



BA- Logic and Philosophy – Semester- V
Syllabus with effect from the Academic Year 2023-2024

Course Code	UA05CPHI51	Title of the Course	Indian Culture
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. The aim of this course is to introduce the students to understand the basic knowledge about early philosophy of Indian culture and theories.2. After the completion of the course the students are acquainted with the Philosophical issues and oriented to apprehend the philosophical values and ideals.
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Course Content		
Unit	Description	Weightage* (%)
1.	Philosophy and Culture : Definition and nature of culture, characteristics of Indian culture, Main community in ancient India, Indus basin culture and its nature, Vaidik and Auopanishadik Culture.	25
2.	Culture of Smruti age, Ethics in culture of Ramayana and Mahabharata, Shraman culture and Jaina-Buddha religion.	25
3.	Philosophy of culture in Darshanik age, Political, Justice Thought in Indian culture.	25
4.	Social Philosophy in Indian culture, Islam and Indian culture, British age, modern India and New ideological organizations, contemporary Indian culture.	25

Teaching-Learning Methodology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Field trips, Seminar, Quizzes
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%



Course Outcomes: Having completed this course, the learner will be able to

1.	assess the significance of events, ideas, or artefacts in their cultural context.
2.	be capable of studying cultural topics independently.
3.	develop the ability to locate a variety of historic source materials in the library and other locations.
4.	be able to organize an oral presentation on a cultural subject.
5.	present their work in class using appropriate methods and means of presentation.

Suggested References:

Sr. No.	References
1.	Dr. M.D.Kotecha – Bhartiya Sanskruti na Tatvik Adharo.- University Granth nirman Board.
2.	Dr. S. Shrikanta Sastri – Indian Culture - Durlabh eSahitya Corner
3.	Krishna Chandra Kanth- भारतीय संस्कृति का नीति संकलन – CD-106, Sector-3, Ranchi. 834004
4.	Shri Aravind – भारतीय संस्कृति के पक्ष में- Durlabh eSahitya Corner

On-line resources

<https://www.amazon.in/BHARTIYA-SANSKRITI-PAKSH>



BA- Logic and Philosophy – Semester- V
Syllabus with effect from the Academic Year 2023-2024

Course Code	UA05CPHI52	Title of the Course	Empiricism
Total Credits of the Course	04	Hours per Week	04
Course Objectives:	1. The aim of this course is to introduce the students to understand the basic knowledge about philosophy of empiricism and theories. 2. After the completion of the course the students are acquainted with the Philosophical issues and oriented to apprehend the philosophical values and ideals.		

Course Content		
Unit	Description	Weightage* (%)
1.	John Locke Criticism of innate ideas, Ideas and their classification, Knowledge and its grades, Substance, Qualities, Primary and Secondary	25
2.	George Berkeley Rejection of abstract ideas, Rejection of the distinction between Primary and Secondary Qualities, 'Esse est percipi', The problem of Solipsism	25
3.	David Hume Impressions and ideas, Judgments concerning matter of fact, Causality, External world, Self and Personal identity, Rejection of Metaphysics, Scepticisms	25
4.	Immanuel Kant Rationalism and Empiricism, Copernican revolution, Views on Metaphysics and Science, Analytic and Synthetic propositions, Synthetic A priori, Space and Time	25

Teaching-Learning Methodology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Field trips, Seminar, Quizzes
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%



SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2023-2024

2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	Demonstrate a general knowledge of the origins and major developments in 17th and 18th century empiricist philosophy.
2.	Demonstrate an understanding of the methods and approaches employed by 17th and 18th century empiricist philosophers.
3.	Demonstrate an understanding of some of the major works published by empiricist philosophers in the 17th and 18th century.
4.	Recognize and articulate the connections between major theories advanced by philosophers working in the empiricist tradition.
5.	Reflect critically in discussion and in writing on the fundamentals of 17th and 18th century empiricist philosophy.

