SYLLABI FOR FOUR-YEAR UNDERGRADUATE PROGRAMME

IN

PHILOSOPHY

AS PER NATIONAL EDUCATION POLICY (NEP) 2020

Recommended by the 1st meeting of the Board of Studies (BoS), Department of Philosophy, and approved by the 1st meeting of the Academic Council of Lakhimpur Girls' College (A), held on 28 June 2026, vide Resolution No. AC/1/2026/05.

LAKHIMPUR GIRLS' COLLEGE (AUTONOMOUS)

NORTH LAKHIMPUR, LAKHIMPUR -787031, ASSAM

Endorsed syllabi of Dibrugarh University as model syllabi for the development of syllabi of the Department of Philosophy, Lakhimpur Girls' College (A), with necessary modifications and additions, keeping in view the context and academic requirements.

FYUGP SYLLABI
DEPARTMENT OF PHILOSOPHY
LAKHIMPUR GIRLS' COLLEGE (AUTONOMOUS)

PREAMBLE

The Four-Year Undergraduate Programme in Philosophy of Lakhimpur Girls' College (Autonomous) is in accordance with the FYUGP structure as per UGC guidelines for implementation of National Education Policy 2020. It imbibes a Learning Outcome Based Curriculum Framework (LOBCF) to provide a focused, outcome-based syllabus with the agenda to structure the teaching-learning experience in a more student-centric manner.

Each course elaborates its nature, outcomes and the attributes that it offers to inculcate at the graduation level. The graduate attributes include values related to critical thinking and reasoned decision making, emotional stability and skills both for academia and employability.

The Four-Year Undergraduate Programme in Philosophy is formulated in such a way that will imbibe in the students the ability to understand philosophical concepts, problems and theories along with their engagement in philosophical debates. The courses are not only structured to impart knowledge but also encourage the students to make critical assessments and raise right questions which can contribute to a new understanding of the subject. The Syllabus is a combination of both traditional aspects of philosophy and contemporary approach.

The Lakhimpur Girls' College (Autonomous) aims that the Four-Year Undergraduate Programme in Philosophy will prepare and encourage the students to make the right decision in practical life.

1. INTRODUCTION

The syllabus for Four-Year Undergraduate Programmes (FYUGP) in Philosophy is designed in accordance with Lakhimpur Girls' College (Autonomous) Regulations for Four-Year Undergraduate Programmes (FYUGP) for the College as per NEP 2020. The UG Programme in Philosophy includes eight semesters. The curriculum is structured around 23 Core Courses (Major papers) and 8 Minor Courses. There are 3 Generic Elective Courses (GEC), 3 Skill Enhancement Courses (SEC), and 3 Value Added Courses (VAC) including one compulsory add-ons VAC which students will study during the initial semesters (1^{st} – 3^{rd} Semesters). The final year emphasizes high-level academic inquiry through a Research Project and Dissertation, however, students retain the flexibility to substitute these with two Discipline Specific Elective (DSE) courses in their eighth semester. Academic performance is rigorously monitored through a balanced evaluation model where 40% of the total grade is derived from internal assessments, including sessional exams, viva-voce, and presentations, while the remaining 60% is assessed through the end-semester examination covering the entire syllabus.

2. GRADUATE ATTRIBUTES

Some of the graduate attributes in philosophy are as follows:

a) **Disciplinary Knowledge**: Acquire and enhance knowledge of the philosophical concepts along with the history of the subject, the relevant historical line of development in Indian and Western Philosophy and should show good command of Logic, Ethics and know the applied aspects of Philosophy in fields like technology, Applied Ethics etc.

b) **Critical Thinking and Analytical Reasoning**: Ability to identify relevant assumptions, hypothesis, implications or conclusions; formulate logically correct arguments and to know the pros and cons of the various arguments given by philosophers. Capacity to critically evaluate beliefs, arguments, claims etc.

c) **Communications Skill**: Ability to communicate various concepts of Philosophy in writing and orally, ability to present complex philosophical ideas logically. Moreover, with strong philosophical basis to enhance the ability to express one's thoughts and ideas effectively, the ability to listen and understand others' views carefully and effectively communicate to people from diverse backgrounds in varied contexts.

d) **Teamwork:** Ability to work effectively and respectfully with people from multiple backgrounds in a cooperative manner, to build a coordinated effort as an integral part of a group and to work together for the best interest of a common cause.

e) **Self-directed Learning**: Ability to work independently, search relevant resources and e-content for self-learning and enhancing knowledge in philosophy.

f) **Moral and Ethical Awareness/Reasoning**: Ability to identify ethical issues related to one's work; to understand how serious the effects of plagiarism are and to inculcate a lifelong habit of never indulging in unethical behaviour such as plagiarism, violation of intellectual property rights. Inculcate the capacity to appreciate ethical nature of the debates of philosophical, social, environmental issues.

g) **Research-related Skills:** Develop the sense of enquiry and the capacity for asking relevant and appropriate questions. Enhance the ability to define problems, plan and execute research on philosophical and multidisciplinary issues and thereof develop problem solving attitude.

h) **Digital Literacy:** Capacity to use Information and Communication Technology (ICT) in learning process; the ability to access, evaluate and use authentic information sources.

i) **Lifelong Learning**: Ability to acquire a habit of reading and thinking about philosophy for life and to appreciate modern developments in the subject.

3. PROGRAMME OUTCOMES

FYUGP in Philosophy aims at enabling, empowering and developing learners:

PO 1: To clearly understand the nature of philosophical enquiry, analyse philosophical problems and evaluate various responses to it.

PO 2: To think critically as well as analytically and thereby inculcate strong curiosity about philosophy and its cognates

PO 3: To apply the knowledge and skills acquired by them to solve specific theoretical and applied problems in philosophy, especially ethical and bio-ethical fields

PO 4: To identify the problems/issues and to practice research on the matters of both regional and global concern.

PO 5: To apply critical thinking tools developed in philosophical theorizing to handle issues and problems in ethics, social sciences as well as problems that arise out of the technological effects of natural sciences.

PO 6: To understand social realities and problems and to come up with ideal solutions to them.

4. PROGRAMME SPECIFIC OUTCOMES

The Four-Year Undergraduate Programme in Philosophy will enable a student to:

PSO 1: Understand and appreciate the nature, concepts, problems and theories of Philosophy.

PSO 2: Develop understanding of definitions, key concepts, and principles of various theories of philosophers and develop comparing as well as contrasting techniques regarding the various theories.

PSO 3: Enhance the level of analytical and critical thinking in philosophical and multidisciplinary research.

PSO 4: Develop the skill of both qualitative academic writing in Philosophy and critical-argumentative writings on societal issues.

PSO 5: Identify the relationship of Philosophy with other disciplines including Literature, Social and Natural Sciences.

