

# **FYUGP**

Curriculum for 2023



**Department of Philosophy  
Gauhati University  
GUWAHATI, ASSAM- 781014**

**Four Year Undergraduate Programme Subject:**

**Philosophy**

**Template for Philosophy, FYUGP 2023 BATCH, to be implemented from 2025 existing FYUGP:**

Programme name	Eligibility Criteria of the programme, if any	Semester	Course name	Course code	Credits	Credit distribution of the course			Pre-requisites of the course (if any)	Internal marks	External Marks
						L	T	P			
FYUGP in Philosophy  (Major/ Minor)	No	1	<b>Completed</b>								
		2	Completed								



		4	Ethics <b>Major 4</b>	PHI0400104	4	4	0	0	No	40	60
		4	Introduction to Western Philosophy <b>Major 5 &amp; Minor 5</b>	PHI0400204	4	4	0	0	No	40	60
			Traditional Logic <b>Major 6 &amp; Minor 6</b>	PHI0400304	4	4	0	0	No	40	60
			Theory of Knowledge (Indian) <b>Major 7</b>	PHI0400404	4	4	0	0	PHI0300104	40	60
		5	Philosophy of Religion <b>Major 8</b>	PHI0500104	4	4	0	0	NO	40	60

	5	Theory of Reality( Indian <b>Major 9 &amp; Minor 7</b> )	PHI0500204	4	4	0	0	PHI0300103	40	60
		Analytic Philosophy <b>Major 10</b>	PHI0500304	4	4	0	0	PHI0400104	40	60
		Symbolic Logic <b>Major 11 &amp; Minor 8</b>	PHI0500404	4	4	0	0	PHI0400204	40	60
	6	Social and Political Philosophy <b>Major 12 &amp; Minor 9</b>	PHI0600104	4	4	0	0	NO	40	60

		6	Philosophy of Language	PHI0600204	4	4	0	0	PHI0500204	40	60
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			<b>Major 13</b>								
		6	Contemporary Indian Philosophy <b>Major 14</b>	PHI0600304	4	4	0	0	No	40	60
		6	Existentialism <b>Major 15 &amp; Minor 10</b>	PHI0600404	4	4	0	0	No	40	60

**First Semester**  
**Major 1: ANCIENT INDIAN THOUGHT (Core)**  
**Course Code: PHI0100104**

**Course Outcomes:**

CO1: At the completion of the Course, a student is expected to be able to articulate the distinct areas of thoughts of ancient India.

CO2: At the completion of the Course, a student is expected to be able to determine the characteristics/ distinguishing marks of a specific area of thought in ancient India.

CO3: At the completion of the Course, a student is expected to be able to identify/ trace ideas of ancient India that have continued.

**Course Structure:**

**Unit I: Vedic Thought**

Samhita: Meaning, Theology, Cosmology, Ethics

Brāhmanas: Meaning, General Character, Theory of Sacrifice, Ethics

Āraṇyakas and Upaniṣads: Meaning, Doctrines of Upaniṣads

**Unit II: Non-Vedic Thought**

Bauddha: Four Noble Truths, Impermanence and Momentariness, No-soul

Jaina: Anekāntavāda, Syādvāda, Bondage and Liberation

Cārvaka: Theory of Knowledge, Rejection of Transcendental Entities, Ethics

**Unit III: Smṛiti and Epics**

Manusamhita: Dharma

Mahābhārata: Religion, Dharma

Rāmāyaṇa: Idea of Perfect Life

**Unit IV: Pūrāṇas**

Pūrāṇa: Meaning, Origin

Pūrāṇa: Content

Pūrāṇa: Ethics

**BOOKS RECOMMENDED:**

Chatterjee, S. and D. Datta. An Introduction to Indian Philosophy

Dasgupta, S. A History of Indian Philosophy. Volume I

De, S.K., U. N. Ghosal, A. D. Pusalker, R.C. Hazra (eds). The Cultural Heritage of India. Volume III

Keith, A. B. The Religion and Philosophy of the Veda and Upanisads. Volume II

Radhakrishnan, S. Indian Philosophy. Volume I

Sinha, Jadunath. Indian Philosophy. Volume I

Winternitz, M. A History of Indian Literature. Volume I

**Second Semester**  
**Major 2: GREEK PHILOSOPHY(Core)**  
**Course Code: PHI0200104**

**Course Outcomes:**

CO1: It will give the students a comprehensive understanding of early Greek Philosophy.

CO2: Students will learn about the questions concerning virtue, justice, theory of forms, and causality.

CO3: Students will learn about the different philosophical theories about the composition of the stuff that makes up the world.

