

RAJASTHAN PUBLIC SERVICE COMMISSION, AJMER
SYLLABUS FOR EXAMINATION FOR THE POST OF LECTURER IN
PHILOSOPHY
(SCHOOL EDUCATION)
PAPER-II

1. Knowledge of Subject concerned : Senior Secondary Level

• Scientific Method and Logic

(i) Methods of Natural and Social Sciences- Value of Science, Nature and aim of Scientific Methods: Difference between Scientific induction and Induction by simple enumeration. Difference between methods of Natural Sciences and Social Sciences.

(ii) Observation and Experiment- Their differences; fallacies of observation.

(iii) Science and Hypothesis- The place of hypothesis in scientific method, Formulation of relevant hypothesis. Formal conditions is valid hypothesis. Hypothesis and crucial experiments.

(iv) Mill's Methods of Experimental Inquiry- The method of agreement; The method of difference; The joint method of agreement and difference; The method of concomitant variation; The method of residue.

Indian Logic- Introductory Knowledge of 16 categories of Nyaya darshan, difference between various types of debates- Vada, Jalpa, Vitanda, Prama- Aparma, Pramans- Defination & Constituents, Classification of Pramans, Types of Pratyaksa(perception), Anuman(Inference).

(vi) The nature and scope of Logic- What is Logic? Use and application of Logic. Difference between Truth and Validity.

(vii) Terms and Propositions - Definition of Term; Denotations and Connotation of Terms. Definition of Proposition and traditional classification of Propositions. Distribution of Terms. Relation between Proposition, Traditional Square of Propositions.

(viii) Elements of Symbolic Logic- Value of using symbols in Logic, Truth- Tables.

- **Indian Philosophy**

(i) Nature of Indian philosophy, Astik and Nastik schools, Main characteristics of Indian philosophy, Concepts of Karma, Rit and Purushartha.

(ii) Philosophy of Bhagwadgita- Nishkam Karma, Svadharma and Lokasamgraha.

(iii) Buddhism and Jainism- Four Noble Truths and eight-fold paths, Pratityasamutpada, Anenkantavada, Syadvada.

(iv) Philosophy of Vaisheshik, Samkhya and Yoga. Vaisheshik's theory of Padarthas, Dualism (Prakriti and Purusha) of Samkhya, Yoga- the eight-fold path.

(v) Vedanta- Traditional and Modern

(a) Samkara Concept of Brahman and Maya

(b) Vivekananda's Practical Vedanta.

- **Western Philosophy**

(i) Rationalism

Descartes- Methods of doubt, Proof for the existence of God, The mind-body problem.

Spinoza- Monism, The mind-body problem.

Leibnitz- Monadology and theory of pre-establish harmony.

(ii) Empiricism

Locke- Empiricism, Refutation of Innate Ideas, Ideas and their classification, distinction between primary and secondary Qualities.

Berkeley- Rejection of Materialism, abstract Ideas and distinction between primary and secondary Qualities, Subjective Idealism.

Hume- View regarding Soul and World. Scepticism.

(iii) Critical of Philosophy

Kant- Criticism of Empiricism and Rationalism.

(iv) Causation Theories- Concept of Causation according to Aristotle and Hume.

2. Knowledge of Subject Concerned :Graduate Level

Indian Philosophy

(i) Charvak- Materialism, Refutation of Inference.

(ii) Jainism- Nature of Jiva, Theory of Bondage and salvation.

(iii) Buddhism- Theory of Kshanikvada (Momentarism), Anatmavada, Nirvana, Vijayanavada, Shumyavada.

(iv) Nyaya- Theory of Pramana, Concept of God and Soul.

(v) Veisheshik- Parmanuvada.

(vi) Mimansa- Sruti and its importance, Kumaril & Prabhakar schools and their differences.

(vii) Vedanta- Advaitavada of Samkara Vishishtadvaitvada of Ramanuja.

(viii) Contemporary Indian Philosophy- Philosophy of Shri Arvinda (Evolutionism).

- Western Philosophy

(i) Greek philosophy- Plato's theory of Ideas, Aristotle's theory of matter and form.

(ii) Rationalism- Descartes dualism of Matter and Mind Spinoza's concepts of substance, attributes and Modes.

