



**Deccan Education Society's**  
**FERGUSSON COLLEGE (AUTONOMOUS),**  
**PUNE**

**Syllabus under NEP**

**for**

**F. Y. B. A. (Philosophy and Logic)**

**From Academic Year 2023-24**

Deccan Education Society's  
Fergusson College (Autonomous), Pune  
First Year Curriculum as per NEP 2020  
**Philosophy Courses**  
**Course Structure**

### Philosophy Courses

Semester	Paper	Paper Code	Paper Title	Type	Credits
<b>I</b>	(Major)	<b>PHI-100</b>	<b>Ancient Indian Philosophy – Vedic and Non-Vedic</b>	Theory	2
	(Major)	<b>PHI-101</b>	<b>Foundations of Philosophy I</b>	Theory	4
	(Minor)	<b>PHI-111</b>	<b>Leading a Good Life – Indian and Western Perspectives</b>	Theory	2
	(OE-1)	<b>PHI-120</b>	<b>Leading a Good Life – Indian and Western Perspectives</b>	Theory	2
	(SEC-1)	<b>PHI-140</b>	<b>Essentials of Critical Thinking</b>	Theory	2
<b>II</b>	(Major)	<b>PHI-150</b>	<b>Introduction to Greek Philosophy</b>	Theory	2
	(Major)	<b>PHI-151</b>	<b>Foundations of Philosophy II</b>	Theory	4
	(Minor)	<b>PHI-161</b>	<b>Philosophy of Religion</b>	Theory	2
	(OE-2)	<b>PHI-170</b>	<b>Philosophy of Religion</b>	Theory	2
	(SEC-2)	<b>PHI-190</b>	<b>Elements of non-formal reasoning</b>	Theory	2

### Logic Courses

Semester	Paper	Paper Code	Paper Title	Type	Credits
Sem I & II	(OE-1)	<b>LOG-120</b>	<b>Traditional Logic: Syllogistic reasoning</b>	Theory	2
	(Minor)	<b>LOG-111</b>	<b>Traditional Logic: Syllogistic reasoning</b>	Theory	2
	(Minor)	<b>LOG-161</b>	<b>Introduction to Symbolic Logic</b>	Theory	2
	(OE-2)	<b>LOG-170</b>	<b>Introduction to Symbolic Logic</b>	Theory	2

<b>F.Y.B.A. Philosophy - SEMESTER I</b>		
<b>PHI-100</b>	<b>ANCIENT INDIAN PHILOSOPHY – VEDIC AND NON-VEDIC (Major- Theory)</b>	<b>Number of Credits: 02</b>
<b>On completion of the course, the students will be able to:</b>		<b>Bloom's Cognitive level</b>
CO1	List the components of Vedic literature and Trace the development of Vedic Philosophy from Samhitas to Upanishads.	1
CO2	Describe the nature of Indian Philosophy through its general features	2
CO3	Distinguish between the theories of different Heterodox Schools of Indian Philosophy	2
CO4	Engage with the upanishadic texts through selected dialogues.	3

Unit No.	Title of Units and Contents	No. of Lectures
<b>I</b>	<p><b>Origin of Indian Philosophical Thought</b></p> <ol style="list-style-type: none"> <li>1. General Characteristics of Indian Philosophy</li> <li>2. Components of Vedic Literature and their nature and subject matter</li> <li>3. Philosophical ideas in the Upanishads - Cosmogony, Nature of Ultimate Reality</li> <li>4. Reading translations of dialogues from the Chandogya - Prajapati - Virocana - Indra, Uddalaka –Shvetaketu</li> </ol>	15
<b>II</b>	<p><b>Heterodox Schools of Indian Philosophy</b></p> <ol style="list-style-type: none"> <li>1. Jainism - Nature and Classification of Knowledge, Anekantavada, Syadavada</li> <li>2. Buddhism - Avyakruta Prashnas, Four Noble truths</li> <li>3. Charvaka - Epistemology, Purusharthas, Criticism of Vedas and Vedic ritualism</li> </ol>	15

