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
  (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- Definition & Constituents, Classification of Pramans, Types of Pratyaksa(perception), Anuman(Inference).
  (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 Nobel Truths and eight- fold paths, Pratitayasamutpada, 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


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 (Momenterism), 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) Categorial syllogism: figures and moods, rules of validity fallacies.
  (iii) Boolean 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) Wittenstein- 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**

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

**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.