5. TEACHING-LEARNING PROCESS

The curriculum of the Four-Year Undergraduate Programme in Philosophy provides the scope for using varied pedagogic methods for effective teaching-learning process both within and outside of the formal structure of the classroom. These are:

a) Lecture
b) Tutorial
c) Debate, Group Discussion, Quiz etc.
d) Dissertation
e) Project Work
f) Field Study
g) Talks, Seminars, Workshops etc.
h) Use of ICT

6. ASSESSMENT METHODS

The Assessment Method of the Four-Year Undergraduate Programme in Philosophy includes both End Semester Examination and Internal Assessment. End-Semester Assessment is of 60% and In-Semester Assessment is of 40% of the total marks. The End Semester Assessment is in the form of written examination. The continuous In-Semester Assessment includes the following measures for continuous evaluation of the students' progress.

a) Seminar Presentation
b) Group Discussion
c) Participation in Class discussion
d) Critical assessment of books and articles
e) Participation in Co-curricular activity
f) Written Assignment

7. IKS CONTENTS

In alignment with the directives of the National Education Policy (NEP 2020), this Four-Year Undergraduate Programme (FYUGP) in Philosophy systematically integrates the foundational paradigms of Indian Knowledge Systems (IKS).

IKS Contents in FYUGP in Philosophy (in the 1st Year)

Semester	Course Code & Title	Percentage of IKS Content (in the Course)	Percentage of IKS Content (Overall)
1st Semester	**PHIL-GEC-3-101:** Introduction to Philosophy	34%	14%
2nd Semester	**PHIL-MAJ-4-201:** Fundamentals of Indian Philosophy	100%	43%
	PHIL-MIN-4-201: Basics of Indian Philosophy	100%	43%

STRUCTURE OF FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN PHILOSOPHY FOR LAKHIMPUR GIRLS' COLLEGE (AUTONOMOUS) AS PER NEP-2020 GUIDELINES

YEAR	SEMESTER	COURSE	NUMBER	COURSE TITLE	CREDIT
1st Year	1st Semester	MAJOR	1	**PHIL-MAJ-4-101:** Fundamentals of Philosophy	4
		MINOR	1	**PHIL-MIN-4-101**: Basics of Philosophy	4
		GEC	1	**PHIL-GEC-3-101**: Introduction to Philosophy	3
		AEC	1		4
		VAC	1		2
		SEC 1	1	**PHIL-SEC-3-101**: Logical Reasoning	3
		TOTAL			**20**
	2nd Semester	MAJOR	1	**PHIL-MAJ-4-201:** Fundamentals of Indian Philosophy-I	4
		MINOR	1	**PHIL-MIN-4-201**: Basics of Indian Philosophy	4
		GEC	1	**PHIL-GEC-3-201**: Introduction to Logic	3
		AEC	1		4
		VAC	1		2
		SEC 2	1	**PHIL-SEC-3-201**: Critical Thinking	3
		TOTAL			**20**
2nd	3rd Semester	MAJOR	2	**PHIL-MAJ-4-301**: Fundamentals of Classical Logic	4 x 2 = 8

Year				**PHIL-MAJ-4-302:** Fundamental of Ethics	
		MINOR	1	**PHIL-MIN-4-301**: Basics of Logic	4
		GEC	1	**PHIL-GEC-3-301**: Introduction to Ethics	3
		AEC	1		4
		VAC	1		2
		SEC 2	1	**PHIL-SEC-3-301**: Practical Ethics	3
		TOTAL			**20**
	4^{th} Semester	MAJOR	4	**PHIL-MAJ-4-401:** Fundamentals of Indian Philosophy-II	4 x 4 = 16
				PHIL-MAJ-4-402: Ancient and Medieval Western Philosophy	
				PHIL-MAJ-4-403: Fundamentals of Social and Political Philosophy	
				PHIL-MAJ-4-404: Modern Western Philosophy	
		MINOR	1	**PHIL-MIN-4-401**: Basics of Ethics	4
		TOTAL			**20**
3^{rd} Year	5^{th} Semester	MAJOR	3	**PHIL-MAJ-4-501:** Western Epistemology	4 x 3 = 12
				PHIL-MAJ-4-502: Modern Indian Philosophy	
				PHIL-MAJ-4-503: Symbolic Logic	
		MINOR	1	**PHIL-MIN-4-501**: Basics of Social and Political	4

				Philosophy	
		Internship/Community Engagement/ Internship + Community Engagement	1		4
		TOTAL			**20**
	6th Semester	MAJOR	4	**PHIL-MAJ-4-601**: Indian Moral Philosophy	4 x 4 = 16
				PHIL-MAJ-4-602: Indian Logic	
				PHIL-MAJ-4-603: Fundamentals of Philosophy of Religion	
				PHIL-MAJ-4-604: Metaethics	
		MINOR	1	**PHIL-MIN-4-601**: Basics of Applied Ethics	4
		TOTAL			**20**
4th Year	7th Semester	MAJOR	4	**PHIL-MAJ-4-701**: Analytic Philosophy	4 x 4 = 16
				PHIL-MAJ-4-702: Phenomenology & Existentialism	
				PHIL-MAJ-4-703: Applied Ethics	
				PHIL-MAJ-4-704: Research Ethics and Methodology	
		MINOR	1	**PHIL-MIN-4-701:** Basics of Modern Indian Philosophy	4
		TOTAL			**20**
	8th Semester	MAJOR	4	**PHIL-MAJ-4-801**: Contemporary Indian Philosophy	4 x 4 = 16

				PHIL-MAJ-4-802: Western Metaphysics	
				PHIL-MAJ-4-803: Philosophy of Mind	
				PHIL-MAJ-4-804: Comparative Religion	
		MINOR	1	**PHIL-MIN-4-801**: Basics of Western Philosophy	4
		DISSERTATION		Students writing Dissertation will select two Major Papers	
		TOTAL			**20**

Abbreviation:

Major: **MAJ**

Minor: **MIN**

Generic Elective Course: **GEC**

Skill Enhancement Course: **SEC**

Ability Enhancement Course: **AEC**

Value Added Course: **VAC**

FYUGP

PHILOSOPHY

SEMESTER-I

Course Name: FUNDAMENTALS OF PHILOSOPHY

Course code: PHIL-MAJ-4-101

Nature of Course: CORE

Total Credits: 4

Distribution of Marks: 60 (End-Sem) + 40 (In-Sem)

Course Description:

This is a core course of Philosophy designed for the learners of major in Philosophy. It aims to provide basic knowledge of the nature, scope, method, relevance of Philosophy as an academic discipline. It also further aimed at critical understanding of the philosophical concepts and theories on knowledge, truth, reality and value from Western perspectives.