**Learning resources:**

1. Dasgupta, S.N., *History of Indian Philosophy*, Vol. I to V, seventh edition, 2007
2. Datta and Chatterjee, *An Introduction to Indian Philosophy*, University of Calcutta, Calcutta
3. Sharma C.D. : *A Critical Survey of Indian Philosophy*, Motilal Banarsidas, Delhi, 1998
4. Hiriyanna, M : *Outlines of Indian Philosophy*, London, 1956
5. Hume, Robert Earnest, *The Thirteen Principal Upanishads*, Forgotten Books, 2010 (For reading of Dialogues)

<b>F.Y.B.A. PHILOSOPHY SEMESTER I</b>		
<b>PHI-101</b>	<b>Foundations of Philosophy - I (Major- Theory)</b>	<b>Number of Credits: 04</b>
<b>On completion of the course, the students will be able to:</b>		<b>Bloom's Cognitive level</b>
CO1	Define Philosophy and list its branches and characteristics, identify fundamental issues in different branches of Philosophy	1
CO2	Compare the nuances of Indian and the Western approaches to fundamental themes in Philosophy	2
CO3	Recognize the peculiarity of Philosophical thinking by raising pertinent questions	3
CO4	Critically examine the basic concepts in Epistemology, Logic and Social Philosophy	4

Unit No.	Title of Units and Contents	No. of Hours
<b>I</b>	<b>Introduction to Philosophy</b> Definitions of Philosophy (Indian and Western), Nature and scope of Philosophy Methods of Philosophy: Dialogue, Debate, Conceptual Analysis	15
<b>II</b>	<b>Epistemology and Logic (Western)</b> Concept and definition of knowledge, Sources of knowledge: Reason, Sense perception, Introduction to Logic, nature and types of arguments: Deductive and Inductive	15
<b>III</b>	<b>Epistemology and Logic (Indian)</b> Concept of Prama, Pramanas (Sources of knowledge) according to Mimamsa Darshan, Anumana (Inference) according to Nyaya Darshan	15

<b>IV</b>	<b>Social Philosophy</b> Concept of Freedom Rights and Duties Concepts of Equality and Justice Theories of Punishment	15
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**Learning resources:**

1. Titus H.H.: Living Issues in Philosophy: An Introductory Text Book, Eurasia Publishing House, Pvt. Ltd., New Delhi, 1968
2. Datta and Chatterjee: An Introduction to Indian Philosophy, University of Calcutta, Calcutta, 2008
3. John Hospers: Introduction to philosophical Analysis, Allied Publishers, Bombay, 1975
4. Will Durant, The Story of Philosophy, Pocket Books, New York, 2006

**F.Y.B.A. PHILOSOPHY SEMESTER I**

<b>PHI-111</b>	<b>Leading a Good Life- Indian and Western Approaches (Minor- Theory)</b>	<b>Number of Credits: 02</b>
<b>On completion of the course, the students will be able to:</b>		<b>Bloom's Cognitive level</b>
CO1	Define Philosophy and list its branches and characteristics, identify fundamental issues in different branches of Philosophy	1
CO2	List the components of a Good Life	1
CO3	Discuss the relevance of different Philosophical approaches to leading a good life	2
CO4	Apply the theories learnt for solving living issues	3

Unit No.	Title of Units and Contents	No. of Lectures
<b>I</b>	<b>Introduction to Philosophy</b> What is philosophy? Branches of Philosophy	2
<b>II</b>	<b>Indian Approaches to Good Life</b> Good Life and suffering (Traditional Vedic, Buddhism, Jainism, Sankhya) Sukhamayu, Hitamayu (Ayurveda) Niškāmakarma (Bhagavadgeeta) Practical Vedanta (Swami Vivekananda)	14
<b>III</b>	<b>Western Approaches to Good Life</b> Socrates, Plato (With ref. to <i>Symposium</i> ) Stoicism (Apatheia) Epicureanism Aristotle (Eudaimonia)	14

**Learning resources:**

1. Copleston, Frederick S.J. , *A History of Philosophy*, Vol. I, Image Books Edition, 1962: (Volume 1)
2. Hiriyanna, M., & Hiriyanna, M. (1993). *Outlines of Indian Philosophy*. Motilal Banarsidass Publ.
3. Bhārgava, D. (1968). *Jaina Ethics*
4. Chatterjee, S., & Datta, D. (2016). *An Introduction to Indian Philosophy*. Motilal Banarsidass.
5. Vivekananda, S. (1991). *Practical Vedanta*.