Suggested References:

Sr. No.	References
1.	Dr. Mukund Kotecha and Dr. Bhupendra Gajera: Paschatya Tatvagnanani Ruparekha, Parsva Prakashan, Ahmedabad.
2.	Rosers A.K.: A Students History of Philosophy (Anu.) Dr. J.A.Yagnik
3.	Stall W.T.: A Critical History of Greek Philosophy
4.	Masiha Yakub: A history of Adhunik Chintan

On-line resources

<https://epustakalay.com/book/16725-pashchatya-darshan-by-chandradhar-sharma/>

<https://epustakalay.com/book/50436-paschatya-darshan-ka-itihhas-aadunik-yug-by-shashadhar-datt/>



BA- Logic and Philosophy – Semester- V
Syllabus with effect from the Academic Year 2023-2024

Course Code	UA05CPHI53	Title of the Course	Modern Indian Thinkers-I
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<p>1. The aim of this course is to introduce the students to understand the basic knowledge about modern Indian thinkers and their theories.</p> <p>2. This course will explore the social and political aspects of contemporary Indian philosophy. While contemporary /modern Indian philosophy is perhaps best read as an exploration of some very important ideas in the disciplines of logic and epistemology, as well as responses to modern Western Science, this course will confine itself to philosophical discussions about the social and political aspects of the human condition. It will begin with Kant's seminal essay on the meaning of the enlightenment and go on to focus on the writings of some significant figures in Indian modernity- Aurobindo, Swami Vivekanand, Rajnish. It will be interested chiefly in concepts that were central to Indian modernity and to the intellectual engagements of these thinkers- Swami Vivekananda, renaissance, caste, Religion, rights, equality and Nationalism. This course will bring out the distinctive notion of an Indian modernity which emerged as the “old world Indian mind” engaged with the European ideas of the enlightenment and individual liberty. A substantial literature has developed on the related concepts of Multiple Modernities and Alternative Modernities. This course will attempt to bring out the specificities of the Indian modernity by reading thinkers.</p>
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Course Content		
Unit	Description	Weightage* (%)
1.	Sri Aurobindo and Mataji The concept of Absolute, Existence , Being and Becoming, Nature of the Absolute, Mind and Super mind, Knowledge, Four Tapasya	25
2.	Sri Aurobindo’s Concept of Soul The concept of soul and Salvation, Jivatman and the psychic being, Salvation, its nature Sri Aurobindo’s Concept of Evolution 1. Theory of Evolution 2. Purpose of evolution	25
3.	Swami Vivekananda and Maharshi Ramana The concept of absolute, The concept of Maya, Salvation, Education	25
4.	Swami Vivekananda’s Views on Man and Spirit Philosophy of humanism, Ideals of renunciation and service, Yoga Religion and spirituality, Practical Vedanta, Acharya Rajanish Religions And Religiosity, Love, Self-knowledge - God and Existence, Zorba The Buddha, categories of human consciousness, Sakshibhav	25





Teaching-Learning Methodology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Field trips, Seminar, Quizzes
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	identify some of the foundational problems and issues of modern Indian philosophy and its political and social context
2.	critically engage with select Indian philosophical texts of the modern period and identify, summarise, and criticise, in an intellectually sensitive way, the philosophical positions of these texts
3.	relate some of the core concepts and theories of modern Indian philosophy to concepts and ideas in classical Indian philosophy and contemporary European thought
4.	identify different ways of “doing philosophy”, develop an ability to use a variety of philosophical approaches in addressing contemporary issues, and gain an appreciation of how these approaches may be integrated more practically as a “way of life”.

Suggested References:	
Sr. No.	References
1.	Dutta, D.M., 1968, The Chief Currents of Contemporary Philosophy, Calcutta, Calcutta university press.
2.	Narvane, V.S. , 1970, Modern Indian Thought , Bombay, Asia Publishing House
3.	Lal. Basant Kumar, 1978, Contemporary Indian Philosophy, Delhi, Motilal Banarsidass
4.	Dr. B G Desai, Adhunik Bharatiy Tattvagyan, UGNB, Ahmedabad.
5.	M.K.Bhatt, Shri Arobindanu Tattvadarshan, UGNB, Ahmedabad.

On-line resources
https://www.jstor.org/stable/2181796
https://books.google.co.uk/books?id=v-yRJRJUCT4C&printsec=copyright





BA- Logic and Philosophy – Semester- V
Syllabus with effect from the Academic Year 2023-2024

Course Code	UA05CPHI54	Title of the Course	Metaphysics
Total Credits of the Course	04	Hours per Week	04
Course Objectives:	<p>1.The course is designed to give a systematic introduction to philosophical problems that are metaphysical; to show what distinguishes metaphysical problems from other philosophical problems.</p> <p>2. This course will provide students with an overview of important basic concepts, arguments and positions in metaphysics.</p>		