**Course Structure:**

**UNIT I: Pre-Socratics**

The Milesians: Thales, Anaximander

The Eleatics: Parmenides, Zeno

The Physicists: Heraclitus, Empedocles

**UNIT II: Sophists and**

**Socrates** Protagoras and Gorgias

Socrates' Method

Socrates' Virtue

**UNIT III: Plato**

Knowledge and Opinion

Theory of Forms

Justice

**UNIT IV: Aristotle**

Form and Matter

Causation

Actuality and Potentiality

**BOOKS RECOMMENDED:**

B.A.G. Fuller: History of Philosophy

B.N. Moore: Philosophy—The Power of Ideas

Burnet J: Early Greek Philosophy

F. Copleston (vol. 1) History of Philosophy

Gomperz: The Greek Thinkers

Stace W.T: A Critical History of Greek Philosophy

W. K. C. Guthrie: History of Greek Philosophy

Zeller: Outlines of Greek Philosophy

**Third Semester**  
**Major 3: INTRODUCTION TO SYSTEMS OF INDIAN PHILOSOPHY(Core)**  
**Course Code: PHI0300104**

**Course Outcomes:**

CO1: At the completion of the Course, a student is expected to be able to name the systems of philosophy that originated in India before outside influence became prevalent.

CO2: At the completion of the Course, a student is expected to be able to identify the books and scholars to be studied to develop an understanding of a definite system of Indian Philosophy.

CO3: At the completion of the Course, a student is expected to be able to state the basic concepts and theories that are specific to a system.

**Course Structure:**

**Unit I Buddha-Jaina**

Buddha: Source Books and Doctrines of Abhidhamma Buddhism, Source Books and Doctrines of Mahāyāna Buddhism

Jaina: Source Books, Sects, Atheism

**Unit II Sāṅkhya-Yoga**

Sāṅkhya: Early School of Sāṅkhya, Source Books, Basic Doctrines

Yoga: Source Books, Basic Doctrines

**Unit III Nyāya- Vaiśeṣika**

Nyāya: Source Books, Aim and Scope, Basic Doctrines

Vaiśeṣika: Source Books, Aim and Purpose, Basic Doctrines

**Unit IV Mīmāṃsā-Vedānta**

Pūrva-Mīmāṃsā: Source Books, Aim and Purpose, Basic Doctrines

Vedānta: Source Books, Aim and Purpose, Basic Doctrines

**BOOKS RECOMMENDED:**

Chatterjee, S. and D. Datta. An Introduction to Indian Philosophy

Dasgupta, S. A History of Indian Philosophy. Volume I


Mullar, Max. The Six Systems of Indian Philosophy

Radhakrishnan, S. Indian Philosophy. Volume I & II

Raju, P. T. Structural Depth of Indian Thought

Sharma, C. A Critical Survey of Indian Philosophy

Sinha, Jadunath. Indian Philosophy. Volume I & II



**Fourth Semester**  
**Major 4 : ETHICS (Core)**  
**Course Code: PHI0400104**

**Course Outcomes:**

CO1: It will develop analytic and critical thinking regarding ethical dilemmas.  
CO2: It will enhance the ability to apply ethical principles in decision making.  
CO3: Students will be able to see how moral principles are involved in different concrete situations.  
CO4: It helps to develop critical thinking on prejudices, superstitions and dogmatic behavior in the domain of ethics

**Course Structure:**

**Unit I:**

Introduction to Ethics, Definition, Nature and Scope of Ethics, Utility of Ethics  
The Psychological Basis of Ethics: Moral and Non moral action  
Voluntary and Non-Voluntary actions

**Unit II:**

Moral Concepts: Right and Wrong, Good and Bad, Duty, Ought, Virtue and Vice, Justice,  
Moral Judgment: Nature of Moral Judgments  
Distinction between value judgment and factual judgment

**Unit III:**


Virtue Ethics  
Deontological ethics  
Utilitarianism

**Unit IV:**

Ethics and Conflict of Interests and Duties  
Freedom and Responsibility  
Theories of Punishment: Deterrent, Reformative and Retributive Theory

**BOOKS RECOMMENDED:**

Bernard Williams, Ethics and the Limits of Philosophy  
Plato, Republic  
Aristotle, Nicomachean Ethics  
Immanuel Kant, Groundwork for the Metaphysic of Morals  
John Stuart Mill, Utilitarianism  
J.C. Smart and Bernard Williams, Utilitarianism: For and Against  
Peter Singer (ed.), Applied Ethics  
David Bostock, Aristotle's Ethics  
N. Pappas, Routledge Philosophy Guidebook to Plato and the Republic  
W. David Ross, Foundations of Ethics  
John S. Mackenzie. Manual of Ethics  
William K. Frankena. Ethics



**Fourth Semester**  
**Major 5 : INTRODUCTION TO WESTERN PHILOSOPHY (Core)**  
**Course Code: PHI0400204**

**Course Outcomes:**

CO1: The course will enable students to understand the various philosophical concepts like substance, causality, space and time, etc.

CO2: Students will become familiar with certain ways of putting arguments about the concepts

CO3: Students will also learn different approaches taken up by rationalism, empiricism and critical thinkers in understanding the concepts.

