

SYLLABUS
DERGAON KAMAL DOWERAH COLLEGE (AUTONOMOUS)
FOUR YEARS UNDER GRADUATE PROGRAMME (FYUGP)
[AS PER NEP 2020]



ESTD-1962
PHILOSOPHY

(Recommended by Board of Studies in Philosophy, D. K. D. C. (Autonomous), in its meetings held on 12.05.2026 and approved by the Academic Council meeting held on 30.06.2026 and effective from the session 2026-2027)

PREAMBLE

The Four Year Undergraduate Programme in Philosophy of Dibrugarh University is in accordance with the Dibrugarh University FYUGP structure as per UGC guideline for implementation of National Education Policy 2020. It imbibes a Learning Outcome Based Curriculum Framework 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 of understanding philosophical concepts, problems and theories along with their engagement in philosophical debates. The courses are not only structured to impart received knowledge but also encourage the students to make critical assessments and raise reasoned 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 Dibrugarh University hopes that the Four Year Undergraduate Programme in Philosophy will prepare and encourage the students for making informed decision for further education, employability and life as a whole.

INTRODUCTION

The syllabus for Four Year Undergraduate Programme in Philosophy is designed in accordance with Dibrugarh University Regulations for the Four Year Undergraduate Programmes (FYUGP) for Dibrugarh University and its affiliated Colleges as per NEP 2020. The Four Year UG Programme in Philosophy includes eight Semesters. There are 20 Core Courses (CC) and 8 Minor Courses. In the 7th and 8th Semester, Research Project and Dissertation is included, however, the students may opt 2 Discipline Specific Elective Courses (DSE) in lieu of the Research Project and Dissertation in the 8th Semester. There are 3 Generic Elective Courses (GEC), 1 in each of the first three Semesters. There are 2 Ability Enhancement Courses (AEC), 1 in each of the first two semesters and 3 Skill Enhancement Courses, 1 in each first three semesters. There are 3 VALUE Added Courses, 1 in each of the first three semesters. All the Core, Minor, Discipline Specific and Ability Enhancement

Courses are of 4 credits each. All Generic Elective and Skill Enhancement Courses are of 3 credits each. The Value Added Courses are of 2 credits each. There shall be In-semester Assessments and End-semester Examination in each course during every Semester. 40% of the total marks of each theory Course shall be allotted for In-semester Evaluations which will comprise Sessional Examination, Assignment, Paper Presentation, Viva-voce, Project etc. The End-semester Examination will be of 60% of the total marks covering the whole Syllabus.

AIM

Bachelor's degree programme in Philosophy aims to fulfil the following goals:

- A) Enable students to think critically as well as analytically and thereby inculcate strong curiosity about philosophy and its cognates
- B) 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
- C) Enable learners/students to apply the knowledge and skills acquired by them to solve specific theoretical and applied problems in philosophy, especially ethical and bio-ethical fields
- D) Develop in students the ability 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
- E) Provide students with sufficient skills to think about foundational issues

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO1: 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.

PEO2: 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.

PEO3: 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.

PEO4: Team Work: 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.

PEO5: Self-directed Learning: Ability to work independently, search relevant resources and e-content for self-learning and enhancing knowledge in philosophy.

PEO6: 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.

PEO7: 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.

PEO8: Digital Literacy: Capacity to use Information and Communication Technology (ICT) in learning process; the ability to access, evaluate and use authentic information sources.

PEO9: Lifelong Learning: Ability to acquire a habit of reading and thinking about philosophy for life and to appreciate modern developments in the subject.

PROGRAMME OUTCOMES (POs)

FYUGP in Philosophy aims at following outcomes:

PO 1: Enable in learners the capability to clearly understand the nature of philosophical enquiry, analyze philosophical problems and evaluate various responses to it.

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

PO 3: Enable learners/students 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: Empower the learners with advanced research skills to identify the problems/issues and to practice research on the matters of both regional and global concern.