Course Outcomes and Intended Learning Outcomes (COs & ILOs):

The students will be able to

CO 1: Determine the distinct nature, scope, method and relevance of Philosophy

ILO 1.1 : Define Philosophy

ILO 1.2 : Describe the scope of Philosophy

ILO 1.3 : Understand the nature of Philosophy as distinct and different from science

ILO 1.4 : Determine the distinct methods of philosophical enquiry

ILO 1.5 : Determine the relevance of Philosophy

CO 2: Assess the problems of the sources of knowledge and responses to it from rationalist and empiricist philosophical perspectives

ILO 2.1 : Understand categories of knowledge

ILO 2.2 : Detect the problems of the sources of knowledge

ILO 2.3 : Analyse the rationalistic approach to the sources of knowledge

ILO 2.4 : Critically estimate the rationalistic approach to the sources of knowledge

ILO 2.5 : Analyse the empiricist approach to the sources of knowledge

ILO 2.6 : Critically estimate the rationalist approach to the sources of knowledge

ILO 2.7 : Analyse the rationalistic approach to the sources of knowledge

CO 3: Estimate critically the problems regarding the nature of the object of knowledge and responses to it from realist, idealist and critical philosophical perspectives

ILO 3.1 : Understand the basic questions regarding the nature of the object of knowledge

ILO 3.2 : Analyse the realist (both Naïve and Scientific) explanation of the nature of the object of knowledge

ILO 3.3 : Estimate critically the realist (both Naïve and Scientific) explanation of the nature of the object of knowledge

ILO 3.4 : Analyse the idealist (both Subjective and Objective) explanation of the nature of the object of knowledge

ILO 3.5 : Estimate critically the idealist (both Subjective and Objective) explanation of the nature of the object of knowledge

ILO 3.6 : Critically estimate the rationalistic approach to the sources of knowledge

ILO 3.7 : Compare and contrast rationalism, idealism and critical theories of knowledge

CO 4: Assess the problems of reality regarding its nature of number and responses to it from philosophical perspectives

ILO 4.1: Analyse the multifaceted monistic, dualistic and pluralistic philosophical standpoints regarding the problem of the number of ultimate reality

ILO 4.2: Assess monistic views regarding the nature reality

ILO 4.3 : Assess dualistic views regarding the nature reality

ILO 4.4 : Assess pluralist views regarding the nature reality

ILO 4.5 : Compare and contrast monistic, dualistic and pluralistic responses to the problem of the number of ultimate reality.

CO 5: Evaluate the philosophical enquiry of truth

ILO 5.1 : Understand the problem of truth from philosophical perspective

ILO 5.2 : Analyse and evaluate Correspondence theory of truth

ILO 5.3 : Analyse and evaluate Coherence theory of truth

ILO 5.4 : Analyse and evaluate Self-evident theory of truth

ILO 5.5 : Analyse and evaluate Semantic theory of truth

CO 6: Evaluate the philosophical enquiry of value

ILO 6.1 : Analyse the issues of intrinsic and extrinsic nature of value

ILO 6.2 : Analyse the issues of the subjectivity and objectivity of value

ILO 6.3 : Analyse the issues of the relative and absolute nature of value

ILO 6.4 : Evaluate the contradictory philosophical approaches regarding the intrinsic, subjective and relative nature in one hand and extrinsic, objective and absolute nature of value on the other

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	**Cognitive Process Dimension**					
	Remember	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual Knowledge						
Conceptual knowledge				**CO 1**	**CO 2, CO 5, CO 6**	
Procedural knowledge					**CO 3, CO 4**	
Metacognitive Knowledge						

Mapping of Course Outcomes (COs) to Programme Outcomes (POs):

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	S	S	M	M	S	S
CO 2	S	S	M	M	M	S
CO 3	S	S	M	M	M	S
CO 4	S	S	M	M	M	S
CO 5	S	S	M	M	S	S
CO 6	S	S	S	S	S	S

Here S-Strong, M-Medium

Course Contents with unit, marks and teaching-learning hours distribution:

Units	COs & ILOs	Course Contents	L	T	P	Total Hours
Unit I (15 Marks)	**CO 1:** ILOs: 1.1 to 1.5	1. Definition, Nature, Scope, Branches and Relevance of Philosophy, Relation between Philosophy and Science 2. Methods of Philosophy: Sceptic and Dialectic Method	13	2	-	15
Unit II (15 Marks)	**CO 2:** ILOs: 2.1 to 2.6	1. Theories of Knowledge: Rationalism, Empiricism, Critical Theory, Scepticism 2. Categories of Knowledge: Space, Time, Substance, Causality	13	2	-	15

Unit III (15 Marks)	**CO 3:** ILOs: 3.1 to 3.7 **CO 4:** ILOs: 4.1 to 4.5	1. Theories of the object of Knowledge: Realism: Naive Realism and Scientific Realism Idealism: Subjective and Objective Idealism 2. Theories of Reality: Monism, Dualism and Pluralism	13	2	-	15
Unit IV (15 Marks)	**CO 5:** ILOs: 5.1 to 5.5 **CO 6:** ILOs: 6.1 to 6.4	1. Theories of Truth: Correspondence, Coherence, Pragmatic, Self-Evident and Semantic Theory 2. Theories of Value: Intrinsic and Extrinsic, Subjective and Objective, Absolute and Relative	13	2	-	15
		Total	**52**	**8**	**-**	**60**

Modes of Assessment

End Semester Assessment **60 Marks**

Written Test

In-Semester Assessment: **40 Marks**

Two Sessional Examinations: 20 Marks

Any two of the following activities listed below: 20 Marks

Seminar/ Group Discussion/ Project /Assignment /Viva etc.

(In case of Project Work, it will carry 20 marks along with 20 marks for two compulsory Sessional Examinations)

L: Lecture; T: Tutorial & P: Practical

Suggested Readings:

1. Ewing, A. C. (1980). *Fundamental questions of philosophy*. Allied Publishers Ltd.
2. Russell, B. (1927). *An outline of philosophy*. George Allan and Unwin Ltd.
3. Russell, B. (1995). *The problems of philosophy*. Oxford University Press.
4. Taylor, A. E. (1924). *An introduction to metaphysics*. Methuen.
5. Connor, D. J. (1985). *A critical history of Western philosophy*. Free Press.
6. Chakravarty, D. K. (2000). *Fundamental questions of epistemology and metaphysics*. Omsons Publications.
7. Singh, S. S. K. (1987). *An analysis of knowledge*. University Book Service.
8. Sinha, J. N. (1991). *An introduction to philosophy*. New Central Book Agency.
9. Chakrovarty, S. P. (1). *Introduction to general philosophy*. Omsons Publications.
10. Thilly, F. (1914). *A history of philosophy*. H. Holt and Company.
11. Masih, Y. (2017). *A critical history of Western philosophy*. Motilal Banarsidass.
12. Bhattacharjee, J. (1985). *Darshanar parichay*. Nilgiri Mansion.
13. Baruah, G. (1993). *Paschatya darshan* (Vols. 1-2). Bhagaboti Prakashan.
14. Dutta, L. (1974). *Paschatya darshan*. Dibrugarh University.
15. Pujari, B. (2011). *Paschatya darshanat abhumuki*. Students' Store.

FYUGP

PHILOSOPHY

SEMESTER-I

Course Name: BASICS OF PHILOSOPHY

Course code: PHIL-MIN-4-101

Nature of Course: MINOR

Total Credits: 4

Distribution of Marks: 60 (End-Sem) + 40 (In-Sem)

Course Description:

This is an introductory course of Philosophy designed for the learners of minor in Philosophy. It is intended to provide basic knowledge of the nature, scope and utility of Philosophy as an academic discipline. It is further aimed at critical understanding of the philosophical concepts and theories on knowledge, truth, reality and value from Western perspectives.