**Course Structure:**

**UNIT I:**

Definition, Nature and Scope of Philosophy  
Branches of Philosophy

**UNIT II:**

Substance: Descartes, Spinoza, Leibnitz  
Hume: causality  
Kant: Space and Time

**UNIT III:**

Empiricism, Rationalism  
Scepticism  
Criticism

**UNIT IV:**

Realism  
Idealism  
Absolutism

**BOOKS RECOMMENDED:**

Descartes: Discourse on Method; Meditation on First Philosophy

Spinoza: Ethics (Part I: Concerning God; and Part 2: On the Nature and Origin of the Mind)

Leibniz: Monadology

Locke: An Essay Concerning Human Understanding (Book I: Neither Principles nor Ideas Are Innate; and Book 2: Of Ideas and 2)

Berkeley: Three Dialogue between Hylas and Philonous (The First Dialogue)

Hume: An Enquiry Concerning Human Understanding (Part I, Section II and III: The Origin and Association of Ideas; Part II, Section VII: Of the Idea of Necessary Connexion)

Kant: Prolegomena to Any Future Metaphysics

Hegel: Phenomenology of the Spirit

Anthony Kenny: A New History of Philosophy

Barlingay and Kulkarni: Critical History of Western Philosophy


D. W. Hamlyn: Routledge History of Philosophy

B.N. Moore and K. Bruder: Philosophy, The Power of Ideas

F. Thilly: A History of Philosophy

F. Copleston: A History of Western Philosophy

R. Scruton: A Short History of Modern Philosophy



**Fourth Semester**  
**Major 6: TRADITIONAL LOGIC (Core)**  
**Course Code: PHI0400304**

**Course Outcomes:**

CO1: On the completion of the course students will be able to distinguish valid and invalid deductive arguments.

CO2: The students will be able to identify the basic logical structure of arguments in ordinary language by translating them into proper logical form.

CO3: The students will be able to construct valid syllogisms, and they will learn about syllogisms in ordinary language.

**Course Structure:**

**Unit I Basic Logical Concepts**

Nature and Scope of Logic, Use of Logic

Argument and Argument Form, Differences between Deduction and Induction

Truth and Validity

**Unit II Categorical Propositions and Immediate Inference**

Four Categorical Propositions—A, E, I and O; Distribution of Terms

Translating Ordinary Proposition into Categorical Form, Traditional Square of Opposition

Immediate Inference: Conversion, Obversion and Contraposition

**Unit III Categorical Syllogism**

Mediate Inference: Standard Form Syllogisms, Figure and Mood

Venn Diagrams for Categorical Propositions

Testing validity of Syllogisms by Venn Diagram

**Unit IV Syllogism in Ordinary Language**

Enthymemes, Sorites

Disjunctive and Hypothetical


Syllogisms Dilemma

**BOOKS RECOMMENDED:**

Chakraborti, Chhanda: Logic: Informal, Symbolic & Inductive

Copi, I. M. & Cohen, Carl: Introduction to Logic

Hurley, Patrick: Introduction to Logic



**Fourth Semester**  
**Major 7: : THEORY OF KNOWLEDGE (INDIAN) (Core)**  
**Course Code: PHI0400404**

**Course Outcomes:**

- CO1: The course is expected to make the students know how to categorize various theories of knowledge advocated by the schools of Indian Philosophy.
- CO2: The course is expected to make the students know how to distinguish various kinds of valid knowledge and to explain the sources of valid knowledge.
- CO3: The course is expected to make the students able to analyse the various theories of validity and invalidity of knowledge and theories of error.

**Course Structure:**

**Unit I**

Prama and Aprama  
Pramanyavada  
Debate on Smiriti

**Unit II**

Pratyaksa: Meaning; Definition (Nyaya, Buddhism, Jaina, Mimamsa, Vedanta)  
Anumana: Meaning; Definition (Nyaya, Buddhism, Jaina, Mimamsa, Vedanta)

**Unit III**


Sabda: Meaning; Definition (Nyaya, Jaina, Mimamsa, Vedanta)  
Upamana: Meaning; Definition (Nyaya, Mimamsa, Vedanata)  
Arthapatti, Anupallabधि: Meaning; Definition (Mimamsa, Vedanata)

**Unit IV**

Khyativada: Anyathakhyati, Viparitakhyati  
Akhyati, Atmakhyat  
Satkhyati, Anirvacaniyakhyati

**BOOKS RECOMMENDED:**

Chatterjee, S.C.: Nyaya Theory of Knowledge  
Datta, D. M.: Six Ways of Knowing  
Devaraja, N.K.: Advaita Theory of  
Knowledge Kar, V.: Indian Theories  
of Error Sinha, J.N.: Indian  
Philosophy, vol I & II Dasgupta, S.N.:  
History of Indian Philosophy



**Fifth Semester**  
**Major 8 : PHILOSOPHY OF RELIGION (Core)**  
**Course Code: PHI0500104**

**Course Outcomes:**

CO1: The course is expected to enable the students to provide philosophical justification of the important religious concepts like proofs for the existence of God, relation between God and the world, faith and reason, etc.

CO2: The course is expected to enable the students to justify the issues of immortality of the soul, freedom of the will, miracle, incarnation, etc.

CO3: The course is expected to provide the students with proper understanding and clarification of the concepts.