<b>F.Y.B.A. PHILOSOPHY SEMESTER I</b>		
<b>PHI-120</b>	<b>Leading a Good Life- Indian and Western Approaches (OE-1)</b>	<b>Number of Credits: 02</b>
<b>On completion of the course, the students will be able to:</b>		<b>Bloom's Cognitive level</b>
CO1	Define Philosophy and list its branches and characteristics, identify fundamental issues in different branches of Philosophy	1
CO2	List the components of a Good Life	1
CO3	Discuss the relevance of different Philosophical approaches to leading a good life	2
CO4	Apply the theories learnt for solving living issues	3

Unit No.	Title of Units and Contents	No. of Lectures
<b>I</b>	<b>Introduction to Philosophy</b> What is philosophy? Branches of Philosophy	2
<b>II</b>	<b>Indian Approaches to Good Life</b> Good Life and suffering (Traditional Vedic, Buddhism, Jainism, Sankhya) Sukhamayu, Hitamayu (Ayurveda) Nişkāmakarma (Bhagavadgeeta) Practical Vedanta (Swami Vivekananda)	14
<b>III</b>	<b>Western Approaches to Good Life</b> Socrates, Plato (With ref. to <i>Symposium</i> ) Stoicism (Apatheia) Epicureanism Aristotle (Eudaimonia)	14

**Learning resources:**

1. Copleston, Frederick S.J., *A History of Philosophy*, Vol. I, Image Books Edition, 1962: (Volume 1)
2. Hiriyanna, M., & Hiriyanna, M. (1993). *Outlines of Indian Philosophy*. Motilal Banarsidass Publ.
3. Bhārgava, D. (1968). *Jaina Ethics*
4. Chatterjee, S., & Datta, D. (2016). *An Introduction to Indian Philosophy*. Motilal Banarsidass.
5. Vivekananda, S. (1991). *Practical Vedanta*.



<b>PHI-140</b>	<b>Essentials of Critical Thinking (SEC-1)</b>	<b>Number of Credits: 02</b>
<b>On completion of the course, the students will be able to:</b>		<b>Bloom's Cognitive level</b>
CO1	Identify the components of an argument	1
CO2	Identify the assumptions made in day-to-day instances of reasoning	1
CO3	Understand the relation between truth and validity	2
CO4	Analyze arguments for their structure	3

Unit No.	Title of Units and Contents	No. Of Lecture
<b>I</b>	-What is Critical Thinking? - Significance of Critical Thinking -Components of an Argument - Premises, Hidden premises, Conclusion, Intermediate Conclusions -Truth and Validity	20
<b>II</b>	-Identifying Assumptions in arguments -Exercises in identification of arguments and their components	10

#### **Learning resources**

1. Sen, M. (2010). *An Introduction to Critical Thinking*. Pearson Education India.
2. Thomson, A. (2009). *Critical Reasoning: A Practical Introduction*. Routledge.
3. Hitchcock, David, "Critical Thinking", *The Stanford Encyclopedia of Philosophy* (Winter 2022 Edition), Edward N. Zalta & Uri Nodelman (eds.), URL = <https://plato.stanford.edu/archives/win2022/entries/critical-thinking/>.

**F.Y.B.A. LOGIC SEMESTER I**

<b>LOG111</b>	<b>Traditional Logic – Syllogistic Reasoning (Minor- Theory)</b>	<b>Number of Credits: 02</b>
<b>On completion of the course, the students will be able to:</b>		<b>Bloom’s Cognitive level</b>
CO1	Comprehend the nature and scope of logic; identify the types and structure of reasoning	1
CO2	Distinguish between Inductive and Deductive Inferences and Valid and Invalid forms of reasoning	2
CO3	Evaluate arguments to identify errors in reasoning	3
CO4	Build arguments using valid and invalid forms	6