Course Outcomes & Intended Learning Outcomes (COs & ILOs):

The students will be able to

CO 1: Determine the distinct nature, scope, method and relevance of Philosophy

ILO 1.1: Define Philosophy

ILO 1.2: Describe the scope of Philosophy

ILO 1.3: Understand the nature of Philosophy as distinct and different from Science

ILO 1.4: Determine the relevance of Philosophy

CO 2: Assess the problems of the sources of knowledge and responses to it from Rationalistic and empiricist philosophical perspectives

ILO 2.1 : Understand the problems of the sources of knowledge

ILO 2.2 : Analyse the rationalistic approach to the sources of knowledge

ILO 2.3 : Estimate the rationalistic approach to the sources of knowledge

ILO 2.4 : Analyse the empiricist approach to the sources of knowledge

ILO 2.5 : Estimate the rationalistic approach to the sources of knowledge

CO 3: Estimate the problems regarding the nature of the object of knowledge and responses to it

ILO 3.1 : Understand the basic questions regarding the nature of the object of knowledge

ILO 3.2 : Analyse the realist (both Naïve and Scientific) explanation of the nature of the object of knowledge

ILO 3.3 : Estimate the realist (both Naïve and Scientific) explanation of the nature of the object of knowledge

ILO 3.4 : Analyse the idealist (both Subjective and Objective) explanation of the nature of the object of knowledge

ILO 3.5 : Estimate the idealist (both Subjective and Objective) explanation of the nature of the object of knowledge

CO 4: Evaluate critically the philosophical enquiry of truth

ILO 4.1 : Understand the problem of truth from philosophical perspective

ILO 4.2 : Estimate Correspondence theory of truth

ILO 4.3 : Assess Coherence theory of truth Correspondence

ILO 4.4 : Evaluate Self-evident theory of truth

ILO 4.5 : Evaluate Semantic theory of truth

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	**Cognitive Process Dimension**					
	Remember	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual Knowledge						
Conceptual knowledge				**CO 1**	**CO 2**	

Procedural knowledge					**CO 3, CO 4**	
Metacognitive Knowledge						

Mapping of Course Outcomes (COs) to Programme Outcomes (POs):

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	S	S	M	M	S	S
CO 2	S	S	M	M	M	S
CO 3	S	S	M	M	M	S
CO 4	S	S	M	M	S	S

Here S-Strong, M-Medium

Course Contents with unit, marks and teaching-learning hours distribution:

Units	COs & ILOs	Course Contents	L	T	P	Totals
Unit I (15Marks)	**CO 1:** ILO: 1.1 to 1.4	1. Definition, Nature, Scope and Relevance of Philosophy 2. Relation between Philosophy and Science	13	2	-	15
Unit II (15 Marks)	**CO 2:** ILO: 2.1 to 2.5	1. Theories of Knowledge: Rationalism and Empiricism 2. Critical theory and Skepticism	13	2	-	15
Unit III (15 Marks)	**CO 3:** ILO:	1. Theories of the object of Knowledge: Realism- Naïve	13	2	-	15

	3.1 to 3.5	Realism and Scientific Realism 2. Idealism- Subjective Idealism and Objective Idealism				
Unit IV (15 Marks)	**CO 4:** ILO: 4.1 to 4.5	1. Theories of Truth: Correspondence, Coherence and Pragmatic 2. Self-Evident and Semantic Theory	13	2	-	15
		Total	**52**	**8**	**-**	**60**

Modes of Assessment

End Semester Assessment **60 Marks**

Written Test

In-Semester Assessment: **40 Marks**

Two Sessional Examinations: 20 Marks

Any two of the following activities listed below: 20 Marks

Seminar/ Group Discussion/ Project /Assignment /Viva etc.

(In case of Project Work, it will carry 20 marks along with 20 marks for two compulsory Sessional Examinations)

L: Lecture; T: Tutorial & P: Practical

Suggested Readings:

1. Baruah, G. (1993). *Paschatya darsan* (Vols. 1-2). Bhagaboti Prakashan.
2. Bhattacharjee, J. (1998). *Darsanar parichay*. Nilgiri Mansion.
3. Chakravarty, D. K. (2000). *Fundamental questions of epistemology and metaphysics*. Omsons Publications.
4. Chakrovarty, S. P. (1). *Introduction to general philosophy*. Omsons Publications.
5. Connor, D. J. (1985). *A critical history of Western philosophy*. Free Press.
6. Dutta, L. (1974). *Paschatya darsan*. Dibrugarh University.
7. Ewing, A. C. (1980). *Fundamental questions of philosophy*. Allied Publishers Ltd.
8. Pujari, B. (2007). *Paschatya darsanar itihas*. Students' Store.

9. Russell, B. (1927). *An outline of philosophy*. George Allan and Unwin Ltd.
10. Russell, B. (1995). *The problems of philosophy*. Oxford University Press.
11. Singh, S. S. K. (1987). *An analysis of knowledge*. University Book Service.
12. Sinha, J. N. (1991). *An introduction to philosophy*. New Central Book Agency.
13. Taylor, A. E. (1924). *An introduction to metaphysics*. Methuen.

FYUGP

PHILOSOPHY

SEMESTER-I

Course name: INTRODUCTION TO PHILOSOPHY

Course code: PHIL-GEC-3-101

Nature of course: Generic Elective Course (GEC)

Total Credit: 3

Distribution of Marks: 60 (End-Sem) + 40 (In-Sem)

Course Description:

This course is aimed at providing basic understanding of Philosophy to the students of non-philosophical background. It includes study of the nature of philosophy from both Indian and Western perspectives and as a discipline of critical enquiry from the Western perspectives.

Course Outcomes & Intended Learning Outcomes (COs & ILOs):

The students will be able to

CO 1: Determine the distinct nature, scope and relevance of Philosophy

ILO 1.1: Define Philosophy

ILO 1.2: Explain the scope of Philosophy

ILO 1.3: Understand the nature of Philosophy

ILO 1.4: Determine the relevance of Philosophy

CO 2: Determine the distinct nature of Indian Philosophy

ILO 2.1: Explain the nature of Indian Philosophy

ILO 2.2: Acquaintance with the schools of Indian Philosophy

ILO 2.3: Examine the charges against Indian Philosophy

CO 3: Comprehend Philosophy as critical thinking

ILO 3.1: Understand the meaning and nature of critical thinking

ILO 3.2: Find out the benefits as well as the barriers of critical thinking

ILO 3.3: Comprehend the interconnection between philosophy and critical thinking

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	**Cognitive Process Dimension**					
	Remember	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual Knowledge						
Conceptual knowledge				**CO 1**	**CO 3**	
Procedural knowledge				**CO 3**	**CO 2**	
Metacognitive Knowledge						

Mapping of Course Outcomes (COs) to Programme Outcomes (POs):

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**
CO 1	S	S	M	M	S	S
CO 2	S	S	M	M	S	M
CO 3	S	S	S	S	S	S

Here S-Strong, M-Medium

Course Contents with unit, marks and teaching-learning hours distribution:

Units	COs & ILOs	Course Contents	L	T	P	Total Hours
Unit I (20 Marks)	**CO 1:** ILO: 1.1 to 1.4	1. Nature and Relevance of Philosophy 2. Branches of Philosophy 3. Philosophy and Science	13	2	-	15
Unit II (20 Marks)	**CO 2:** ILO: 2.1 to 2.3	1. Nature and Common Characteristics of Indian Philosophy 2. Charges against Indian Philosophy 3. Introduction to the Schools of Indian Philosophy	13	2	-	15
Unit III (20 Marks)	**CO 3:** ILO: 3.1 to 3.3	1. Meaning and Nature of Critical Thinking 2. Benefits and Barriers of Critical Thinking 3. Philosophy as Critical Thinking	13	2	-	15
		Total	39	6	-	45

Modes of Assessment

End Semester Assessment **60 Marks**

Written Test

In-Semester Assessment: **40 Marks**

Two Sessional Examinations: 20 Marks

Any two of the following activities listed below: 20 Marks

Seminar/ Group Discussion/ Project /Assignment /Viva etc.