PO 5: Develop in students the ability 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: Utilize Philosophy to understand social realities and problems and to come up with ideal solutions to them

PROGRAMME SPECIFIC OUTCOMES (PSOs)

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

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

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

PAPER CODE FORMAT

For Major Paper→ (Subject Code) (Semester Code) (Major Code) (Paper Number)

For Minor Paper→ (Subject Code) (Semester Code) (Minor Code) (Paper Number)

For Major Practical Paper→

(Subject Code) (Semester Code) (Major Code) (Paper Number) (P)

For Minor Practical Paper→

(Subject Code) (Semester Code) (Major Code) (Paper Number) (P)

**COURSE STRUCTURE OF FOUR YEAR UNDER GRADUATE PROGRAMME
(FYUGP) IN PHILOSOPHY AS PER NEP-2020 GUIDELINES**

FOR DIBRUGARH UNIVERSITY AND ITS AFFILIATED COLLEGES

SEMESTER	COURSE	TITLE OF THE PAPER	CREDIT
1 (FIRST)	PHI1MJ01	Fundamentals of Western Philosophy	4
	PHI1MN01	Basics of Western Philosophy	4
	PHI1GEC1	Introduction to Philosophy	3
	AEC1A/AEC1B	Any one: AEC1A: Assamese/ AEC1B: Alternative English	4
	VAC1	Any one: VAC1A: Understanding India/ VAC1B: Health and Wellness	2
	PHI1SEC1	Understanding of Social Fabrics	3
	Total		20
2 (SECOND)	PHI2MJ02	Fundamentals of Indian Philosophy	4
	PHI2MN02	Basics of Indian Philosophy	4
	PHI2GEC2	Introduction to Logic	3
	AEC2	Language and Communication Skills (English) II	4
	VAC2	Environmental Education	2

	PHI2SEC2	Critical Thinking	3
	Total		20

Abbreviation used for Course Code:

- 1) MJ→MAJOR, 2) MN→MINOR, 3) AEC→ Ability Enhancement Course**
- 4) SEC→ Skill Enhancement Course, 5) VAC→ Value Added Course**
- 6) GEC→ Multidisciplinary Generic Elective Course,**
- 7) MJE→ Major Elective**
- 8) RM→ Research Methodology, 9) D→ Dissertation**

PHILOSOPHY

SEMESTER – I (MAJOR)

Course Name: FUNDAMENTALS OF WESTERN PHILOSOPHY

Course Code: PHI1MJ01

Nature of Course: MAJOR

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 definition, nature, scope, and relevance of Philosophy as an academic discipline. It is further aimed at critical understanding of the philosophical concepts and theories on knowledge, truth, and reality from Western perspectives.

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

The students will be able to

CO 1: Determine the definition, nature, scope, branches 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
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: Analyze the rationalistic approach to the sources of knowledge

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

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

ILO 2.6: Critically estimate the rationalist 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: Analyze 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: Analyze 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

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

ILO 4.1: Analyze 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 of reality

ILO 4.3: Assess dualistic views regarding the nature of reality

ILO 4.4: Assess pluralist views regarding the nature of 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: Analyze and evaluate Correspondence theory of truth

ILO 5.3: Analyze and evaluate Coherence theory of truth

ILO 5.4: Analyze and evaluate Pragmatic theory of truth

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

Units	Course Contents	L	T	P	Total Hours
Unit- I (15 Marks)	1. Definition, Nature, Scope and Relevance of Philosophy. 2. Branches of Philosophy: Epistemology, Metaphysics and Axiology 3. Relation of Philosophy to- Epistemology, Metaphysics, Axiology and Science.	13	2	-	15
Unit II (15 Marks)	1. Theories of Knowledge: Rationalism, Empiricism, Critical Theory, Scepticism 2. Categories of Knowledge: Space, Time, Substance, Causality	13	2	-	15
Unit III (15 Marks)	1. Theories of the Object of Knowledge: Realism- Naïve Realism and Scientific Realism Idealism-Subjective Idealism and Objective Idealism	13	2	-	15
Unit IV (15 Marks)	1. Theories of Reality: Monism, Dualism and Pluralism 2. Theories of Truth: Correspondence, Coherence and Pragmatic	13	2	-	15
	Total	52	8	-	60

L: Lectures T: Tutorials P: Practical**Modes of In-Semester Assessment:****(40 Marks)**

- One Internal Examination- 20 Marks
- Others (any two or more)- 20 Marks
- Seminar presentation on any of the relevant topics
- Assignment
- Group Discussion
- Quiz
- Viva-Voce

Suggested Readings:

1. Ewing, A.C. (1980): Fundamental Questions of Philosophy, Allied publishers Ltd. Delhi: 110002
2. Russell, B. (1927): An Outline of Philosophy, London: George Allan and Unwin Ltd.
3. Russell, B. (1995): The Problems of Philosophy, Bombay: Oxford University Press
4. Taylor, A.E. (1924): An Introduction to Metaphysics, Methuen: University Paper Backs
5. Connor, D.J. (1985): A Critical History of Western Philosophy, New York; Free Press
6. Chakravarty, D.K. (2000): Fundamental Questions of Epistemology and Metaphysics, New Delhi: Omsons Publications
7. Singh, S.S.K. (1987): An Analysis of Knowledge, Guwahati: University Book Service
8. Sinha, J.N. (1991): An Introduction to Philosophy, Calcutta: New Central Book Agency
9. Chakrovarty, S.P. (1): Introduction to General Philosophy, New Delhi: Omsons Publications
10. Thilly, Frank (1914): A History of Philosophy, New York: H Holt and Company
11. Masih, Y (2017): A Critical History of Western Philosophy, New Delhi: Motilal Banarsidass
12. Bhattacharjee, Jyotsna (1985): Darshanar Parichay, Guwahati: Nilgiri Mansion
13. Baruah, Girish (1993): Paschatya Darshan (Part-I & II), Guwahati: Bhagaboti Prakashan
14. Dutta, Lakhida (1974): Paschatya Darshan, Dibrugarh: Dibrugarh University
15. Pujari, Bandana (2011): Paschatya Darshanat Abhumuki, Guwahati: Students' Store

SEMESTER I

Course Name: BASICS OF WESTERN PHILOSOPHY

Course Code: PHI1MN01

Nature of Course: MINOR

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 minor in Philosophy. It aims to provide basic knowledge of the definition, nature, scope, and relevance of Philosophy as an academic discipline. It is further aimed at critical understanding of the philosophical concepts and theories on knowledge, truth, and reality from Western perspectives.

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

The students will be able to

CO 1: Determine the definition, nature, scope, branches 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 rationalist and empiricist philosophical perspectives

ILO 2.1: Detect the problems of the sources of knowledge

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

ILO 2.3: Critically estimate the rationalistic approach to the sources of knowledge

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

ILO 2.5: Critically estimate the rationalist 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: Analyze 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: Analyze 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

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

ILO 4.1: Analyze 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 of reality

ILO 4.3: Assess dualistic views regarding the nature of reality

ILO 4.4: Assess pluralist views regarding the nature of reality

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

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

Units	Course Contents	L	T	P	Total Hours
Unit- I (15 Marks)	1. Definition, Nature, Scope and Relevance of Philosophy 2. Branches of Philosophy: Epistemology, Metaphysics and Axiology 3. Relation of Philosophy to-	13	2	-	15

	Epistemology, Metaphysics, Axiology and Science				
Unit- II (15 Marks)	1. Theories of Knowledge: Rationalism, Empiricism, Critical Theory, Scepticism	13	2	-	15
Unit- III (15 Marks)	1. Theories of the Object of Knowledge: Realism- Naïve Realism and Scientific Realism Idealism-Subjective Idealism and Objective Idealism	13	2	-	15
Unit- IV (15 Marks)	1. Theories of Reality: Monism, Dualism and Pluralism	13	2	-	15
	Total	52	8	-	60

L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment:

(40 Marks)

- One Internal Examination-
- Others (any two or more)-
- Seminar presentation on any of the relevant topics
- Assignment
- Group Discussion
- Quiz
- Viva-Voce

20 Marks

20 Marks

Suggested Readings:

1. Ewing, A.C. (1980): Fundamental Questions of Philosophy, Allied publishers Ltd. Delhi: 110002
2. Russell, B. (1927): An Outline of Philosophy, London: George Allan and Unwin Ltd.
3. Russell, B. (1995): The Problems of Philosophy, Bombay: Oxford University Press
4. Taylor, A.E. (1924): An Introduction to Metaphysics, Methuen: University Paper Backs

5. Connor, D.J. (1985): A Critical History of Western Philosophy, New York; Free Press
6. Chakravarty, D.K. (2000): Fundamental Questions of Epistemology and Metaphysics, New Delhi: Omsons Publications
7. Singh, S.S.K. (1987): An Analysis of Knowledge, Guwahati: University Book Service
8. Sinha, J.N. (1991): An Introduction to Philosophy, Calcutta: New Central Book Agency
9. Chakrovarty, S.P. (1): Introduction to General Philosophy, New Delhi: Omsons Publications
10. Bhattacharjee, Jyotsna (1998): Darsanar Parichay, Guwahati: Nilgiri Manision
11. Baruah, Girish (1993): Paschatya Darsan (Part-I & II), Guwahati: Bhagaboti Prakashan
12. Dutta, Lakhida (1974): Paschatya Darsan, Dibrugarh: Dibrugarh University
13. Pujari, Bandana (2007): Paschatya Darsanar Itihas, Guwahati: Students' Store