**Course Structure:**

**Unit I**

Philosophy of Religion: Definition, Nature and Scope  
Distinction between Philosophy of Religion and Theology  
Mysticism

**Unit II**

Cosmological Argument  
Ontological Argument  
Teleological Argument; Moral Argument

**Unit III**


Reason, Faith, Revelation  
Immortality of Soul  
Miracle; Incarnation

**Unit IV**

Deism, Pantheism, Panentheism  
Anti-religious theories- Logical Positivism, Marxism  
Freedom of will

**BOOKS RECOMMENDED:**

John Hick: Philosophy of Religion  
John Hick: Classical and Contemporary Readings in the Philosophy of Religion  
Miall Edwards: Philosophy of Religion  
B. Mitchell: Philosophy of Religion  
Peterson and Others: Reason and Religious Belief: An Introduction to the Philosophy of Religion  
Smart: Religion and Faith



**Fifth Semester**  
**Major 9 : THEORY OF REALITY (INDIAN) (Core)**  
**Course Code: PHI0500204**

**Course outcomes:**

CO1: At the completion of the Course, a student is expected to be able to state clearly what are the different realities admitted by different systems of Indian Philosophy.

CO2: At the completion of the Course, a student is expected to be able to explain the nature of the realities as accepted by systems of Indian Philosophy.

CO3: At the completion of the Course, a student is expected to be able to point out and elucidate the concepts whose understanding is considered as important by systems of Indian Philosophy for understanding the nature of reality.

**Course Structure:**

**Unit I**

Māyā and Jagat: Advaita Vedānta

Acit: Viśiṣṭādvaita Vedānta

Guṇa; Prakṛti: Sāṅkhya

**Unit II**

Brahman and Īsvara: Advaita Vedānta, Viśiṣṭādvaita Vedānta, Nyāya-Vaiśeṣika

Jīva: Advaita Vedānta, Viśiṣṭādvaita Vedānta

Puruṣa: Sāṅkhya

**Unit III**

Padārtha: Nyāya

Padārtha: Vaiśeṣika

Tattva: Jaina

**Unit IV**


Theories of Evolution and Illusion (Pariṇāmavāda, Vivartavāda)

Theory of Atomic Agglomeration (Ārambhavāda)

Theory of Dependent Co-origination (Pratītyasamutpāda)

**BOOKS RECOMMENDED:**

- |                              |  |
|------------------------------|--|
| Chatterjee, S. and D. Datta. | An Introduction to Indian Philosophy     |
| Dasgupta, S.                 | A History of Indian Philosophy. Volume I |
| Mullar, Max.                 | The Six Systems of Indian Philosophy     |
| Radhakrishnan, S.            | Indian Philosophy. Volume I & II         |
| Sinha, Jadunath.             | Indian Philosophy. Volume I & II         |
| Sinha, J.                    | Indian Realism                           |
| Sharma, C.                   | A Critical Survey of Indian Philosophy   |



**Fifth Semester**  
**Major 10 : ANALYTIC PHILOSOPHY (Core)**  
**Course Code: PHI0500304**

**Course Outcomes:**

CO1: The students will be able to understand the fundamental essays authored by analytic philosophers.

CO2: The students will be able to inculcate critical and reflective thinking.

**Course Structure:**

**UNIT I**

Introduction to Analytic Philosophy

Distinction between Classical Philosophy and Analytic Philosophy

Analytic Philosophy as a revolt against traditional Philosophy

Brief introduction to prominent philosophers of the Analytic Philosophy

**UNIT II**

G. E. Moore: A Defence of Common Sense (Textual Study)

**UNIT III**


Russell: On Denoting (Textual Study)

**UNIT IV**

Early Wittgenstein: Picture Theory of Meaning (Textual Study)

**BOOKS RECOMMENDED:**

Moore, G.	“A Defence of Common sense”
Russell, B.	“On Denoting”
Wittgenstein, L	Tractatus Logico Philosophicus
Ammerman, R.R (Ed)	Classics of Analytic Philosophy
Gross, B.R.	Analytic Philosophy
Pitcher, G	Philosophy of Wittgenstein
Pradhan, R.C.	Recent Developments in Analytic Philosophy



**Fifth Semester**  
**Major 11: SYMBOLIC LOGIC (Core)**  
**Course Code: PHI0500404**

**Course Outcomes:**

CO1: On the completion of the course, students will be able to break down an argument and analyze the truth conditions of its component parts.

CO2: The students will be able to symbolize everyday language.

CO3: The students will be able to construct formal proof of validity.

**Course Structure:**

**Unit I Introduction to Symbolic Logic**

Symbolic Logic –its development

Nature and Scope of Symbolic Logic

Symbols and their uses

**Unit II Logical Connectives and Symbolization**

Simple and Compound Statements

Logical Connectives and Variables

Symbolization of everyday language

**Unit III Truth Function and Truth Table Method**

Truth Functions, Interdefinability of Logical Connectives

Construction of Truth Tables

Determining Tautology, Contradiction and Contingent Statements; and validity of arguments (Direct and

Indirect) by using Truth Tables, Decision Procedure

**Unit IV Method of Deduction**

Formal Proof of Validity

Rules of Inference and Rules of Replacement

Construction of Formal Proof of validity for arguments

**BOOKS RECOMMENDED:**

Basson and O'Connor: Introduction to Symbolic Logic

Chakraborti, Chhanda: Logic: Informal, Symbolic & Inductive

Copi, I. M.: Symbolic Logic

Copi, I. M. & Cohen, Carl: Introduction to Logic

Hurley, Patrick: Introduction to Logic



**Sixth Semester**  
**Major 12: SOCIAL AND POLITICAL PHILOSOPHY (Core)**  
**Course Code: PHI0600104**

**Course Outcome:**

CO1: Learners will be able to express thoughts on some major philosophical questions in the area of social philosophy with respect to the intellectual and historical developments of the questions.