(In case of Project Work, it will carry 20 marks along with 20 marks for two compulsory Sessional Examinations)

L: Lecture; T: Tutorial & P: Practical

Suggested Reading:

1. Baruah, G. (1993). *Paschatya Darshan (Vols. 1-2)*. Bhagaboti Prakashan.
2. Bhattacharjee, J. (1989). *Bharatiya Darshan*. Book Emporium.
3. Chakravarty, D. K. (2000). *Fundamental questions of epistemology and metaphysics*. Omsons Publications.
4. Chatterjee, S. C., & Datta, D. M. (1984). *An introduction to Indian philosophy*. University of Calcutta.
5. Devi, A. (2002). *Bharatiya Darshan*. Kaushik Grantha Prakashan.
6. Dutta, L. (1974). *Paschatya Darshan*. Dibrugarh University.
7. Ewing, A. C. (1980). *Fundamental questions of philosophy*. Allied Publishers Ltd.
8. Hiriyana, M. (1951). *Outlines of Indian philosophy*. Allen & Unwin.
9. Pujari, B. (2007). *Bharatiya Darshanat Ebhumuki*. Students' Store.
10. Pujari, B. (2011). *Paschatya Darshanat Abhumuki*. Students' Stores.
11. Russell, B. (1995). *The problems of philosophy*. Oxford University Press.
12. Sen, M. (2010). *An introduction to critical thinking*. Pearson Education India.
13. Sharma, C. D. (2003). *Critical survey of Indian philosophy*. MLBD.
14. Singh, S. S. K. (1987). *An analysis of knowledge*. University Book Service.
15. Sinha, J. N. (1991). *An introduction to philosophy*. New Central Book Agency.

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PHILOSOPHY

SEMESTER-I

Course Name: LOGICAL REASONING

Course Code: PHIL-SEC-3-101

Nature of Course: Skill Enhancement Course (SEC)

Total Credit: 3

Distribution of Marks: 60 (End-Sem) + 40 (In-Sem)

Course Description:

This Skill Enhancement Course in Philosophy is designed to equip learners with knowledge and skills in logical reasoning and to help them understand its significance in identifying and avoiding errors in reasoning. It aims to give fundamentals of different kinds of logical reasoning as well as formal and informal fallacies. This course is aimed at building capacities of the learners to easily detect formal and informal fallacies in their argumentative presentations.

Course Outcomes (COs) & Intended Learning Outcomes (ILOs)

The students will be able to

CO-1 Describe the nature of logical reasoning and its relation to scientific and philosophical reasoning

ILO-1.1: Define Inductive and Deductive reasoning

ILO-1.2: State the points of difference between Inductive reasoning and Deductive reasoning

ILO-1.3: Explain the nature of Verbal and Non-verbal reasoning

ILO-1.4: Explain the nature of Logical reasoning

ILO-1.5: Analyse the distinctive features of Scientific and Philosophical reasoning

ILO-1.6: Describe the relation of logical reasoning to Scientific and Philosophical reasoning

CO-2: Identify different fallacies in our reasoning

ILO-3.1: Define formal fallacy and informal fallacy

ILO-3.2: State the points of difference between formal fallacy and informal fallacy

ILO-3.3: Explain different kinds of formal fallacy

ILO-3.4: Analyse the nature of Informal Fallacy

ILO-3.5: Describe the importance of identifying fallacies in our reasoning

CO-4: Apply logical reasoning to avoid prejudices in our thinking

ILO-4.1: State the marks fallacies of Relevance and fallacies of Presumption

ILO-4.2: Explain the nature fallacies of Equivocation and fallacies of Amphiboly

ILO-4.3: Analyse the nature of fallacies of Composition and Division

ILO-4.4: Describe the conditions that help us to avoid different informal fallacies

ILO-4.5: Describe the importance of the knowledge of informal fallacies

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	**Cognitive Process Dimension**					
	Remember	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual Knowledge						
Conceptual knowledge		CO1		CO2		
Procedural knowledge		CO2	CO3 CO4		CO3 CO4	
Metacognitive Knowledge		CO3	CO4			

Course Contents with unit, marks and teaching-learning hours distribution:

Units	COs & ILOs	Course Content	L	T	P	Total Hours
Unit-I (20 Marks)	**CO 1:** ILO: 1.1 to 1.6	1. Meaning of Logical Reasoning, Relation of Logical Reasoning to Scientific and Philosophical Reasoning 2. Nature of Deductive, Inductive Reasoning, Verbal and Non-verbal Reasoning	13	2	-	15
Unit-II (20 Marks)	**CO 2:** ILO: 2.1 to 2.5	1. Logical Fallacy: Distinction between Formal and Informal Fallacy 2. Formal Fallacy: Affirming the Consequent, Denying the Antecedent, Undistributed Middle	13	2	-	15
Unit-III (20 Marks)	**CO 3:** ILO: 3.1 to 3.5	1. Informal Fallacy: Fallacies of Relevance, Fallacies of Presumption 2. Fallacies of Equivocation and Amphiboly, Fallacies of Composition and Division	13	2	-	15
		Total	**39**	6	**-**	**45**

Modes of Assessment

End Semester Assessment	**60 Marks**
Written Test	45 Marks
Practical Test	15 Marks

In-Semester Assessment:	**40 Marks**
Two Sessional Examinations:	20 Marks
Any two of the following activities listed below:	20 Marks
Seminar/ Group Discussion/ Project /Assignment /Viva etc.	

(In case of Project Work, it will carry 20 marks along with 20 marks for two compulsory Sessional Examinations)

L: Lecture; T: Tutorial & P: Practical

Suggested Readings:

1. Chakraborty, C. (2009). *Logic: Informal, symbolic and inductive*. PHI Learning.
2. Copi, I. M., & Cohen, C. (2006). *Introduction to logic* (12th ed.). Pearson Education.
3. Gensler, H. J. (2002). *Introduction to logic*. Routledge.
4. Hurley, P. J. (2012). *A concise introduction to logic*. Cengage Learning.
5. Hurley, P. J. (2018). *A concise introduction to logic*. Cengage Learning.
6. Parker, S. P., & Moore, B. N. (2023). *Critical thinking* (13th ed.). McGraw Hill Education.
7. Roy, B. N. (1984). *Introduction to deductive logic*. S. C. Sarkar & Sons Pvt. Ltd.
8. Roy, B. N. (1986). *Introduction to inductive logic*. S. C. Sarkar & Sons Pvt. Ltd.
9. Sen, M. (2010). *An introduction to critical thinking*. Pearson Education.
10. Sharma, B., & Deka, J. (2012). *A textbook of logic*. Aak Baak Prakashan.