Unit No.	Title of Units and Contents	No. of Lectures
<b>I</b>	Logical Reasoning – Definition, Nature and Scope Understanding Basic Concepts – Argument, Inference, Proposition, Truth, Validity and Soundness Deductive and Inductive Inference Traditional Classification of Propositions Nature and Classification of Categorical Propositions	15
<b>II</b>	<b>Immediate Inference</b> Traditional Square of Opposition Conversion, Obversion and Contraposition <b>Mediate Inference – Rules and Formal Fallacies</b> Categorical Syllogism Disjunctive Syllogism Hypothetical Syllogism Dilemma	15

**Learning resources:**

1. Irving Copi, Karl Cohen and Kenneth M’cmohan, *Introduction to Logic*, 15<sup>th</sup> Edition, Pearson
2. Patrick J. Hurley, *A Concise Introduction to Logic*, 11<sup>th</sup> Edition, Wadsworth Cenage Learning
3. Chhanda Chakraborti, *Logic – Informal, Symbolic and Inductive*, 2<sup>nd</sup> Edition, PHI Learning

**F.Y.B.A. LOGIC SEMESTER I**

<b>LOG120</b>	<b>Traditional Logic – Syllogistic Reasoning (OE-1)</b>	<b>Number of Credits: 02</b>
<b>On completion of the course, the students will be able to:</b>		<b>Bloom’s Cognitive level</b>
CO1	Comprehend the nature and scope of logic; identify the types and structure of reasoning	1
CO2	Distinguish between Inductive and Deductive Inferences and Valid and Invalid forms of reasoning	2
CO3	Evaluate arguments to identify errors in reasoning	3
CO4	Build arguments using valid and invalid forms	6

Unit No.	Title of Units and Contents	No. of Lectures
<b>I</b>	Logical Reasoning – Definition, Nature and Scope Understanding Basic Concepts – Argument, Inference, Proposition, Truth, Validity and Soundness Deductive and Inductive Inference Traditional Classification of Propositions Nature and Classification of Categorical Propositions	15
<b>II</b>	<b>Immediate Inference</b> Traditional Square of Opposition Conversion, Obversion and Contraposition <b>Mediate Inference – Rules and Formal Fallacies</b> Categorical Syllogism Disjunctive Syllogism Hypothetical Syllogism Dilemma	15

**Learning resources:**

1. Irving Copi, Karl Cohen and Kenneth M’cmohan, *Introduction to Logic*, 15<sup>th</sup> Edition, Pearson
2. Patrick J. Hurley, *A Concise Introduction to Logic*, 11<sup>th</sup> Edition, Wadsworth Cengage Learning
3. Chhanda Chakraborti, *Logic – Informal, Symbolic and Inductive*, 2<sup>nd</sup> Edition, PHI Learning

<b>F.Y.B.A. PHILOSOPHY SEMESTER II</b>		
<b>PHI-150</b>	<b>Introduction to Greek Philosophy (Major- Theory)</b>	<b>Number of Credits: 02</b>
<b>On completion of the course, the students will be able to:</b>		<b>Bloom’s Cognitive level</b>

CO1	Trace the historical development of Greek thought from Mythos to Logos	1
CO2	Understand the development of Natural Philosophy through	2
CO3	Apply the Socratic method in the Philosophical discourse	3
CO4	Engage into conceptual and historical analysis of ideas and theories	4

Unit No.	Title of Units and Contents	No. of Lectures
I	<b>The Pre-Socratic Philosophers</b> -Thales,Anaximander, Anaximenes- Cosmology -Heraclitus: Doctrine of Flux -Parmenides: Doctrine of Being, Zeno’s Paradoxes -Pythagoras: Harmony of Spheres -Democritus (Atomism)	15
II	<b>Sophists and Socrates</b> -Protagoras and Gorgias (Relativism and Skepticism) -Socrates: Virtue is Knowledge and its critique, Socratic Method, Need for Critical Inquiry - Reading of Selected sections of <i>Crito</i> , <i>Apology</i> , <i>Meno</i> , <i>Symposium</i>	15

### Learning resources

1. W T Stace, A Critical History of Greek Philosophy, Macmillan Martin’s Press,1969.
2. W, K.C. Guthrie, The Greek Philosophers from Thales to Aristotle, Methuen and Co.LTD.London,1967
3. Copleston, F. J., A History of Philosophy, Image Books Edition, 1962: (Volume 1)
4. Guthrie, W. K. C. (1969). The Sophists. London: Cambridge University Press.
5. O’connor, D. (1985). *Critical History of Western Philosophy*.

