CURRICULUM AND SYLLABUS-LOGIC

SL. NO	OBJECTIVES	CHAPTER/UNIT	SUB UNIT	NO. OF HOURS	LEARNING OUTCOME	EVALUATION	ACTIVITY
1.	Develop correct and analytical thinking. Student of logic thinks scientifically. Develop the validity of thoughts in day-to-day life.	**NATURE OF LOGIC**	Introduction – Need Of Rational Thinking – Thought As A Problem Solving Process – Logic Is a Science And an Art – Logic Is A Normative Science – Definitions Of Logic – Scope Of Logic – Form Of Thought And Matter Of Thought – Truth And Validity – Uses Of Logic _ Inference: Meaning – Kinds – Deductive Inference And Inductive Inference	**15 Hours**	Science of knowledge helped in learning. Student learn why we need rational thinking. Difference between form and matter of thought. Students learn difference between validity and truth. They reason deductively and inductively.	Responding by learning activity. Developing their interest in logic.	Define logic. Difference between truth and validity. Uses of study of logic. Why we need rational thinking? How thought works as a problem solving process? Difference between deductive and inductive inference.
2.	To develop the skill among the students to use the correct language.	**LOGIC AND LANGUAGE**	Purpose Of Language – Descriptive, Expressive, Performative, Introgative – Relation Between Logic And Language	**06 Hours**	Students will know the functions of language.	Students are able to realize the importance of function of language	Define the functions of language. Languages are classified in to four categories. Find an example of each type and explain the purpose it is intended to serve.
3.	To enable the students to know the difference between sentence and proposition. To acquire the ability to reasoning properly.	**JUDGEMEN, SENTENCE & LOGICAL PROPOSITIO N**	Meaning Of Judgement, Sentence And Logical Proposition – Difference Between Sentence And Proposition – Difference Between Word And Term – Subject Term, Predicate Term – Classification Of Terms	**15 Hours**	Students understand the judgement word and terms. They will know the difference between sentence and proposition	Identify the difference between word and terms. And the difference between sentence and proposition.	What is subject term? What is predicate term? Explain the parts of proposition.

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4.	To enable the students to find the classification of proposition in different ways.	**TRADITIONAL CLASSIFICATION OF PROPOSITIONS**	Three-Fold Classification – Categorical, Hypothetical And Disjunctive – Four-Fold Classification Of Categorical Propositions – Distribution Of Terms In Categorical Propositions – Euler's Circle	**16 Hours**	Student will understand the difference between three-fold and four – fold classification of categorical propositions. They understand the proposition with the help of Euler's circle.	Identify the three-fold and four – fold classification of categorical propositions.	Student will draw the Euler's circle. Make the chart of distribution of terms in categorical propositions.
5.	To develop the application among the student to express the difference between immediate and mediate inference.	**KINDS OF DEDUCTIVE INFERENCE**	**A. IMMEDIATE INFERENCE** – Opposition Of Proposition – Square Of Opposition Of Proposition – Eduction 1. Conversion – Rules Of Conversion 2. Obversion – Rules Of Obversion	**20 Hours**	Students are able to give the answer of Opposition of proposition. They know the rules of conversion and Obversion.	Define the Opposition of proposition. Identify the difference between conversion and Obversion.	Write the rules of conversion. Write the rules of Obversion. Explain opposition of proposition with the help of square
	Analysis of different forms of inference to arrive at a systematic way. To enable the skill among the student to judge the relevance of the evidence of the premises to the conclusion. Learn to detect the fallacies.		**B. MEDIATE INFERENCE –** Meaning – Kinds 1. Categorical Syllogism: Structure – General Rules And Fallacies Of Categorical Syllogism 2. Mixed Syllogism: Meaning – Kinds – Rules And Fallacies A. Mixed Hypothetical Syllogism B. Mixed Disjunctive Syllogism	**20 Hours**	Students are able to find out the different kinds of syllogism. i.e. pure and mixed syllogism and different fallacies.	Student will identify the different kinds of fallacies. They will find out the minor, major and middle terms of syllogism	All men are mortal. Socrates is a man. Therefore Socrates is mortal. Student will answer and respond

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6.	To enable the student to know the kinds and rules of logical definition. To acquire elementary knowledge of definitions	**Logical Definition**	Meaning – Rules of Logical Definition – Fallacies	**08 Hours**	Students will develop the knowledge regarding logical definition. They will learn the rules of Logical definitions and fallacies.	Explain the rules of Logical definitions. What is an accidental definition? What is figurative definition?	Students will discuss the rules and fallacies of definition. Classroom discussion and interaction with the teachers.
7.	To develop the attitude among the students, interest in symbolic logic and basic laws of thought	**A. Modern and Symbolic logic**	Modern Classification Of Logical Propositions: Simple, Compound And General – Symbols Of Logical Proposition – Truth Table Of Conjunction. Disjunction, Implication And Negation	**10 Hours**	Student will acquire the knowledge and will understand the symbolic logic.	Draw the truth table of conjunction, disjunction and implication.	Student will draw the truth table of conjunction, disjunction and implication on blackboard. They will develop the skill of symbolic logic by showing and identifying the symbols. Student discuss three basic laws of thought.
		B. Basic laws of thought	1. The Law of Identity 2. The Law of Contradiction 3. The Law of excluded middle		Student will understand the difference between basic laws and thought.	Explain the basic laws of thought	

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8.	To enable the student to understand the Nyaya Anumana of Indian Logic	**Basic elements of Indian logic**	Inference: Meaning – Kinds – Comparison Between Indian Inference (Nyaya Anumana) With Aristotelian Syllogism	**10 Hours**	Students will acquire the knowledge regarding basic elements of Indian logic. They will develop the skill understand the difference between Nyaya Anumana With Aristotelian Syllogism.	How Aristotelian Syllogism is different from Indian Inference (Nyaya Anumana)	Student will identify the kinds of Indian Inference (Nyaya Anumana). They will learn basic difference between Indian Inference (Nyaya Anumana) and Aristotelian Syllogism.