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PHILOSOPHY

SEMESTER-II

Course Name: FUNDAMENTALS OF INDIAN PHILOSOPHY-I

Course Code: PHIL-MAJ-4-201

Nature of Course: CORE

Total Credit: 4

Distribution of Marks: 60 (End-Sem) + 40 (In-Sem)

Course Description:

This course introduces students to the fundamental concepts, nature, and distinctive characteristics of Indian Philosophy. It familiarizes learners with the major traditions of Indian philosophical thought, with particular emphasis on the non-Vedic schools of Cārvāka, Jainism, and Buddhism. The course explores their epistemological and metaphysical doctrines, including theories of knowledge, reality, self, causation, and liberation. It also examines the philosophical responses of these traditions to fundamental human concerns and highlights their contribution to the development of Indian philosophical inquiry.

Course Outcomes & Intended Learning Outcomes (Cos & ILOs):

CO 1: Determine the nature and method of Indian Philosophy

ILO 1.1: Explain the nature of Indian Philosophy

ILO 1.2: Analyse the Common Characteristics of Indian Philosophy

ILO 1.3: Examine the charges against Indian Philosophy

ILO 1.4: Distinguish between Vedic and Non-Vedic approach of Indian Philosophy

CO 2: Examine of the key concepts of Carvaka Philosophy

ILO 2.1: Explain Carvaka epistemology and metaphysics

ILO 2.2: Assess Carvaka epistemology and metaphysics

CO 3: Enumerate the key concepts of Jaina Philosophy

ILO 3.1: Explain Jaina epistemology and metaphysics

ILO 3.2: Assess Jaina epistemology and metaphysics

ILO 3.3: Explain the significance of Navatattva in the Jain conception of bondage and liberation.

CO 4: Estimate the key concepts of Buddhist Philosophy

ILO 5.1: Explain the philosophical theories of Early Buddhism

ILO 5.2: Assess the philosophical theories of Early Buddhism

ILO 5.3: Acquaintance of the philosophy of latter Buddhism

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	**Cognitive Process Dimension**					
	Remember	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual Knowledge						
Conceptual knowledge		**CO 3**			**CO1, CO2, CO3, CO4**	
Procedural knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes (COs) to Programme Outcomes (POs):

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**
CO 1	S	S	M	M	M	S
CO 2	S	S	M	M	S	S

CO 3	S	S	M	M	S	S
CO 4	S	S	M	M	S	S

Here S-Strong, M-Medium

Course Contents with unit, marks and teaching-learning hours distribution:

Units	**COs & ILOs**	**Course Contents**	**L**	**T**	**P**	**Total Hours**
Unit I (Marks 15)	**CO 1:** ILO: 1.1 to 1.4	1. Nature and Common Characteristics of Indian Philosophy, Introduction to Vedic and Non-Vedic Schools 2. Charges against Indian Philosophy: Pessimistic and Dogmatic	13	2	-	15
Unit II (Marks 15)	**CO 2:** ILO: 2.1 to 2.2	**Carvaka:** 1. Epistemology- Perception as the sole source of Knowledge, Refutation of Inference and Testimony 2. Metaphysics- Materialism, Denial of God and Soul	13	2	-	15
Unit III (15 Marks)	**CO 3:** ILO: 3.1 to 3.3	**Jainism:** 1. Epistemology -Syādvada and Saptabhanginaya, Navatattva 2. Metaphysics - Concept of Substance, Anekāntavāda	13	2	-	15
Unit IV	**CO 4:**	**Buddhism:**	13	2	-	15

(Marks 15)	ILO: 4.1 to 4.3	1. Four Āryasatya, Pratityasamutpādavāda, Anityavāda, Anātmāvāda 2. **Schools of Budhism:** Introduction to Madhyamika, Yogācāra, Sautrāntika and Vaibhāṣika School				
		Total	**52**	**8**	**-**	**60**

Modes of Assessment

End Semester Assessment **60 Marks**

Written Test

In-Semester Assessment: **40 Marks**

Two Sessional Examinations: 20 Marks
Any two of the following activities listed below: 20 Marks

Seminar/ Group Discussion/ Project /Assignment /Viva etc.

(In case of Project Work, it will carry 20 marks along with 20 marks for two compulsory Sessional Examinations)

L: Lecture; T: Tutorial & P: Practical

Suggested Readings:

1. Chatterjee, S. C., & Datta, D. M. (1984). *An introduction to Indian philosophy*. University of Calcutta.
2. Hiriyana, M. (1951). *Outlines of Indian philosophy*. Allen & Unwin.
3. Sinha, J. N. (1999). *History of Indian philosophy*. Motilal Banarsidass.
4. Radhakrishnan, S. (1967). *The principal Upanisads*. Princeton University Press.
5. Sharma, C. D. (2003). *Critical survey of Indian philosophy*. Motilal Banarsidass.
6. Bhattacharjee, J. (1989). *Bharatiya darshan*. Book Emporium.
7. Devi, A. (2002). *Bharatiya darshan*. Kaushik Grantha Prakashan.
8. Pujari, B. (2007). *Bharatiya darshanat ebhumuki*. Students' Stores.

9. Das, P. B. (1979). *Bharatiya darsana*. Gauhati University.
10. Nav Tattvas - Jainworld https://share.google/qU4kV8KXPn0Jwz6ju
11. Radhakrishnan, S. (1929). *Indian philosophy* (2nd ed., Vols. 1-2). George Allen and Unwin.
12. Dasgupta, S. N. (2004). *A history of Indian philosophy* (Vols. 1-5). Motilal Banarsidass.

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PHILOSOPHY

SEMESTER-II

Course Name: BASICS OF INDIAN PHILOSOPHY

Course Code: PHIL-MIN-4-201

Nature of course: MINOR

Total Credit: 4

Distribution of Marks: 60 (End-Sem) + 40 (In-Sem)

Course Description:

This course is intended to provide understanding of the basic concepts of Indian Philosophy to the students of minor course in the subject. It familiarizes learners with the broad classification of Indian philosophical systems into Vedic (Āstika) and Non-Vedic (Nāstika) traditions and addresses common criticisms regarding Indian philosophy as pessimistic and dogmatic. The course explores the fundamental doctrines of the Cārvāka, Jain, and Buddhist schools, as well as the classical Vedic systems of Sāṅkhya, Yoga, Nyāya, Vaiśeṣika, Mīmāṃsā, and Vedānta. Through the study of key concepts such as materialism, pluralism, causation, knowledge, karma, liberation, and Brahman, students will develop a comprehensive understanding of the diversity, richness, and enduring significance of Indian philosophical thought.