<b>F.Y.B.A. PHILOSOPHY SEMESTER II</b>		
<b>PHI-151</b>	<b>Foundations of Philosophy – II (Major- Theory)</b>	<b>Number of Credits: 04</b>
<b>On completion of the course, the students will be able to:</b>		<b>Bloom's Cognitive level</b>
CO1	Understand the nature of metaphysics and list different metaphysical questions	1
CO2	Explain and distinguish between the metaphysical approaches in the Indian and the Western traditions	2
CO3	Elaborate upon the fundamental ethical concepts and traditional ethical theories from India as well as the West	2
CO4	Understand the nature of art and discuss the relation between art and morality	2
CO5	Demonstrate the concepts of Rasa and Bhava through various Performing Arts	3

Unit No.	Title of Units and Contents	No. of Lectures
<b>I</b>	<b>Metaphysics (Western)</b> Monism, Dualism, Pluralism, Idealism, Materialism, Realism, Democritus, Plato, Descartes <b>Metaphysics (Indian)</b> Charvaka materialism, Buddhist concept of reality, Sankhya dualism, Jaina Pluralism, Advaita Vedanta monistic Idealism	20
<b>II</b>	<b>Ethics (Western) (Basic concepts and theories)</b> 1) Nature of Ethics, Need for Ethics 2) Basic concepts in Ethics: Good, Right, Duty, Justice 3) Theoretical approaches: Consequentialism, Deontology 4) Theoretical approaches: Egoism, Hedonism	15
<b>III</b>	<b>Ethics (Indian)</b> 1) Concepts of Ruta, Runa, Preyas, Shreyas and Nihshreyas 2) Theory of Purusharthas: Introduction 3) The concept of Dharma, Classification of Dharma 4) The Law of Karma, Classification of karma	15
<b>IV</b>	<b>Aesthetics</b> Concept of Beauty, Nature of Art, Art and Morality, Concepts of Rasa and Bhava (Bharatmuni's Natyashastra)	10

**Learning resources:**

1. Kedarnath Tiwari: *Classical Indian Ethical Thought*; Motilal Banarsidas, Delhi, 1998.
2. H.H. Titus: *Ethics for Today*, Eurasia Publishing House Pvt. Ltd., New Delhi, 1966.
3. William Lillie: *An Introduction to Ethics*, Allied Publishers Limited, New Delhi Indian Edition, 2001).
4. William Frankena: *Ethics*, Prentice Hall of India, New Delhi, 1993.
5. Titus H. H.: *Living Issues in Philosophy: An Introductory Text Book*, Eurasia Publishing House Pvt. Ltd., New Delhi, 1968.
6. Datta and Chatterjee: *An Introduction to Indian Philosophy*, University of Calcutta, Calcutta, 2008.
7. John Hospers: *Introduction to philosophical Analysis*, Allied Publishers, Bombay, 1975

<b>F.Y.B.A. PHILOSOPHY SEMESTER II</b>		
<b>PHI-161</b>	<b>Philosophy of Religion (Minor- Theory)</b>	<b>Number of Credits: 02</b>
<b>On completion of the course, the students will be able to:</b>		<b>Bloom's Cognitive level</b>
CO1	Explain the concepts of Theology, Religion and Dharma	2
CO2	Distinguish between Philosophy of Religion and Theology	2
CO3	Demonstrate a basic understanding of the concept of God in various religious traditions	3
CO4	Analyse the arguments given as proofs for existence of God	4
CO5	Examine the nature of Religion as a Social Institution and its impact on society	4

Unit No.	Title of Units and Contents	No. of Lectures
<b>I</b>	<b>Introduction to Philosophy of Religion</b> Concepts of Religion and Dharma Difference between Philosophy and Theology, Reason, Revelation and Faith	4
<b>II</b>	<b>Concept of God and Proofs for existence of God</b> Judeo-Christian Tradition - Ontological argument, cosmological argument, teleological argument, Indian Schools - Yoga, Nyaya, Jain, Carvaka	12
<b>III</b>	<b>Religion and Philosophy of Religion</b> Religions without God (Jainism, Buddhisim, Mimansa), Religion as Social Institution, Comparative Religion - views by Dr. B. R Ambedkar, Swami Vivekananda, Freud/Marx	14