CO2: Learners will be able to articulate some of the major problems.

CO3: Students will be able to think about questions like ‘how should human beings live together?’, ‘what sort of society should we aim at?’ etc.

CO4: Learners will have a clear vision of human rights and gender discrimination, which will help them understand some social and political prejudices.

CO5: The course is expected to make the students describe as well as analyse the social and political concepts such as rajadharma, dandaniti, lokasamgraha, seven pillars of state craft as found in these two sastras.

**Course Structure:**

**Unit I**

Nature and Scope of Social and Political Philosophy  
Concept of Individual and Society, Relation between Individual and Society  
Different Theories concerning evolution of society

**Unit II**

Socialism: Marxism, Class Struggle  
Democracy  
Human Rights and Gender Justice

**Unit III**


Mahabharata: Dandaniti,  
Rajdharm Law and Governance  
Lokasamgraha

**Unit IV**

Kautilya: Sovereignty, Seven Pillars of state craft  
Society, Social Life  
Internal security, External affair

**BOOKS RECOMMENDED:**

Chatterjee, P.B. : A Handbook of Social Philosophy  
Robert N. Beck: Handbook in Social Philosophy  
Introductory Sociology: A Unified Approach  
George Sabine : A History of Political Theory  
J. Sinha: Outlines of Political Philosophy  
Priyanka Pandey : Rajdharm in Mahabharata  
Sitansu S. Chakravarty: Ethics in the  
Mahabharata  
Kavita A. Sharma & Indu Ramchandani : Teachings from the Mahabharata  
Kautilya- Chanakya : Arthasastra: A treatise on the art of government  
R. Shmasastry: Kautilya’s Arthasastra



**Sixth Semester**  
**Major 13 : PHILOSOPHY OF LANGUAGE (Core)**  
**Course Code: PHI0600204**

**Course Outcomes:**

CO1: Students will be able to make the basic difference between philosophical study of Language and scientific study of Language.

CO2: Students will be able to appreciate the different approaches to meaning

CO3: They will be able to appreciate the different acts that are performed by different utterances.

**Course Structure:**

**UNIT I**

Nature of Philosophy of Language

Scope of Philosophy of Language

History of Philosophy of Language

**UNIT II Theories of Meaning**

Ideational Theory of Meaning: Locke

Verifiability Theory of Meaning: Ayer

Use Theory of Meaning: Wittgenstein

**UNIT III Theories of Truth**

Correspondence Theory of Truth

Coherence Theory of Truth

Pragmatic Theory of Truth

**UNIT IV**

Speech Act Theory of: Austin

Performative and Constative Utterance

Locutionary Act

Illocutionary Act

**BOOKS RECOMMENDED:**

Alston, William P.

Austin, J. L.

Devitt M. & Richard Hanley (ed.)

Language Frege, Gottlob

Lycan G.

Russell, B.

Searle, J. R.

Wittgenstein, L.

Philosophy of Language

How to Do Things with Words

The Blackwell Guide to Philosophy of

On Sense and Reference

Philosophy of Language: A Contemporary Introduction

On Denoting

Philosophy of Language

Philosophical Investigations (Relevant Sections)



**Sixth Semester**  
**Major 14: CONTEMPORARY INDIAN PHILOSOPHY (Core)**  
**Course Code: PHI0600304**

**Course Outcomes:**

- CO1: The course is expected to make the students learn how to compare the contemporary approach to philosophy with the traditional one.
- CO2: The course is expected to make the students explain as well as analyse the concepts as found in the philosophies of these philosophers
- CO3: The course is expected to make the students revise their philosophical outlook in the light of contemporary Indian philosophy.

**Course Structure:**

**Unit I**

K. C. Bhattacharya: Concept of Philosophy, Absolute and its alternative forms

Aurobindo: Evolution, Integral Yoga

**Unit II**

Vivekananda: Practical Vedanta, Universal Religion

S. N. Tagore: Concept of Man, Humanism

**Unit III**

Radhakrishnan: Religious Experience, Intellect and Intuition

L. Iqbal: Intuition, Self


**Unit IV**

Gandhi: Truth and Non-violence, Religion, Sarvodaya, Trusteeship

Ambedkar: Social Justice, Democracy

**BOOKS RECOMMENDED:**

- K.C. Bhattacharya: Studies in Philosophy, Vol II  
K. Bagchi: The Philosophy of K.C. Bhattacharya  
S.K. Maitra: An Introduction to the Philosophy of Sri Aurobindo  
Complete Works of Swami Vivekananda (relevant chapters)  
R.N. Tagore: Religion of Man  
S. Radhakrishnan: An Idealist View of Life  
M. Iqbal: The Secrets of Self  
The Mysteries of Selflessness  
D.M. Datta: The Philosophy of Mahatma Gandhi  
D. Keer; Ambedkar, Life and Mission  
Nilima Sharma: Twentieth Century Indian Philosophy  
D. M. Datta: Chief Currents of Contemporary Philosophy



**Sixth Semester**  
**Major 15 : EXISTENTIALISM (Core)**  
**Course Code: PHI0600404**

**Course Outcomes:**

CO1: The learning objective of the course is to enable students to understand the meaning of life that is not superficial.