SEMESTER I

Course Name: INTRODUCTION TO PHILOSOPHY

Course Code: PHI1GEC1

Nature of Course: GEC

Total Credits: 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 as a discipline of critical enquiry from both Indian and 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: Assess the problems of the sources of knowledge and responses to it from rationalist and empiricist philosophical perspectives

ILO 2.1:: Detect the problems of the sources of knowledge

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

ILO 2.3: Critically estimate the rationalistic approach to the sources of knowledge

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

ILO 2.5: Critically estimate the rationalist approach to the sources of knowledge

CO 3: Determine the distinct nature of Indian Philosophy

ILO 3.1: Explain the nature of Indian Philosophy

ILO 3.2: Acquaintance with the schools of Indian Philosophy

ILO 3.3: Examine the charges against Indian Philosophy

CO 4: Comprehend Philosophy as critical thinking

ILO 4.1: Understand the meaning and nature of critical thinking

ILO 4.2: Find out the benefits as well as the barriers of critical thinking

ILO 4.3: Comprehend the interconnection between philosophy and critical thinking

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

Units	Course Contents	L	T	P	Total Hours
Unit- I (15 Marks)	1. Nature, Scope and Relevance of Philosophy 2. Branches of Philosophy: Epistemology, Metaphysics and Axiology 3. Philosophy and Science	10	2	-	12
Unit- II (15 Marks)	1. Theories of Knowledge: Rationalism, Empiricism, Critical Theory	9	2	-	11
Unit- III (15 Marks)	1. Nature and Common Characteristics of Indian Philosophy 2. Charges of Dogmatism and Pessimism against Indian Philosophy 3. Introduction to the Schools of Indian Philosophy	9	2	-	11
Unit- IV (15 Marks)	1. Meaning and Nature of Critical Thinking 2. Benefits and Barriers of Critical Thinking 3. Philosophy as Critical Thinking	9	2	-	11

	Total	37	8	-	45
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L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment:

(40 Marks)

- One Internal Examination- 20 Marks
- Others (any two or more)- 20 Marks
- Seminar presentation on any of the relevant topics
- Assignment
- Group Discussion
- Quiz
- Viva-Voce

Suggested Readings:

1. Ewing, A.C. (1980): Fundamental Questions of Philosophy, Allied publishers Ltd. Delhi: 110002
2. Russell, B. (1995): The Problems of Philosophy, Bombay: Oxford University Press
3. Singh, S.S.K. (1987): An Analysis of Knowledge, Guwahati: University Book Service
4. Sinha, J.N. (1991): An Introduction to Philosophy, Calcutta: New Central Book Agency
5. Chatterjee, S.C. & D.M. Datta (1984): An Introduction to Indian Philosophy, reprint, University of Calcutta
6. Chakravarty, D.K. (2000): Fundamental Questions of Epistemology and Metaphysics, New Delhi: Omsons Publications
7. Hiriyana, M: (1951): Outlines of Indian Philosophy, London: Allen & Unwin
8. Sharma, C.D. (2003): Critical Survey of Indian Philosophy, Delhi: MLBD
9. Sen, Madhuchanda (2010): An Introduction to Critical Thinking, Delhi: Pearson Education India
10. Baruah, Girish (1993): Paschatya Darshan (Part-I & II), Guwahati: Bhagaboti Prakashan
11. Dutta, Lakhida (1974): Paschatya Darshan, Dibrugarh: Dibrugarh University
12. Pujari, Bandana (2011): Paschatya Darshanat Abhumuki, Guwahati: Students' Stores
13. Bhattacharjee, Jyotsna (1989): Bharatiya Darshan, Guwahati: Book Emporium
14. Devi, Anjali (2002): Bharatiya Darshan, Dergaon: Kaushik Grantha Prakashan
15. Pujari, Bandana (2007): Bharatiya Darshanat Ebhumuki, Guwahati: Students' Store

SEMESTER I

Course Name: UNDERSTANDING OF SOCIAL FABRICS

Course Code: PHI1SEC-1

Nature of Course: SKILL ENHANCEMENT COURSE (SEC)

Total Credits: 3

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

Course Description:

This course is aimed at providing basic understanding of the social fabrics of Indian and human society as a whole. The foundation and correlations among the different aspects of society like moral, financial and sociological are taken into account.