Course Outcomes & Intended Learning Outcomes (COs & ILOs):

CO 1: Determine the nature and method of Indian Philosophy

ILO 1.1: Explain the nature and common characteristics of Indian Philosophy

ILO 1.2: Examine the charges against Indian Philosophy

ILO 1.3: Distinguish between Vedic and Non-Vedic approach of Indian Philosophy

CO 2: Enumerate key concepts of Non-Vedic schools of Indian Philosophy

ILO 2.1: Analyse Carvaka materialism

ILO 2.2: Analyse Jaina relativism and pluralism

ILO 2.3: Explain Four Noble Truths of Buddhism

CO 3: Estimate key concepts of Vedic schools of Indian Philosophy

ILO 3.1: Explain Samkhya dualism

ILO 3.2: Describe Astanga Yoga

ILO 3.3: Distinguish between Pramā and Apramā in the Nyāya system.

ILO 3.4: Elucidate Vaisesika categories

ILO 3.5: Examine the concepts of Karma and Apūrva in Mīmāṃsā philosophy and their role in ethical action.

ILO 3.6: Determine the nature of reality from the perspectives of Advaita and Visistadvaita Vedanta

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	**Cognitive Process Dimension**					
	Remember	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual Knowledge						
Conceptual knowledge				**CO2, CO3**	**CO1**	
Procedural knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes (COs) to Programme Outcomes (POs):

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**
CO 1	S	S	M	M	M	S
CO 2	S	S	M	M	S	S
CO 3	S	S	M	M	S	S

Here, S-Strong, M-Medium

Course Contents with unit, marks and teaching-learning hours distribution:

Units	Units	Course Contents	L	T	P	Total Hours
Unit I (Marks 15)	**CO 1:** ILO: 1.1 to 1.4	1. Nature and Common Characteristics of Indian Philosophy 2. Introduction to Vedic and Non-Vedic Schools 3. Charges against Indian Philosophy: Pessimistic and Dogmatic	13	2	-	15
Unit II (Marks 15)	**CO 2:** ILO: 2.1 to 2.3	1. Cārvāka: Materialism 2. Jainism: Syādvāda and Anekāntavāda 3. Buddhism: Four Noble-Truths	13	2	-	15
Unit III (Marks 15)	**CO 3:** ILO: 3.1 to 3.3	1. Sānkhya: Prakriti and Puruṣa, and Evolution. 2. Yoga: Aṣtānga Yoga 3. Nyāya: Prama and Aprama	13	2	-	15
Unit IV (Marks 15)	**CO 3** ILO: 3.4 to 3.6	1. Vaišeṣika: Padartha 2. Mimāmsa: Karma and Apurva 3. Vedānta: Brahman (Śankara and Rāmānuja)	13	2	-	15
		Total	**52**	**8**	**-**	**60**

Modes of Assessment

End Semester Assessment **60 Marks**

Written Test

In-Semester Assessment: **40 Marks**

Two Sessional Examinations: 20 Marks

Any two of the following activities listed below: 20 Marks Seminar/ Group Discussion/ Project /Assignment /Viva etc. ***(In case of Project Work, it will carry 20 marks along with 20 marks for two compulsory Sessional Examinations)***

L: Lecture; T: Tutorial & P: Practical

Suggested Readings:

1. Bhattacharjee, J. (1989). *Bharatiya darshan*. Book Emporium.
2. Chatterjee, S. C., & Datta, D. M. (1984). *An introduction to Indian philosophy*. University of Calcutta.
3. Das, P. B. (1979). *Bharatiya darsana*. Gauhati University.
4. Dasgupta, S. N. (2004). *A history of Indian philosophy* (Vols. 1-5). Motilal Banarsidass.
5. Devi, A. (2002). *Bharatiya darshan*. Kaushik Grantha Prakashan.
6. Hiriyana, M. (1951). *Outlines of Indian philosophy*. Allen & Unwin.
7. Pujari, B. (2007). *Bharatiya darshanat ebhumuki*. Students' Stores.
8. Radhakrishnan, S. (1929). *Indian philosophy* (2nd ed., Vols. 1-2). George Allen and Unwin.
9. Sharma, C. D. (2003). *Critical survey of Indian philosophy*. Motilal Banarsidass.
10. Sinha, J. N. (1999). *History of Indian philosophy*. Motilal Banarsidass.

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PHILOSOPHY

SEMESTER-II

Course Name: INTRODUCTION TO LOGIC

Course Code: PHIL-GEC-3-201

Nature of Course: Generic Elective Course (GEC)

Total Credit: 3

Distribution of Marks: 60 (End-Sem) +40 (In-Sem)

Course Description:

This is a Generic Elective Course of Philosophy designed for the learners of Philosophy. It aims to provide basic knowledge of the nature, scope and basic ideas of Classical Logic. It is further aimed at understanding the application of the rules of syllogistic argument and the formation of valid hypothesis for scientific enquiry.

Course Outcomes & Intended Learning Outcomes (COs & ILOs):

The students will be able to

CO-1 Determine the essential features, scope and utility of Logic

ILO 1.1: Define logic, term, and proposition

ILO 1.2: State the marks of a term and a proposition

ILO 1.3: Explain the structure of proposition

ILO 1.4: Describe the importance of studying logic

ILO 1.5: Analyse modern classification of proposition

CO-2: Apply logical technique for testing syllogistic arguments

ILO 2.1: Define inference, deduction, induction and syllogism

ILO 2.2: State the points of difference between deduction and induction

ILO 2.3: Analyse the kinds of deduction and induction

ILO 2.4: Explain the structure of Categorical Syllogism

ILO 2.5: Analyse the implications of Categorical Syllogism

CO-3: Describe grounds Induction and develop the formation of hypothesis

ILO 3.1: Define formal ground, material ground and hypothesis

ILO 3.2: Describe formal and material grounds of Induction

ILO 3.3: Explain the goal of experimental methods

ILO 3.4: State the kinds of hypothesis

ILO 3.5: Explain the conditions of valid hypothesis

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	**Cognitive Process Dimension**					
	Remember	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual Knowledge						
Conceptual knowledge		CO1		CO 2		
Procedural knowledge			CO2 CO3			CO3
Metacognitive Knowledge						

Mapping of Course Outcomes (COs) to Programme Outcomes (POs):

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**
CO 1	S	S	M	S	S	S
CO 2	S	S	M	S	M	S
CO 3	S	S	S	S	S	S

Here, S-Strong, M-Medium

Course Contents with unit, marks and teaching-learning hours distribution:

Units	COs &ILOs	Course Content	L	T	P	Total Hours
Unit-I (Marks 15)	**CO 1:** ILO: 1.1 to ILO 1.5	1. Logic: Definition, Nature, Scope and Utility 2. Term: Word and Term, Definition and Classification of Term 3. Proposition: Fourfold Scheme of Proposition, Modern Classification of Proposition	13	2	-	15
Unit-II (Marks 15)	**CO 2:** ILO: 2.1 to 2.5	1. Inference: Definition and Kinds- 2. Inductive: Scientific, Unscientific and Analogy 3. Deductive: Immediate and Mediate Syllogism: its Structure and Rules	13	2	-	15
Unit-III (Marks 15)	**CO 3:** ILO: 3.1 to 3.5	1. Formal Grounds of Induction 2. Material Grounds of Induction 3. Hypothesis: Nature and Kinds, Conditions of Valid Hypothesis	13	2	-	15
		Total	**39**	6	**-**	**45**

Modes of Assessment

End Semester Assessment **60 Marks**

Written Test

In-Semester Assessment: **40 Marks**

Two Sessional Examinations: 20 Marks

Any two of the following activities listed below: 20 Marks

Seminar/ Group Discussion/ Project /Assignment /Viva etc.