CO2: The learning objective is to make the students come face-to-face with real life-problems and also various ways to improve and work on their will to live life well.

**Course Structure:**

**Unit I: Kierkegaard**

The three stages of human existence  
Subjectivity and Truth

**Unit II: Nietzsche**

Nihilism,  
Perspectivism The  
Death of God  
The Superman, The Will to Power

**Unit III: Heidegger**

*Dasein*; Being-in-the-world  
Care and the Problem of Primordial Truth

**Unit IV: Sartre**

Existentialism; Being  
Freedom and Bad-Faith

**BOOKS RECOMMENDED:**

Kierkegaard: Concluding Unscientific Postscript

Nietzsche: The Will to Power; Basic Writings of Nietzsche

Heidegger: Being and Time [Part One: Division One: Preparatory Fundamental Analysis of Dasein]

Sartre: Basic Writings; Existentialism and Humanism; Being and Nothingness

H. J. Blackham: Six Existentialist Thinkers

Margaret Chatterjee: Existentialist Outlook

M.K. Bhadra: Phenomenology and Existentialism

Mary Warnock: Existentialism

Hubert L. Dreyfus: Being-in-the-World: A Commentary on Heidegger's Being and Time, Division 1









# **FYUGP**

Curriculum for 2023  
SEC & VAC



**Department of Philosophy**  
**Gauhati University**  
GUWAHATI, ASSAM  
781014

**VALUE ADDED COURSES (VAC)/ DEPARTMENT OF PHILOSOPHY, GAUHATI UNIVERSITY**

**VAC [PHILOSOPHY] - I**

Four-year Undergraduate Programme

Subject: Philosophy

Semester: **First**

Course Name: **CYBER**

**ETHICS** Existing Base

Syllabus: N/A Course Level:

100-199

Syllabus showing each unit against class number and marks :

Unit No.	Unit Content	No. of Classes	Marks
I (Theory)	-Meaning, Definitions and Dimensions of Cyber Ethics -Cyber Space, Cyber Crime-Classification and Types of Cyber Crime -Cybersecurity—its Importance, Need for Cyber Regulations, Cyber Technologies and Ethics—Artificial Intelligence(AI), Fintech, Blockchain	15	40
II (Practical)	Practical can be conducted by writing a report (2,000 words)	15	20

	on any issue concerning cyber crime.		
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**Reading list:**

Spinello Richard A. (2011). *Cyberethics Morality and Law in Cyberspace*  
 Stuckelberger C. & Duggal P. (2018). *Cyber Ethics 4.0 Serving Humanity with Values*,  
 Globalethics.net Global Series No. 17  
 Tavani, H. (2010). *Ethics and Technology: Controversies, Questions, and Strategies for Ethical Computing*

**Graduate Attributes**

**i.Course Objectives-**

- The course is designed to make the students understand the roles and the significance of Cyber ethics.
- The course introduces the students to the understanding of the relationship between ethics and cyberspace.
- The course will opportune students to make various case studies on cyber crimes.

**ii. Learning outcomes:**

On the completion of the course, students will be able to develop various ways to face ethical challenges in the field of cybersecurity.

The course will enable the students to protect data and sensitive information in the world of cyber security.

The students will encourage students to use technology in a responsible

way. j.Theory Credit	01
k. Practical Credit	01
l. No. of Required Classes	30
m. No. of Non-Contact Classes	00

## VAC [PHILOSOPHY] - II

Four-year Undergraduate

Programme Subject: Philosophy

Semester: **Second**

Course Name: **FILM AND PHILOSOPHY**

Existing Base Syllabus: N/A

Course Level: 100-199

Syllabus showing each unit against class number and marks :

Unit No.	Unit Content	No. of Classes	Marks
I (Theory)	-Film: Meaning, Nature  -Film as an art form: Documentaries, Commercial and Parallel Cinema  -Philosophical issues represented in film: Crisis of modernity, problem of relativism, reality of the world, male-female subjectivity	15	40
II (Practical)	Give a review report (about 2,000 words ) on any film with	15	20

	reference to the theoretical aspect of the course		
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**Reading list:**

Noel Carroll & Jinhee Choi, *Philosophy of Film and Motion*

*Picture* Jarvie Ivan, *Philosophy of Film: Epistemology,*

*Ontology, Aesthetic* Christopher Falzon, *Philosophy goes to the*

*Movies*

**Graduate Attributes**

**i.Course Objectives:**

- The course is introduced to acquaint the students with the meaning and nature of film
- The course is introduced to comprehend the philosophy exhibited in films

**ii. Learning outcomes:**

- After completion of the course, the student will have a proper understanding of the concept of film
- After completion of the course, the student will be able to analyze the philosophical issues as represented in films

