasty Generalization C. Fallacies of Presumption	13	2	NA	15

	• Accident • Complex Question • <i>Petitio Principii</i> (Begging the Question) D. Fallacies of Ambiguity • Equivocation • Amphiboly • Accent • Composition • Division				
III(Practical)	* Project/Portfolio: Students shall prepare a report on any one of the given topics. 1. Report on application of Logic in decision making. 2. Identification of common logical fallacies in everyday communication * Practical Examination: Naming the fallacy involved in the argument ▪ Explanation of why/how the argument commits the fallacy Viva-Voce: Based on Unit I and Unit II	-	-	30	30

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.