(In case of Project Work, it will carry 20 marks along with 20 marks for two compulsory Sessional Examinations)

L: Lecture; T: Tutorial & P: Practical

Suggested Readings:

1. Bhattacharjee, J. (1994). *Tarkabidya*. Nilgiri Mansion.
2. Chakraborty, C. (2009). *Logic: Informal, symbolic and inductive*. PHI.
3. Copi, I. M. (2006). *Introduction to logic*. Pearson.
4. Hurley, J. P. (2012). *A concise introduction to logic*. Cengage Learning.
5. Jain, K. (1998). *A text book of logic*. Printworld.
6. Jain, K. (2012). *A text book of logic*. D.K. Print World Ltd.
7. Phukan, N., Das, M. K., & Baishya, B. (2017). *Tarkavidya*. Assam Book Depot.
8. Roy, B. N. (1984). *Introduction to deductive logic*. S. C. Sarkar & Sons Pvt. Ltd.
9. Roy, B. N. (1986). *Introduction to inductive logic*. S. C. Sarkar & Sons Pvt. Ltd.
10. Roy, H. (2018). *Tarkavijnan*. Union Book Publications.
11. Sharma, B., & Deka, J. (2011). *A text book of logic*. Chandra Prakash.
12. Von Wright, G. H. (1957). *Logical problems of induction: A treatise on induction and probability*. Dover Publications.
13. Williams, D. (1947). *The ground of induction*. Harvard University Press.

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PHILOSOPHY

SEMESTER-II

Course Name: CRITICAL THINKING

Course Code: PHIL-SEC-3-201

Nature of Course: Skill Enhancement Course (SEC)

Total Credit: 3

Distribution of Marks: 60 (End-Sem) + 40 (In-Sem)

Course Description:

This is a skill enhancement course of Philosophy premeditated for the learners of all discipline. Its primary aim is to construe basic knowledge of the meaning, characteristics and relevance of critical thinking in present lives. It is further aimed at developing the capacity to Analyse aftermaths, detect misjudgments, compare ideas and draw conclusions from a given body of knowledge.

Course Outcomes (COs) & Intended Learning Outcomes (ILOs)

The students will be able to

CO. 1: Evaluate the meaning and standards of critical thinking

ILO 1.1: Enhance the understanding of the meaning, characteristics of critical thinking

ILO 1.2: Detect the barriers of critical thinking

ILO 1.3: Develop the ability to detect the hindrances of critical thinking

ILO 1.4: Acquire the skill of critical thinking to solve real life problems

CO. 2: Analyse the logical connections among different ideas

ILO 2.1: Illuminate the nature of an argument

ILO 2.2: Demonstrate the ability to recognize deductive and inductive arguments

ILO 2.3: Identify and evaluate arguments using principles of reasoning

ILO 2.4: Analyse arguments considering strengths and weakness of our reasoning

CO. 3: Assess different fallacies involved in arguments

ILO 3.1: Discuss inconsistencies and common mistakes in reasoning

ILO 3.2: Identify language problems such as ambiguity and vagueness

ILO 3.2: Distinguish between formal and informal fallacies.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	**Cognitive Process Dimension**					
	Remember	**Understand**	**Apply**	**Analyse**	**Evaluate**	**Create**
Factual Knowledge						
Conceptual knowledge						
Procedural knowledge		**CO 2** **CO 3**	**CO 1** **CO 2**	**CO 3**	**CO 3**	
Metacognitive Knowledge						

Course Contents with unit, marks and teaching-learning hours distribution:

Units	**COs, ILOs**	**Course Contents**	**L**	**T**	**P**	**Total Hours**
Unit I (20 Marks)	**CO 1:** ILO: 1.1 to 1.4	1. Meaning and Standards of Critical Thinking Benefits and Barriers of Critical Thinking 2. Characteristics of Critical Thinker (Activity-Decision making in dilemmas of real life problem)	13	2	-	15
Unit II (20 Marks)	**CO 2:** ILO: 2.1	1. Nature of Argument, Recognition of an Argument	13	2	-	15

	to 2.4	2. Deductive Argument and its Validity 3. Inductive Argument and its Strength				
Unit III (20 Marks)	**CO 3:** ILO: 3.1 to 3.3	1. Evaluation of Arguments: Linguistic Phenomena as Causes of Fallacious Argument 2. Nature of Formal and Informal Fallacies 3. Informal fallacies: Fallacies of Ambiguity, Presumption and Relevance	13	2	-	15
		Total	**39**	**6**	**-**	**45**

Modes of Assessment

End Semester Assessment	**60 Marks**
Written Test	45 Marks
Practical Test	15 Marks
In-Semester Assessment:	**40 Marks**
Two Sessional Examinations:	20 Marks
Any two of the following activities listed below: Seminar/ Group Discussion/ Project /Assignment /Viva etc.	20 Marks

(In case of Project Work, it will carry 20 marks along with 20 marks for two compulsory Sessional Examinations)

L: Lecture; T: Tutorial & P: Practical

Suggested Readings:

1. Bhatt, Govardhan P.: *Basic Ways of Knowing*, Motilal Banarsidass, 1989
2. Chaterjee, Satischandra: *The Nyaya Theory of Knowledge*, University of Calcutta, 1939
3. Copi, I.M.: *Introduction to Logic*, Pearson, New Delhi, 2012
4. Dewey, John: *How to Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. Boston: Health, 1933

5. Dutta, D.M.: *The Six Ways of Knowing*, Calcutta university Press,2014
6. Hurley, Patrick J.: *Introduction to Logic*, Wadsworth, Cengage Learning, 2007
7. Kam Chun Aik, and Stephen Edmonds: *Critical Thinking*, Longman
8. Madhuchhanda Sen: *An Introduction to Critical Thinking*. Pearson, New Delhi, 2010
9. Noisich, Gerald M.: *Learning to Think things through: A Guide to Critical Thinking*, Prentice Hall, 2002
10. Parker & Moore: *Critical Thinking*. McGraw Hill, New Delhi (Ch. 1,2,3 & 8), 2023
11. Roy, B. N. (1984). *Introduction to deductive logic*. S. C. Sarkar & Sons Pvt. Ltd.
12. Roy, B. N. (1986). *Introduction to inductive logic*. S. C. Sarkar & Sons Pvt. Ltd.
13. Sen, Debabrata: *The Concept of Knowledge*, K. P. Bagchi, Calcutta, 1984