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

The students will be able to

CO 1: Determine the essential features and foundation of Social Fabrics

ILO 1.1: Define trust, reciprocity, shared values, identity and belongingness

ILO 1.2: Analyze the concept of trust, building healthy relationships and communities

ILO 1.3: Demonstrate reciprocity by showing respect, cooperation and support in social interactions

ILO 1.4: Recognise personal and social identity, identity influences in behavior and relationships

ILO 1.5: Develop a sense of belongingness by participating positively in groups, communities and societies

CO 2: Explain the concepts of family and kinship and their role in social relationships in support systems

ILO 2.1: Describe the institution of marriage and its significance in different cultures and societies

ILO 2.2: Understand the role of work and the economy in meeting human needs and contributing to community development

ILO 2.3: Identify different civic and religious groups and explain their functions in society

ILO 2.4: Analyze how family, marriage, economic activities and social groups influence individual and community life

ILO 2.5: Demonstrate respect for diversity in family structures, occupations and civic and religious practices

CO 3: Explain the modern socio-economic foundations of society and their impact on daily life and development

ILO 3.1: Understand the importance of savings and investments for financial security and economic growth

ILO 3.2: Conduct and interpret basic market surveys to identify consumer needs and market trends

ILO 3.3: Describe the role of entrepreneurship in generating employment and fostering innovation

ILO 3.4: Understand the functions and benefits of Self-Help Groups (SHGs) in promoting financial inclusion and community development

ILO 3.5: Apply basic Socio-economic entrepreneurial concepts to make in form financial and business decisions

CO 4: Explain the factors that weaken the social fabric of society and their consequences

ILO 4.1: Analyze the causes and effects of inequality and poverty on individuals and communities

ILO 4.2: Describe the impact of rapid urbanization on social, economic and environmental conditions

ILO 4.3: Examine the reasons for migration and its effects on both source and destination communities

ILO 4.4: Identify different forms of conflict and discrimination and understand their impact on social cohesion

ILO 4.5: Suggest measures to promote equality, inclusion, and social harmony in diversified activities

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

Units	Course Contents	L	T	P	Total Hours
Unit- I (15 Marks)	The Building Blocks: Trust, Reciprocity, Shared Values, Identity and Belongingness	10	2	-	12
Unit- II (15 Marks)	Social Institutions: Family and Kinship, Marriage, Work and Economy, Civic and Religious Group	9	2	-	11
Unit- III (15 Marks)	Socio-Economic Foundation of Society: Savings, Investments, Market Survey, Entrepreneurship and Self-Help Groups (SHGs)	9	2	-	11
Unit- IV (15 Marks)	Breaking Factors of Social Fabric: Inequality and Poverty, Rapid Urbanization and Migration, Conflicts and Discrimination	9	2	-	11
	Total	37	8	-	45

L: Lectures T: Tutorials P: Practicals**Modes of In-Semester Assessment:****(40 Marks)**

- One Internal Examination- 20 Marks
- Others (any two or more)- 20 Marks
- Seminar presentation on any of the relevant topics
- Assignment
- Group Discussion
- Quiz
- Viva-Voce

Suggested Readings:

1. Atal, Yogesh: *Changing Indian Society*, Rawat Publication

2. Baviskar, B.S. AND Patel, Tulsi: *Understanding Indian Society: Past and Present*, Orient Blackswan Private Limited
3. Ambedkar, B.R.: *Annihilation of Caste*, Navayana Publication, 2014
4. Roy, Krinendu: *Issues and Dilemmas in the Social Fabric of India*, Redshine Publication
5. Baruah, Girish: *Samaj Darsan*
6. Bhattacharya, Jyotshna: *Samaj Darsan*, Swapna Printing Works Pvt. Ltd., Kolkata
7. Buragohain, Munindra and Dutta, Ratul. (2025): *Samajik aru Rajanoitik Darshanor Vitti*, Banalata Publication
8. Borah, Anjan Kr. : *Samajik aru Rajanpoitik Darshanor Moulik Tattva*, Jorhat-1: Vidya Bhawan

SEMESTER – II (MAJOR)

Course Name: FUNDAMENTALS OF INDIAN PHILOSOPHY

Course Code: PHI2MJ-2

Nature of Course: MAJOR

Total Credits: 4

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

Course Description:

This course is intended to provide understanding of the fundamental concepts of Indian Philosophy to the students of major course in the subject. This course is the study of nature and methods of Indian Philosophy, enquiry into Vedic and Upanishadic philosophy along with philosophies of the non-Vedic schools.