Theory Credit : 01

Practical Credit : 01

No. of Required Classes : 30

No. of Non-Contact Classes: 00

### VAC [PHILOSOPHY]- III

a . Four-year Undergraduate Programme

b .Subject: Philosophy

c .Semester: **Third**

d .Course Name: **YOGA: THEORY AND PRACTICE**

e .Existing Base Syllabus: N/A

f . Course Level: 200-299

g . Syllabus showing each unit against class number and marks

Unit No.	Unit Content	No. of Classes	Marks
I (Theory)	<p>-Introduction: Nature, Characteristics, and Scope of Yoga</p> <p>-Types of Yoga: Karma Yoga, Bhakti Yoga, and Jñāna Yoga</p> <p>- Patanjali's Yoga Sutra (the eightfold path, <i>astanga</i>)</p>	15	40
II (Practical)	<p>Practice of Basic Yoga</p> <p><i>Asanas</i></p>	15	20

#### **h. Reading list:**

Aranya, H.: (1983) *Yoga Philosophy of Patanjali with Bhasvati*

Bhattacharya, H. (1956) (ed.). *The Cultural Heritage of India*, Calcutta: Ramkrishna Mission Institute of Culture, 4 vol.

Dasgupta, S.N. *Yoga Philosophy in Relation to Other Systems of Indian Thought*

Jnanananda. *Philosophy of Yoga*, Sri Ramakrishna Sharma Publications

#### **Graduate Attributes**

##### **i . Course Objectives-**

- The object of the course is to introduce the nature, scope and development of yoga through the ages.
- The object of the course is also to describe some of the basic insights of yoga philosophy.
- The object of the course is also to provide the significance of yoga in maintaining the well-being of human life and the world around us.

##### **ii. Learning outcomes:**

- The course will enable students to understand the harmony between mind, body and soul.
- The learning outcome of the course also includes the understanding of the principles of Yoga which will shed light on the nature of reality, illusion, and the meaning of life.
- Students after the end of the course will get the key message of Yoga philosophy, and have the ability (to a large extent) to resolve conflicts, both within and outside self, through the practice of meditation.

j . Theory Credit : 01

k . Practical Credit: 01

l . No. of Required Classes 30

m. No. of Non-Contact Classes: 00

**SKILL ENHANCEMENT COURSE (SEC)/ DEPARTMENT OF PHILOSOPHY,  
GAUHATI UNIVERSITY**

a. Four-year Undergraduate Programme

b. Subject: Philosophy

c. Semester: First

**d. Course Name: Philosophical Counselling**

e. Existing Base Syllabus: PHI-SE-3014

f. Course Level: 100-199

g. Syllabus showing each unit against class number and marks :

Unit No.	Unit Content	No. of Classes	Marks
I (Theory)	<ul style="list-style-type: none"> <li>● Philosophical Counselling—its meaning and scope</li> <li>● Philosophical Counselling versus Psychological Counselling</li> </ul>	15	25
II (Theory)	<ul style="list-style-type: none"> <li>● Critical Thinking Approach –Logic- Based Therapy (LBT)—Philosophical Principles of LBT, LBT fallacies, antidotes</li> <li>● Existential Approach— Existentialism Based Therapy –Authentic and Inauthentic Life</li> </ul>	15	25
III(Practical)	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Moral issues</li> <li>● Value disagreements</li> <li>● Political issues and disagreements</li> <li>● Time management issues</li> <li>● Procrastination</li> <li>● Career issues</li> </ul>	15	25

	<ul style="list-style-type: none"> <li>● Financial issues</li> <li>● Adult children of aging parents</li> <li>● Problems with family/ Domestic problems</li> <li>● Breakups and divorce</li> <li>● Sibling rivalry Loss of a family member</li> <li>● Friendship issues</li> <li>● Peer pressure</li> <li>● Academic or school-related issues</li> <li>● Rejection</li> <li>● Discrimination</li> <li>● Religion and race-related issues</li> <li>● Technology-related issues</li> </ul>		
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#### **h. Reading list:**

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

Website links :

<https://www.curiousoulphilosophy.com/what-is-philosophical-counseling.html>

<https://www.infanciacontemporanea.com/wp-content/uploads/2018/06/v9n3eng.pdf>

[https://merlinccc.org/wp-content/uploads/2016/12/Philosophical-Counseling\\_LBT\\_Marisa-Diaz\\_Waian\\_Grief-Workshop-2016-Handout.pdf](https://merlinccc.org/wp-content/uploads/2016/12/Philosophical-Counseling_LBT_Marisa-Diaz_Waian_Grief-Workshop-2016-Handout.pdf)  
<https://www.ncbi.nlm.nih.gov/books/NBK64939/><https://npcassoc.org/>  
<https://peterraabe.ca/what.html> <https://philopractice.org/web/history-ran-laha>

## **i. Graduate**

### **Attributes i.Course**

#### **Objectives-**

The course aims at developing the skills of:

- Philosophical understanding or wisdom (philos-sophia=love of wisdom) as an end in itself.
- Addressing dilemmas (e.g. decision making dilemmas), predicaments and life-issues of persons through philosophical examination.
- Exposing and examining underlying assumptions and logical implications.
- Exploring conflict and inconsistencies.