Course Content		
Unit	Description	Weightage* (%)
1.	Definition and scope of metaphysics, Nature of Metaphysics, relationship of Metaphysics with Epistemology, Science and Religion. Method of metaphysics, Socrates' Method, Rational Method, Empirical Method, Phenomenological Method.	25
2.	Theories of mind, Behaviorism, Interactionism, etc., Freedom and Determinism, Self determinism , The concept of God, Arguments for the Existence of God, God and World, Problem of Evil	25
3.	The concept of causality in Indian and Western philosophy, Arambhavada, Parinamvada, Pratityasamutpada. satkaryavada-Asatkaryavada	25
4.	The concept of self and world in Buddhism , Advaita Vedanta, Jainism, Sankhya and Geeta - also western views.	25

Teaching-Learning Methodology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Field trips, Seminar, Quizzes
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%





Course Outcomes: Having completed this course, the learner will be able to

1.	Students attending this course are expected to familiarize themselves with some of the basic methods and problems of contemporary metaphysics.
2.	They shall also be introduced into some of the basic current debates and learn how metaphysical problems are related to other philosophical issues in the philosophy of language, mind, and physics.
3.	Students are expected to acquire the ability to reconstruct and analyze philosophical arguments or positions.
4.	These involve the understanding of validity and soundness of the arguments, the ability to identify background principles and assumptions as well as the ability to draw out the consequences of certain philosophical commitments.
5.	They should be familiarized with the main contemporary views and debates about metaphysics and ontology.

Suggested References:

Sr. No.	References
1.	Mukund Kotecha and Bhupendra Gajera: Paschatya tatvaganani ruprekha, Bookstar Publication, Ahmedabad.
2.	Rosers A.K.: Students History of Philosophy (Anu.)Dr. J.A.Yagnik, Uni. Grunth Nirman Board, Ahmedabad
3.	Rusell B. : A History of Western Philosophy
4.	Titus H.H. : Living Issues in Philosophy, Euresia Publishing House, New Delhi.
5.	Sharma, C.D., 1983, The Critical Survey of Indian Philosophy, Delhi, Motilal Banarasidass.
6.	Russell, Bertrand., 1997, The Problems of Philosophy , London, Oxford University press
7.	Taylor, Richard., 1963, Metaphysics , Englewood Cliffs, N.J., Prentice Hall

On-line resources

<https://www.worldhistory.org/search/?q=metaphysics>





BA- Logic and Philosophy – Semester- V
Syllabus with effect from the Academic Year 2023-2024

Course Code	UA05SPHI51	Title of the Course	Philosophy of Education-I
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<p>1. This course is designed to emphasize how philosophical ideas about education developed over a considerable period.</p> <p>2. This course also will address how historical influences, settings, and ideas have influenced and continue to have relevance for education and life today.</p>
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Course Content		
Unit	Description	Weightage* (%)
1.	Meaning of Education, Education and Philosophy, Psychology, Sociology. Educational aims, normative aspects of the curriculum, Value theory and curriculum, Aesthetic dimension of the curriculum.	50
2.	Religious education, Secularism – Humanistic religious education Value education- Direct and indirect method of value education- theory and practical- temporal and eternal value, Vocational education- Liberal education.	50

Teaching-Learning Methodology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Field trips, Seminar, Quizzes
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	50%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	50%
3.	University Examination	00%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand and explain educationally important theories and concepts that have historically been used to organize and explain human experience.





2.	Understand and employ the principles of contemporary education to think clearly and critically.
3.	Apply relevant educational theories to contemporary and historical educational problems.
4.	Articulate and argue for a philosophical position both in writing and in oral presentation.

Suggested References:

Sr. No.	References
1.	Dhanvant Desai and Shah: Shikshanni Vartman Filsufi, R.R.Sheth, Amdavad.
2.	Jayendra Dave (Shastri): Kelavanina Tatvik Adharo, Uni.G.N.Board, Amdavad.
3.	Dr. KulinPandya: KelavaniniTatvikVichardharao, Balgovind, Amdavad.
4.	Akruala C.K.:Bhartiy shikshanna Adhunik Prashno Ane Pravaho, Bhart Prakashan, Amdavad.