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: Describe the three stages of dialectical method 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

ILO 1.5: To analyze the major hermenutical methods of textual interpretation in Indian Philosophy

CO 2: Enquire the philosophy of the Vedas and Upanishads

ILO 2.1: Analyze Vedic concept of reality

ILO 2.2: Analyze Upanishadic concept of reality

CO 3: Examine of the key concepts of Cārvāka Philosophy

ILO 3.1: Explain Cārvāka epistemology and metaphysics

ILO 3.2: Assess Cārvāka epistemology and metaphysics

CO 4: Enumerate the key concepts of Jaina Philosophy

ILO 4.1: Explain Jaina epistemology and metaphysics

ILO 4.2: Assess Jaina epistemology and metaphysics

CO 5: 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 Contents with unit, marks and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours
Unit- I (15 Marks)	1. Nature and Characteristics of Indian Philosophy 2. Introduction to Vedic and Non-vedic Schools 3. Charges against Indian Philosophy: Pessimistic, Dogmatic and Non-ethical Character 4. Hermeneutics in Indian Philosophy	13	2	-	15
Unit- II (15 Marks)	1. Philosophy of the Vedas: Vedic Concept of Reality- Vedic Deities, Principles of Ṛta and Ṛṇa 2. Philosophy of the Upanishads- Brahman and Ātman	13	2	-	15
Unit- III (15 Marks)	1. Cārvāka: Epistemology- Perception as the Sole Source of Knowledge, Refutation of Inference and Testimony Metaphysics- Materialism, Denial of God and Soul 2. Jainism: Theory of Relativity (Syādvāda), Theory of Manysideness of Reality (Anekāntavāda) and Concept of Substance	13	2	-	15

Unit- IV (15 Marks)	1. Buddhism: Four Noble-Truths, Doctrine of Dependent Origination, Doctrine of Momentariness and No Soul Theory Schools of Buddhism: Mahāyāna and Hīnayāna	13	2	-	15
	Total	52	8	-	60

L: Lectures T: Tutorials P: Practical

Modes of In-Semester Assessment:

(40 Marks)

- One Internal Examination- 20 Marks
- Others (any two or more)- 20 Marks
- Seminar presentation on any of the relevant topics
- Assignment
- Group Discussion
- Quiz
- Viva-Voce

Suggested Readings:

1. Dasgupta, S. N. (2004): A History of Indian Philosophy, Five Volumes, Delhi: Motilal Banarsidass
2. Radhakrishnan, S. (1929): Indian Philosophy, Volume 1 & 2, Muirhead, Library of Philosophy, 2nd edition, London: George Allen and Unwin
3. Chatterjee, S.C. & D.M. Datta (1984): An Introduction to Indian Philosophy, reprint, Calcutta: University of Calcutta
4. Hiriyana, M: (1951): Outlines of Indian Philosophy, London: Allen & Unwin
5. Sinha, J.N. (1999): History of Indian Philosophy, New Delhi: Motilal Banarsidass
6. Radhakrishnan, S. (1967): The Principal Upanisads, United States: Princeton University Press
7. Sharma, C.D. (2003): Critical Survey of Indian Philosophy, Delhi: Motilal Banarsidass
8. Bhattacharjee, Jyotsna (1989): Bharatiya Darshan, Guwahati: Book Emporium
9. Devi, Anjali (2002): Bharatiya Darshan, Dergaon: Kaushik Grantha Prakashan
10. Pujari, Bandana (2007): Bharatiya Darshanat Ebhumuki, Guwahati: Students' Stores
11. Das, Parimal Bhushan (1979): Bharatiya Darsana, Guwahati: Gauhati University

SEMESTER II

Course Name: BASICS OF INDIAN PHILOSOPHY

Course Code: PHI2MN-2

Nature of Course: MINOR

Total Credits: 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 includes study of nature and methods of Indian Philosophy, enquiry into Vedic and Upanisadic philosophy along with philosophies of the nine schools.