**Learning resources:**

1. Hospers J. (2017). *An Introduction to Philosophical Analysis* (Chapter 7). Routledge.
2. Nye M. (2003). *Religion: The basics* (Chapter 5). Routledge.
3. Galloway G. (1951). *The Philosophy of Religion*. T & T Clark.
4. Hick J. H. (2006). *Philosophy of Religion*. Prentice-Hall of India.
5. Datta & Chatterje. (2012). *An Introduction to Indian Philosophy*. Routledge.
6. Ambedkar B.R. (1974). *The Buddha and his Dhamma*. Siddharth Prakashan.
7. Selections from the Complete works of Swami Vivekananda, Advaita Ashrama, Mayavati, Himalayas, 1998.
8. Freud S. On Religion. <https://iep.utm.edu/freud-r/>

<b>F.Y.B.A. PHILOSOPHY SEMESTER II</b>		
<b>PHI-170</b>	<b>Philosophy of Religion (OE-2)</b>	<b>Number of Credits: 02</b>
<b>On completion of the course, the students will be able to:</b>		<b>Bloom's Cognitive level</b>
CO1	Explain the concepts of Theology, Religion and Dharma	2
CO2	Distinguish between Philosophy of Religion and Theology	2
CO3	Demonstrate a basic understanding of the concept of God in various religious traditions	3
CO4	Analyse the arguments given as proofs for existence of God	4
CO5	Examine the nature of Religion as a Social Institution and its impact on society	4

<b>Unit No.</b>	<b>Title of Units and Contents</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Introduction to Philosophy of Religion</b> Concepts of Religion and Dharma Difference between Philosophy and Theology, Reason, Revelation and Faith	4
<b>II</b>	<b>Concept of God and Proofs for existence of God</b> Judeo-Christian Tradition - Ontological argument, cosmological argument, teleological argument, Indian Schools - Yoga, Nyaya, Jain, Carvaka	12
<b>III</b>	<b>Religion and Philosophy of Religion</b> Religions without God (Jainism, Buddhism, Mimansa), Religion as Social Institution, Comparative Religion - views by Dr. B. R Ambedkar, Swami Vivekananda, Freud/Marx	14

**Learning resources:**

1. Hospers J. (2017). *An Introduction to Philosophical Analysis* (Chapter 7). Routledge.
2. Nye M. (2003). *Religion: The basics* (Chapter 5). Routledge.
3. Galloway G. (1951). *The Philosophy of Religion*. T & T Clark.
4. Hick J. H. (2006). *Philosophy of Religion*. Prentice-Hall of India.
5. Datta & Chatterje. (2012). *An Introduction to Indian Philosophy*. Routledge.
6. Ambedkar B.R. (1974). *The Buddha and his Dhamma*. Siddharth Prakashan.
7. Selections from the Complete works of Swami Vivekananda, Advaita Ashrama, Mayavati, Himalayas, 1998.
8. Freud S. On Religion. <https://iep.utm.edu/freud-r/>

<b>F.Y.B.A. Logic Semester II</b>		
<b>LOG-161</b>	<b>Introduction to Symbolic Logic (Minor- Theory)</b>	<b>Number of Credits: 02</b>
<b>On completion of the course, the students will be able to:</b>		<b>Bloom's Cognitive level</b>
CO1	List different types of propositions according to the Modern Classification of Propositions and enumerate the different types of Sets	1
CO2	Explain the need for symbolic logic and understand the truth functional nature of Propositional Logic and Use the different operations on Sets	2
CO3	Symbolize simple and truth functionally compound propositions and employ the Truth table and Shorter Truth Table methods of decision procedure	3
CO4	Employ the procedure for demonstrating Invalidity	3