On-line resources

<https://plato.stanford.edu/entries/education-philosophy/>

<https://www.edutopia.org/blog/what-your-educational-philosophy-ben-johnson>





BA- Logic and Philosophy – Semester- VI
Syllabus with effect from the Academic Year 2023-2024

Course Code	UA06CPHI51	Title of the Course	Plato's Republic
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. To gain a sense of how the disparate parts of the Republic constitute an argument.2. To grasp how the overall argument answers the threat of immorality or nihilism.3. To appreciate the Republic as a portrayal of philosophy, as philosophy seeks to inform governance, and as it differs from general rationality.4. To understand the parallel approaches to justice in the Republic, as a characteristic of constitutions and as a virtue grounded in a person's psychic balance.5. To attain an overview of Platonic metaphysics and the dualism of 'Plato's two worlds.'
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Course Content		
Unit	Description	Weightage* (%)
1.	Classification of Plato's Literature, Place of Republic, Cephalus-Justice as Honesty, Polemarchus-Justice as Helping Friends and Harming Enemies, Thrasymachus-Justice as the Interest of the Stronger, Thrasymachus-Is Injustice more profitable than Justice? Comparison of the just and unjust lives	25
2.	The Rudiments of Social Organization, The Luxurious State, The Guardian's Temperament, Primary Education of the Guardians, Censorship of Literature for School Use, The Influence of Dramatic Recitation, The Aim of Physical Training Poetry and Music in Education	25
3.	Selection of Rulers: The Guardians' Manner of Living, The Guardians' Duties, The Virtues in the State, The Three Parts of the Soul, The Virtues in the Individual, The Equality of Women, Philosopher Kings	25
4.	Knowledge, Four Stages of Cognition-The Line, The Allegory of the Cave, Higher Education, The Fall of the Ideal State, Proof of Immortality, The Rewards of Justice in this Life, The Myth of Er	25



Teaching-Learning Methodology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Field trips, Seminar, Quizzes
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	To identify the basic questions and concepts of social and political philosophy.
2.	To explain the three criteria involved in examining and evaluating social and political theories.
3.	Acquire skills in philosophical reasoning, including constructing and analyzing arguments, recognizing ethical issues, and gaining an ability think critically about their own values and assumptions.

Suggested References:	
Sr. No.	References
1.	PathakPranjivan : (Tr.) Plato: The Republic, Comfort Edition Adarshnagar, Gujarat Vidyasabha
2.	Popper Karl: Open Society and Its Enemies, Vol.-1(The spell of Plato)
3.	Taylor A.E.: Plato, The man and His Works, Nettleship- Lecturs on Plato
4.	Patel N.B.: Plato nu Republic (Guj) II Edition, Granth Nirman Board

On-line resources
https://en.wikipedia.org/wiki/Republic_(Plato)
https://iep.utm.edu/republic/



BA- Logic and Philosophy – Semester- VI

Course Code	UA06CPHI52	Title of the Course	Philosophical Problems and Theories
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<p>1.The aim of this course is to introduce the students to understand the basic knowledge about philosophical problems and its theories.</p> <p>2.learn to improve their analytical writing skills. Philosophical discussions in the classroom are expected to foster listening and speaking skills and to provide practice at exploring, defending, and constructively criticizing ideas and claims with others. Students also become familiar with some of the major figures and schools of thought in the intellectual tradition, and develop an appetite for further study and learning.</p>
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Course Content		
Unit	Description	Weightage* (%)
1.	Definition and Scope of metaphysics- Possibility of metaphysics- The method of Philosophy: Empiricism, Rationalism, Criticism, Intuitionism, Dialectic method and Indian method.	25
2.	The nature and test of Truth: Correspondence theory, Coherence theory, Pragmatist theory. Theory of Reality: Realism, Idealism, Materialism. Problem of One and Many- Monism, Dualism and Pluralism.	25
3.	Problem of causation according to Aristotle and Hume.The problem of Mind- Body Relation according to Descartes, Spinoza, Leibnitz, Bergson Watson, Psycho Analysis. Problem of Freedom: Necessity of Freedom, The denial of Freedom, Libertarianism, Determinism, Self-determinism.	25
4.	The Problem of God: The nature of God- Proofs for the existence of God- God and the World: Deism, Pantheism, Theism- God and the Absolute- Kinds of value	25

Teaching-Learning Methodology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Field trips, Seminar, Quizzes
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%



Course Outcomes: Having completed this course, the learner will be able to

1.	Recognize and respond to the kind of questions or problems that are characteristic of epistemology. For example: What is knowledge? How do we know when we have it? What role does the notion of truth play in knowledge claims? What is scepticism and what is its impact on philosophy?
2.	Explain different philosophical positions or theories that are common to the Western tradition and articulate one's own points of view in a clear, consistent, concise and thorough manner.
3.	Utilize basic tools of philosophic inquiry and argument. These include: (a) communicating an understanding of epistemological theories; (b) practicing critical thinking and reasoning skills by analyzing and evaluating the strengths and weaknesses of other points of view; and, (c) developing and refining one's own arguments or positions on basic topics of epistemological theory.