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: Describe the three stages of dialectical method 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: Enumerate key concepts of Non-Vedic schools of Indian Philosophy

ILO 2.1: Analyze Cārvāka materialism

ILO 2.2: Analyze 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 Sāṃkhya dualism

ILO 3.2: Describe Asātnga Yoga

ILO 3.3: Explain Nyāya view of the ways of valid knowledge

ILO 3.4: Elucidate Vaiśeṣika categories

ILO 3.5: Estimate the unique addition of Mīmāṃsā in the pramāṇas

ILO 3.6: Determine the nature of reality from the perspectives of Advaita and Viśiṣṭādvaita Vedānta

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

Units	Course Contents	L	T	P	Total Hours
Unit- I (15 Marks)	1. Nature and Characteristics of Indian Philosophy 5. Introduction to Vedic and Non-vedic Schools 2. Charges against Indian Philosophy: Pessimistic, Dogmatic	13	2	-	15
Unit- II (15 Marks)	1. Cārvāka: Epistemology 2. Jainism: Syādvāda and Anekāntavāda 3. Buddhism: Four Noble-Truths	13	2	-	15
Unit- III (15 Marks)	1. Sāṃkhya: Theory of Evolution 2. Yoga: Asātnga-Yoga 3. Nyāya: Pratyakṣa and Anumāna	13	2	-	15
Unit- IV (15 Marks)	1. Vaiśeṣika: Introduction to Seven Categories 2. Mīmāṃsā: Arthapatti 3. Vedānta: Brahman (Śankara and Rāmānuja)	13	2	-	15
	Total	52	8	-	60

L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment:

(40 Marks)

- One Internal Examination- 20 Marks
- Others (any two or more)- 20 Marks

- Seminar presentation on any of the relevant topics
- Assignment
- Group Discussion
- Quiz
- Viva-Voce

Suggested Readings:

1. Dasgupta, S. N. (2004): A History of Indian Philosophy, Five Volumes, Delhi: Motilal Banarsidass
2. Radhakrishnan, S. (1929): Indian Philosophy, Volume 1 & 2, Muirhead Library of Philosophy, 2nd edition, London: George Allen and Unwin
3. Chatterjee, S.C. & D.M. Datta (1984): An Introduction to Indian Philosophy, reprint, Calcutta: University of Calcutta
4. Hiriyana, M: (1951): Outlines of Indian Philosophy, London: Allen & Unwin
5. Sinha, J.N. (1999): History of Indian Philosophy, New Delhi: Motilal Banarsidass
6. Sharma, C.D. (2003): Critical Survey of Indian Philosophy, Delhi: Motilal Banarsidass
7. Bhattacharjee, Jyotsna (1989): Bharatiya Darshan, Guwahati: Book Emporium
8. Devi, Anjali (2002): Bharatiya Darshan, Dergaon: Kaushik Grantha Prakashan
9. Pujari, Bandana (2007): Bharatiya Darshanat Ebhumuki, Guwahati: Students' Stores
10. Das, Parimal Bhushan (1979): Bharatiya Darsana, Guwahati: Gauhati University

SEMESTER II

Course Name: INTRODUCTION TO LOGIC

Course Code: PHI2GEC-2

Nature of Course: GEC

Total Credits: 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 as well as Symbolic Logic. It is further aimed at understanding the application of the rules of syllogistic argument, truth-table technique in modern logic 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: Analyze 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: Analyze the kinds of deduction and induction

ILO 2.4: Explain the structure of Categorical Syllogism

ILO 2.5: Analyze 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 Contents with unit, marks and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours
Unit- I (15 Marks)	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 (15 arks)	1. Inference: Definition and Kinds- (i)Induction: Scientific, Unscientific and Analogy (i)Deductive: Conversion and Obversion	13	2	-	15
Unit- III (15 Marks)	1. Grounds of Induction: Formal and Material 2. Hypothesis: Nature and Conditions of Valid Hypothesis	13	2	-	15
Unit- IV (16 arks)	1. Symbolic Logic: Characteristics and Development, Symbol and Its Usage 2. Basic Truth Functions and Their Truth Table	13	2	-	15

	Total	52	8	-	60
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L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment:

(40 Marks)

- One Internal Examination- 20 Marks
- Others (any two or more)- 20 Marks
- Seminar presentation on any of the relevant topics
- Assignment
- Group Discussion
- Quiz
- Viva-Voce

Suggested Readings:

1. Copi, I.M. (2006): Introduction to Logic, Delhi: Pearson.
2. Hurley, J. Patrick (2012): A Concise Introduction to Logic, Delhi: Cengage Learning
3. Jain, Krishna (2012): A Text Book of Logic, D.K. Print World Ltd.
4. Jain, Krishna (1998): A Text Book of Logic, New Delhi: Printworld
5. Sharma, B. & Deka, J. (2011): A Text Book of Logic, Guwahati: Chandra Prakash
6. Basson & O'Connor (2018): Introduction to Symbolic Logic, Surjeet Publication
7. Chakraborty, C. (2009): Logic: Informal, Symbolic and Inductive, PHI, New Delhi
8. Williams, D. (1947): The Ground of Induction, Harvard University Press
9. Von Wright: Logical Problems of Induction: A Treatise on Induction and Probability
10. Suppes, P. (1957).: Introduction to Logic, Mineola, United States: Dover Publication
11. Bhattacharjee, Jyotsna (1994): Tarkabidya, Guwahati: Nilgiri Mansion
12. Roy, Hemanta (2018): Tarkavijnan, Union Book Publications
13. Phukan, N., Das, M.K., Baishya, B. (2017): Tarkavidya, Guwahati: Assam Book Depot

SEMESTER II

Course Name: CRITICAL THINKING

Course Code: PHI2SEC-2

Nature of Course: SKILL ENHANCEMENT COURSE (SEC)

Total Credits: 3

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

Course Objectives:

The objectives of this Course are-

- ☐ Conceptualize the meaning and standards of critical thinking
- ☐ Detect the barriers of critical thinking
- ☐ Grasp the logical connections among different ideas
- ☐ Discuss inconsistencies and common mistakes in reasoning
- ☐ Analyzing arguments considering strengths and weakness of our reasoning
- ☐ Describing different fallacies involved in arguments

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

Units	Course Contents	L	T	P	Total Hours
Unit- I (15 Marks)	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)	10	2	-	12

Unit- II (15 Marks)	1. Nature of Argument, Recognition of an Argument 2. Deductive Argument and its Validity, Inductive Argument and its Strength	9	2	-	11
Unit- III (15 Marks)	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	9	2	-	11
Unit- IV (15 Marks)	1. Stages of Dialectical Method in Indian Philosophy: Purvapakṣa, Khandana and Uttarapakṣa 2. Tarka as Method and Vāda, Jalpa, Vitaṇḍā as Kinds of Arguments in Indian Tradition 3. Implication of Jaina Relativism (Epistemic and Metaphysical) to Critical Thinking	9	2	-	11
	Total	37	8	-	45

L: Lectures T: Tutorials P: Practicals

Modes of In-Semester Assessment:

(40 Marks)

- One Internal Examination- 20 Marks
- Others (any two or more)- 20 Marks
- Seminar presentation on any of the relevant topics
- Assignment
- Group Discussion
- Quiz
- Viva-Voce

Learning Outcomes:

- ☐ Enhance the understanding of the meaning, characteristics of critical thinking
- ☐ Develop the ability to detect the hinderances of critical thinking
- ☐ Acquire the skill of critical thinking to solve real life problems
- ☐ Identify and evaluate arguments using principles of reasoning
- ☐ Formulate and present convincing reasoning in support of our conclusions
- ☐ Demonstrate the ability to recognize deductive and inductive arguments

- Identify language problems such as ambiguity and vagueness

Suggested Readings:

1. Copi & Cohen: Introduction to Logic. Pearson, New Delhi (Ch. 1 & 10) 12th ed. 2006
2. Parker & Moore: Critical Thinking. McGraw Hill, New Delhi (Ch. 1,2,3 & 8) 13th ed. 2023
3. Sen, Madhuchanda: An Introduction to Critical Thinking. Pearson, New Delhi, 2010
4. Patrick J. Hurley: A Concise Introduction to Logic. Cengage, Delhi (Ch. 1 & 3) 2018
5. Chatterjee, S.C.: The Nyaya theory of Knowledge: A Critical Study of Some Problems of Logic and Metaphysics. Papa Publications India; First Edition, 2015
6. Datta, D.M.: Six Ways of Knowing. Motilala Banarsidass, 2017
7. Singh, B.N.: Indian Logic. Asha Prakashan, 1986
8. Sastri, S. Kuppaswami: A Primer of Indian Logic. Hassell Streets Press, 2021