(iii) Empiricism- Epistemology of Locke, Berkeley's theory of "esse est Percepi" and Epistemological theory of Hume.

(iv) Critical Philosophy of Kant- Possibility of Synthetic apriori judgement, The Copernican Revolution concept of Time & Space, Categories of Reason, phenomena and Noumena.

- Ethics

(i) Nature of Normative ethics and Metaethics.

(ii) Concept of virtue's in greek philosophy (socrates, plato and Aristotle)

(iii) Moral standards- Hedonism, Utilitarianism, Kant's moral theory of categorical imperative.

(iv) Theory of Panchmahavrata (Jainism) Trustiship and Means-End theory in Gandhiji's moral Philosophy.

- Logic (Western & Indian)

(i) Aristotelian classification of categorical propositions, square of opposition.

(ii) Categorical syllogism: figures and moods, rules of validity fallacies.

(iii) Bollean interpretation of propositions, Venn diagram technique of testing the validity of syllogisms.

(iv) Theory of inference in Nyaya: definition- Constituents process and types of anumana, Paramarsa, vyapti, Types of Vyapti, Major Hetvabhasa.

(v) Theory of inference in Buddhism: definition- constituents process and types of anumana, Vyapti and types of Vyapti.

3. Knowledge of Subject Concerned : PG Level

- Indian Philosophy
 - (i) Causation Theories- Nyaya, Samkhya, Buddhism and Vedanta.
 - (ii) Nature of Prama- Aprama and Pramanyavad (Nyaya and Mimansa)
 - (iii) Theory of Error (Nyaya and Mimansa)
 - (iv) Mimansa darshan- Arthapati and Anuplabhadi Praman.
- Western Philosophy
 - (i) Moore- Refutation of Idealism.
 - (ii) Russel- Logical Atomism.
 - (iii) Wittegenstein- Picture-theory and Language game.
 - (iv) J. Dewey- Instrumentalism.
- Applied Ethics
 - (i) Philosophy and value consciousness.
 - (ii) Environmental ethics.
 - (iii) Professional and Business Ethics.

Part – IV (Educational Psychology, Pedagogy, Teaching Learning Material, Use of computers and Information Technology in Teaching Learning)

1. Importance of Psychology in Teaching-Learning :
 - Learner,
 - Teacher,
 - Teaching-learning process,
 - School effectiveness.
2. Development of Learner
 - Cognitive, Physical, Social, Emotional and Moral development patterns and characteristics among adolescent learner.
3. Teaching – Learning :
 - Concept, Behavioural, Cognitive and constructivist principles of learning and its implication for senior secondary students.
 - Learning characteristics of adolescent and its implication for teaching.
4. Managing Adolescent Learner :
 - Concept of mental health and adjustment problems.

- Emotional Intelligence and its implication for mental health of adolescent.
- Use of guidance techniques for nurturing mental health of adolescent.

5. Instructional Strategies for Adolescent Learner :

- Communication skills and its use.
- Preparation and use of teaching-learning material during teaching.
- Different teaching approaches:
Teaching models- Advance organizer, Scientific enquiry, Information, processing, cooperative learning.
- Constructivist principles based Teaching.

6. ICT Pedagogy Integration :

- Concept of ICT.
- Concept of hardware and software.
- System approach to instruction.
- Computer assisted learning.
- Computer aided instruction.
- Factors facilitating ICT pedagogy integration.

Paper – II Subject Concerned

Duration : 3 Hour

S.No.	Subject	No. of Questions	Total Marks
1	Knowledge of Subject Concerned : Senior Secondary Level	55	110
2	Knowledge of Subject Concerned : Graduation Level	55	110
3	Knowledge of Subject Concerned : Post Graduation Level	10	20
4	Educational Psychology, Pedagogy, Teaching Learning Material, Use of Computers and Information Technology in Teaching Learning.	30	60
Total		150	300

Note : 1 All the question in the Paper shall be Multiple Choice Type Question.

2 Negative marking shall be applicable in the evaluation of answers. For every wrong answer one-third of the marks prescribed for that particular question shall be deducted.
Explanation : Wrong answer shall mean an incorrect answer or multiple answer.