<b>Unit No.</b>	<b>Title of Units and Contents</b>	<b>No. of Lectures</b>
<b>I</b>	<ul style="list-style-type: none"> <li>• Need for Propositional Logic</li> <li>• Modern Classification of Propositions</li> <li>• Basic Truth Functions</li> <li>• Propositional Constants, Propositional Variables and Propositional Connectives</li> <li>• Symbolization of Propositions</li> </ul>	10
<b>II</b>	<ul style="list-style-type: none"> <li>• Introduction to Decision Procedure</li> <li>• Truth Table Method</li> <li>• Shorter Truth Table Method</li> </ul>	10
<b>III</b>	<ul style="list-style-type: none"> <li>• Demonstrate of Invalid arguments</li> <li>• Set theory (Definition, Types and Operations)</li> </ul>	10



F.Y.B.A. Logic Semester II		
LOG-170	Introduction to Symbolic Logic (OE-2)	Number of Credits: 02
On completion of the course, the students will be able to:		Bloom's Cognitive level
CO1	List different types of propositions according to the Modern Classification of Propositions and enumerate the different types of Sets	1
CO2	Explain the need for symbolic logic and understand the truth functional nature of Propositional Logic and Use the different operations on Sets	2
CO3	Symbolize simple and truth functionally compound propositions and employ the Truth table and Shorter Truth Table methods of decision procedure	3
CO4	Employ the procedure for demonstrating Invalidity	3

Unit No.	Title of Units and Contents	No. of Lectures
<b>I</b>	<ul style="list-style-type: none"> <li>• Need for Propositional Logic</li> <li>• Modern Classification of Propositions</li> <li>• Basic Truth Functions</li> <li>• Propositional Constants, Propositional Variables and Propositional Connectives</li> <li>• Symbolization of Propositions</li> </ul>	10
<b>II</b>	<ul style="list-style-type: none"> <li>• Introduction to Decision Procedure</li> <li>• Truth Table Method</li> <li>• Shorter Truth Table Method</li> </ul>	10
<b>III</b>	<ul style="list-style-type: none"> <li>• Demonstrate of Invalid arguments</li> <li>• Set theory (Definition, Types and Operations)</li> </ul>	10

### Learning Resources

1. Copi I., Kohen K. and M'cmohan K. (2011) *Introduction to Logic*, 14th Edition, Pearson.
2. Hurley P. (2012) *A Concise Introduction to Logic*, 11th Edition, Wadsworth Cenage Publication.
3. Chakraborti, C. (2007) *Logic Informal, Symbolic and Logic*, Prentice-Hall of India Pvt. Limited

<b>F.Y.B.A. PHILOSOPHY SEMESTER II</b>		
<b>PHI-190</b>	<b>Elements of Non-Formal Reasoning (SEC-2)</b>	<b>Number of Credits: 02</b>
<b>On completion of the course, the students will be able to:</b>		<b>Bloom's Cognitive level</b>
CO1	Explain the nature of causal reasoning and identify the errors in causal reasoning	2
CO2	Identify the fallacies in reasoning in the ordinary discourse	1
CO3	Distinguish between fallacious and non-fallacious reasoning	3

<b>Unit No.</b>	<b>Title of Units and Contents</b>	<b>No. of Lectures</b>
<b>I</b>	- Inductive Arguments – Causal Reasoning -Direct and Indirect Causes, Necessary and Sufficient Causes, Mill's Methods -Errors in Causal Reasoning	20
<b>II</b>	-Understanding Non-formal fallacies of Reasoning -Logic-Based Therapy- Fallacies of Emotional Reasoning	10

### **Learning Resources**

1. Sen, M. (2010). *An Introduction to Critical Thinking*. Pearson Education India.
2. Thomson, A. (2009). *Critical Reasoning: A Practical Introduction*. Routledge.
3. Hitchcock, David, "Critical Thinking", *The Stanford Encyclopedia of Philosophy* (Winter 2022 Edition), Edward N. Zalta & Uri Nodelman (eds.), URL = <https://plato.stanford.edu/archives/win2022/entries/critical-thinking/>.
4. Tittle, P. (2011). *Critical Thinking: An Appeal to Reason*. Routledge.
5. Cohen, E. D. (2016). *Logic-Based Therapy and Everyday Emotions: A Case-Based Approach*. Lexington Books.