Suggested References:

Sr. No.	References
1.	H.H.Titus: Living Issues in Philosophy, Eurasia Publications, New Delhi.
2.	H.M.Bhattacharya: The Principles of Philosophy, Uni. of Calcutta.
3.	SatischandraChatterji: The Problems of Philosophy, Uni. of culcatta
4.	C.E.M.Joad: Guide to Philosophy, London.

On-line resources

<https://www.cambridge.org/9780521099936>

https://en.wikipedia.org/wiki/List_of_unsolved_problems_in_philosophy



BA- Logic and Philosophy – Semester- VI
Syllabus with effect from the Academic Year 2023-2024

Course Code	UA06CPHI53	Title of the Course	Modern Indian Thinkers-II
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<p>This course will explore the social and political aspects of contemporary Indian philosophy. While contemporary /modern Indian philosophy is perhaps best read as an exploration of some very important ideas in the disciplines of logic and epistemology, as well as responses to modern Western Science, this course will confine itself to philosophical discussions about the social and political aspects of the human condition. It will begin with Kant's seminal essay on the meaning of the enlightenment and go on to focus on the writings of some significant figures in Indian modernity- Dr. Radhakrishnan, J.Krishnamurti, Maharshi Raman, Iqbal, Dr. Ambedkar, Gandhiji. It will be interested chiefly in concepts that were central to Indian modernity and to the intellectual engagements of these thinkers-Swaraj, renaissance, caste, Religion, rights, equality and Nationalism. This course will bring out the distinctive notion of an Indian modernity which emerged as the “old world Indian mind” engaged with the European ideas of the enlightenment and individual liberty. A substantial literature has developed on the related concepts of Multiple Modernities and Alternative Modernities. This course will attempt to bring out the specificities of the Indian modernity by reading thinkers.</p>
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Course Content		
Unit	Description	Weightage* (%)
1.	Dr. Radhakrishnan- Reflective thinking about substitutes of religion, sense experience, Intellectual and Intuitive knowledge Defense between Intellectual and Intuitive knowledge Concept of Universe, Self, Rebirth, Religious expiries and Ultimate reality	25
2.	J. Krishnamurti- Attitude of existence, Opposition of traditional thinking, Nature of Idea, Human being, Philosophy of act, Freedom and Liberation	25
3.	Maharshi Ramana- Absolute mysticism, Kevlatmavad, Method of Self Inquiry- Dr. Mohmad Iqbal- Metaphysical thinking regarding Self, World and God- B.R. Ambedkar- Ambedkar’s Neo-Buddism	25
4.	Gandhiji- Non- Violence- its principles, Non-violence, renunciation and truth- Five cardinal virtues, Techniques of Satyagraha, Concept of Swaraj- The spiritualization of politics, Concept of ends and means, Concept of fundamental rights and duties, Concept of state, Gandhi and Marx	25



Teaching-Learning Methodology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Field trips, Seminar, Quizzes
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Understand the features of contemporary Indian Philosophy
2.	Explain and defend a position on basic philosophical problems in the contemporary Indian Philosophy
3.	Comprehend the Integral philosophy of Gandhiji, J. Krishnamurti
4.	Analyse the idealism of Dr.S.Radhakrishnan

Suggested References:	
Sr. No.	References
1.	Narvane V.S.: AdhunikBhartiyChintan
2.	Desai B.G.: AdhunikBhartiyTatvagnan
3.	Kotecha M.D.: Shree ramanaMaharshiniTatvadrashiti

On-line resources
https://en.wikipedia.org/wiki/Category:Contemporary_Indian_philosophers
https://www.soas.ac.uk/courseunits/158000192.html



BA- Logic and Philosophy – Semester- VI
Syllabus with effect from the Academic Year 2023-2024