#### **ii. Learning outcome:**

On completion of the course students are expected to be able to:

- Understand the scope of Philosophical vis-à-vis Psychological Counselling
- Inculcate self-confidence in one's own abilities to reason
- Understand the opinions of other people
- Develop flexibility in considering alternatives and opinions
- Overcome personal problems by adopting different philosophical approaches to philosophical counselling
- Develop fair-mindedness in appraising reasoning

j. Theory Credit	02
k. Practical Credit	01
l. No. of Required Classes	45
m. No. of Non-Contact Classes	00

**SKILL ENHANCEMENT COURSE (SEC)/ DEPARTMENT OF PHILOSOPHY,  
GAUHATI UNIVERSITY**

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: Second
- d. Course Name: **Critical Thinking**
- e. Existing Base Syllabus: PHI-SE-4014
- f. Course Level: 100-199
- g. Syllabus showing each unit against class number and marks :

Unit No.	Unit Content	No. of Classes	Marks
I (Theory)	<ul style="list-style-type: none"> <li>● Critical thinking, Benefits and Barriers of Critical Thinking</li> <li>● Asking Right Questions</li> </ul>	15	25
II (Theory)	<ul style="list-style-type: none"> <li>● Introduction to Critical and Analytical Writing</li> <li>● Paraphrasing—(a) Short quotes and (b) Clarifying texts</li> </ul>	15	25
III (Practical)	<ul style="list-style-type: none"> <li>● Formulation of Title</li> <li>● Paraphrasing quotes</li> <li>● Asking Questions</li> </ul>	15	25

**h. Reading list:**

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

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 II 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

## **i. Graduate Attributes**

### **i. Course Objectives-**

The Course aims at developing the traits and skills of:

- seeing issues from alternative viewpoints
- reading a text both sympathetically and critically
- bridging ideas of thinkers
- developing logical rigor in building an argumentative case
- inculcating the habit of questioning, framing the right question
- applying critical standpoint in writing
- rephrasing original thoughts of others

### **ii. Learning outcome:**

At the completion of the Course the student is expected to be able to:

- Analyze the original and primary ideas of various thinkers
- Write in comprehensible, unambiguous language
- Present ideas in organized, efficient, methodical ways
- Develop ancillary skills of observation, reasoning, decision making etc.
- Put forth logically sound and persuasive arguments
- Develop effective communication skill

j. Theory Credit	02
k. Practical Credit	01
l. No. of Required Classes	45
m. No. of Non-Contact Classes	00

**SKILL ENHANCEMENT COURSE (SEC)/ DEPARTMENT OF PHILOSOPHY,  
GAUHATI UNIVERSITY**

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: Third
- d. Course Name: **Logic and Reasoning**
- e. Existing Base Syllabus: **PHI-SE-5014**
- f. Course Level:
- g. Syllabus showing each unit against class number and marks:

Unit No.	Unit Content	No. of Classes	Marks
I (Theory)	<ul style="list-style-type: none"> <li>- Deductive and Inductive Arguments</li> <li>- Kinds of Deductive Inference: mediate and immediate inferences</li> <li>- Syllogism in Ordinary Language (Enthymemes, Sorites, Deductive and Hypothetical Syllogisms, Dilemma)</li> </ul>	15	25
II (Theory)	<p align="center"><b>Informal Fallacies</b></p> <p><b>A. Fallacies of Relevance:</b></p> <p>R1 ARGUMENT <i>AD POPULUM</i> (The Appeal to Emotion)</p> <p>R2 THE RED HERRING R3 THE STRAW MAN</p> <p>R4 ARGUMENT <i>AD HOMINEM</i> (Argument against the Person)</p> <p>R5 ARGUMENT <i>AD BACULUM</i> (The Appeal to Force)</p> <p>R6 <i>IGNORATIO ELENCHI</i> (Missing the Point)</p> <p><b>B. Fallacies of Defective Induction:</b></p> <p>D1 ARGUMENT <i>AD IGNORANTIAM</i> (The Argument from Ignorance)</p> <p>D2 ARGUMENT <i>AD VERECUNDIAM</i> (The Appeal to Inappropriate Authority)</p> <p>D3 ARGUMENT <i>NON CAUSA PRO CAUSA</i> (False Cause)</p> <p>D4 Hasty Generalization</p>	15	25

	<p><b>C. Fallacies of Presumption</b></p> <p>P1 Accident  P2 Complex Question  P3 <i>PETITIO PRINCIPII</i> (Begging the Question)</p> <p><b>D. Fallacies of Ambiguity</b></p> <p>A1 Equivocation  A2 Amphiboly  A3 Accent  A4 Composition  A5 Division</p>		
III (Practical)	<p>-Naming the fallacy involved in the argument</p> <p>-Explanation of why/how the argument commits the fallacy</p>	15	25

**h. Reading list:**

**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.

## **i. Graduate Attributes**

### **Course Objectives-**

The Course aims at develop the traits and skills to:

- Learn what is an argument in logic.
- Understand how arguments are divided into deductive and inductive.
- Enable the students to find out the kinds of deductive arguments
- Learn syllogism in ordinary language.
- Develop logical rigour in discovering various fallacies involved in ordinary language.

### **ii. Learning outcomes:**

At the completion of the Course the student is expected to be able to:

- Identify logical fallacies in day-to-day conversations and argumentations.
- Avoid committing fallacies.
- Provide well-reasoned arguments in any discourse.

j. Theory Credit	02
k. Practical Credit	01
l. No. of Required Classes	45
m. No. of Non-Contact Classes	00