

SESSION -1

Session Name: *NIRVIKALPAKA & SAVIKALPAKA PRATYAKSA*

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Department: **Philosophy**

Subject/Course: **Indian Logic and Epistemology -1**

Course Code: **CC11**

Level of students: B.A Philosophy (Hons.) 5th Semester



Session Objectives: At the end of this session of one hour, students should be able to:

1. Recall **two-fold division of Pratyaksa**
2. Exemplify Laukika Pratyaksa
3. Describe the nature of Nirvikalpaka & Savikalpaka Pratyaksa
4. Analogous dual nature of Pratyaksa
4. State arguments for the existence of Nirvikalpaka Pratyaksa
5. Compare Nirvikalpaka & Savikalpaka Pratyaksa

Teaching Learning Material

Brainstorming

Black Board and Chalk

Session Plan:

Time (min)	Content	Learning Aid and Methodology	Faculty Approach	Typical student Activity	Learning Outcomes (Blooms)
10	Introduce the topic: PRATYAKSA after Annambhatta	Discussion, Black Board and Chalk	Lecture, Explanation.	Listens, Takes note, Discusses	Remembering of subject matter and increased curiosity
10	Nature of LAUKIKA PRATYAKSA after NYAYA	Discussion, Black Board and Chalk, Use of real Examples.	Asking questions to check student's awareness and grasp on the lecture.	Listens, Takes Note, Participates	Remembering Understanding
15	Introduce the concept of NIRVIKALPAKA PRATYAKSA after ANNAMBHATTA	Discussion, Black Board and Chalk.	Explains	Listens, Takes note, Participates, Analyzes, Discusses	Remembering Understanding Analyzing
15	Analyze the nature of NIRVIKALPAKA & SAVIKALPAKA PRATYAKSA	Discussion, Black Board and Chalk.	Facilitates Explains	Listens, Takes note, Articulates Analyzes Discusses	Applying Analyzing Evaluating
10	Conclusion and Summary	Answering the difference between Nirvikalpaka and Savikalpaka Pratyaksa	Monitors Facilitates	Participates	Remembering Understanding Applying

Session Input:

Concept of NIRVIKALPAKA & SAVIKALPAKA PRATYAKSA after Annambhatta

PRATYAKSA is a vast topic, so we starting the session with lecture about the concept of Indeterminate and Determinate Perception i.e. NIRVIKALPAKA & SAVIKALPAKA PRATYAKSA after Tarkasamgraha.

The concept of indeterminate perception i.e. NIRVIKALPAKA PRATYAKSA is the initial, vague, and ambiguous perception of an object or event, while determinate perception i.e. SAVIKALPAKA PRATYAKSA is the clearer, more specific and more certain perception that develops as we focus our attention and gather more information.

Suggested Activity:

Students listen the speech with attention and discuss among them.

Nature of Nirvikalpaka & Savikalpaka Pratyaksa

Learners will be able to:

1. Identify the Perception: Clearly define the indeterminate and determinate perception i.e. NIRVIKALPAKA and SAVIKALPAKA PRATYAKSA.
2. Understand the Context: Consider the background, intent and implications of the perception after NYAYA.
3. Research and Gather Information: Collect relevant data, evidence and expert opinions to indeterminate and determinate perception i.e. NIRVIKALPAKA & SAVIKALPAKA PRATYAKSA.
4. Analyze and Evaluate: Critically Examine the perception after NYAYA, identifying strengths and weaknesses of NYAYA's views.
5. Develop Counterarguments: Construct logical and evidence- based counterarguments to refute NYAYA's view of ordinary perception.

Suggested Activity: They see the presentation, write some points, discuss among them and understand the process of curriculum development.

Need of Indeterminate and Determinate Perception i.e. Nirvikalpaka & Savikalpaka Pratyaksa

1.Critical Thinking: Concept of indeterminate and determinate perception helps students to develop critical thinking and skills.

2.Effective Communication: Students learn to articulate their thoughts, express opposing views, and engage in respectful dialogue.

3.Problem Solving: Indeterminate and Determinate perception enhances problem solving skills,

4.Collaboration: Students learn to work together, share ideas, and build on each other's strengths.

5.Empathy and Understanding: Indeterminate and determinate perception fosters empathy and understanding by considering diverse viewpoints and perspective.

Suggested Activity: They listen carefully and understand the need of curriculum development. They can also discuss between them after the class about this topic.

Summary

In this session, we learnt:

Evaluating the educational needs of students

Formulating objectives and learning goals

Choosing content topics and learning experiences

Determining instructional methods and the order of instruction

Evaluating students outcomes and the entire curriculum development process

Adapting plans to meet the needs of students, who may learn at different rates and have different learning styles.

Assignment:

What is Perception after TARKASAMGRAHA? (CO1)

Illustrate the two-fold divisions of perception_ Indeterminate and Determinate perception? (C03)

What is the difference between Indeterminate and Determinate perception?
(CO4)

References:

- 1.Tarkasamgraha with Dipika: Narayan Ch. Goswami
- 2.Tarkasamgraha with Dipika: Panchanan Shastri
3. The Nyaya Theory of Logic: S.C. Chatterjee
- 4.The Elements of Indian Logic & Epistemology: Chandrodaya Bhattacharya