Course Code	UA06CPHI54	Title of the Course	Indian Epistemology
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<p>The aim of this course is to introduce the students to understand the basic knowledge about Indian epistemology and its theories.</p> <p>To introduce and demonstrate the concept of Inference, the second source of cognition as admitted by Indian Philosophy</p> <p>To introduce logic in Indian Philosophy to demarcate it from logic having formal validity only as was found in the Western world.</p>
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Course Content		
Unit	Description	Weightage* (%)
1.	Cognition- Its definition and nature, division of cognition : valid (prama) and Invalid (aprama), validity (pramanya) : its nature, conditions and definitions, valid cognitions (prama) : classification, instruments of cognition (indriya) and their nature.	25
2.	The debate about the nature, origin (Utpatti) and ascertainment (jnapti) of validity : Svatahpramanyavada and Paratahpramanyavada. validity of dream and memory cognitions.	25
3.	Knowledge : savishayatva, sakaratva, svaprakashatva, paraprakashatva.- A brief study of pramanas : pratyaksha, anumana, shabda, arthapatti, anupalabdhi. The theories about invalid perceptual cognitions (khyativada) : akhyati, anyathakhyati, viparitkhyati, atmakhyati, asatkhyati, anirvachaniyakhyati, satkhyati, sadasatkhyati.	25
4.	pramana vyavashta and pramana samplava, the special role of sabda pramana, Nature of knowledge in Sankhya, Yoga, Purvamimansa, Uttarmimansa	25

Teaching-Learning Methodology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Field trips, Seminar, Quizzes
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	15%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	recognise the real characteristic of knowledge i.e., what is knowledge proper, how do we know, what is the justification of knowledge and conditions of knowledge etc...
2.	The student can also explore the important philosophical theories like concepts of cause and substance, judgement and its types,
3.	This paper helps to develop a strong knowledge base of philosophical enquiry and criticism.

Suggested References:	
Sr. No.	References
1.	C.V.Raval: Bharti Darshana
2.	Datta and Chatterjee: Introduction to Indian Philosophy
3.	Dr.Naginbhai Shah: Sankhya-Yoga,Nyaya-Vaisheshika
4.	Govardhan P. Bhatt : Epistemology of the Bhatta School of Purva Mimansa, Varanasi, 1962
5.	D.M.Datta : The Six Ways of Knowledge, Calcutta, 1960

On-line resources
https://plato.stanford.edu/entries/epistemology-india/
http://sdeuoc.ac.in/sites/default/files/sde_videos/INDIAN%20EPISTEMOLOGY.pdf



BA- Logic and Philosophy – Semester- VI
Syllabus with effect from the Academic Year 2023-2024

Course Code	UA06SPHI51	Title of the Course	Philosophy of Education-II
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none">1. This course is designed to emphasize how philosophical ideas about education developed over a considerable period.2. This course also will address how historical influences, settings, and ideas have influenced and continue to have relevance for education and life today.
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Course Content		
Unit	Description	Weightage* (%)
1.	Social change and education, Democratic values and education, Formal and informal education, Education for whole life, Problems of education: Medium- Discipline- Examination and Evaluation- Sex education- De schooling movement.	50
2.	Educational Ideology – Naturalism –Idealism –Pragmatism – Basic education, Professional ethics- Principal dimension of Professional ethics- Applications of Professional ethics.	50

Teaching-Learning Methodology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Field trips, Seminar, Quizzes
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	50%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	50%
3.	University Examination	00%



Course Outcomes: Having completed this course, the learner will be able to

1.	Understand and explain educationally important theories and concepts that have historically been used to organize and explain human experience.
2.	Understand and employ the principles of contemporary education to think clearly and critically.
3.	Apply relevant educational theories to contemporary and historical educational problems.
4.	Articulate and argue for a philosophical position both in writing and in oral presentation.

Suggested References:

Sr. No.	References
1.	Dhanvant Desai and Shah: Shikshanni Vartman Filsufi, R.R.Sheth, Amdavad.
2.	Jayendra Dave (Shastri): Kelavanina Tatvik Adharo, Uni.G.N.Board, Amdavad.
3.	Dr. KulinPandya: KelavaniniTatvikVichardharao, Balgovind, Amdavad.
4.	Akravala C.K.:Bhartiy shikshanna Adhunik Prashno Ane Pravaho, Bhart Prakashan, Amdavad.

On-line resources

<https://plato.stanford.edu/entries/education-philosophy/>

<https://www.edutopia.org/blog/what-your-educational-philosophy-ben-johnson>
