

Chapter

1

PHILOSOPHISING

Philosophy arises from the working of an inquisitive mind. It starts with astonishment and amazement about the world, life and us. Philosophy is generally considered as an abstract and non practical stream of knowledge. In fact it is a subject that can be practiced in all walks of life. The objective of first chapter 'Philosophising' is to expose the practical aspect of philosophy. Doing philosophy and learning philosophy are the two sections of this chapter. The first section emphasizes practical aspects where as learning philosophy deals with how to learn philosophy.

Values and attitudes

- This chapter enables one to realize the practicability of philosophy. Student will be able to develop a rational approach and attitude in facing issues in life.

Unit Frame

Concepts/Ideas	Process/Activity with assessment	Learning Outcomes
1. Introduction	<p>Strategy Demonstration of animated video.</p> <p>Assessment Activity log, participation and presentation skill.</p>	Student will be able to ...
1.1 Doing Philosophy	<p>Strategy Discussion on issues listed in the textbook followed by a group discussion on a particular issue. Preparing a report on their reflection.</p> <p>Assessment Activity log, participation and presentation skill.</p>	recall the branches of philosophy. explain the importance of doing philosophy.
• Example -1	<p>Strategy conversation / role play and discussion.</p> <p>Assessment Activity log, participation and skills like communication, presentation and philosophizing.</p>	philosophies on the concept of freedom by taking examples from daily life.
• Example -2	<p>Strategy Narration of a story/ demonstration of animated video and discussion</p> <p>Assessment Activity log, participation and skills like communication, interpretation and philosophizing.</p>	philosophies on the concept of identity by taking examples from daily life.

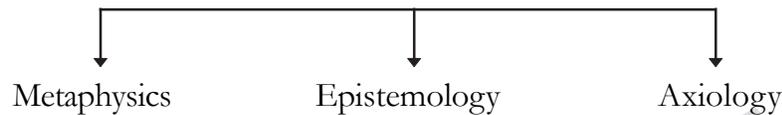
<p>1.2. Characteristics of philosophic concepts</p>	<p>Strategy Discussion with the aid of PPT on different characteristic of philosophic concept. Assessment Activity log, participation and presentation skill.</p>	<p>List out the characteristics of philosophic concepts. Identify the requirements of learning philosophy.</p>
<p>1.3. Learning philosophy</p> <ul style="list-style-type: none"> • Skills needed to master philosophy 	<p>Strategy Group discussion based on slides on skill needed to master philosophy and prepare a note. Assessment Activity log, participation, chart on characteristics' of learning philosophy and presentation skill.</p>	<p>Explain geographic and historic norms of learning philosophy Editing and constructing table. . Explain the uses of learning philosophy.</p>
<p>1.4. Norms of learning philosophy.</p> <ul style="list-style-type: none"> • Geographic norms • Historic norms • System norms 	<p>Strategy Discussion based on worksheet on geographic and historic norms of learning philosophy. Assessment Activity log, participation, chart preparation, comprehension skill.</p> <p>Strategy Discussion on system norms based on table in text book page No. 19. Assessment Activity log, participation, and skills like editing and preparing PPT slides.</p>	
<p>1.5. Uses of learning philosophy</p>	<p>Strategy Discussion on the uses of learning philosophy. Assessment Activity log, participation, charts preparation and presentation skill.</p>	

LO: Student will be able to recall the branches of philosophy

Strategy: Demonstration and animated video

Teacher demonstrates a flow chart on the branches of philosophy and initiates a discussion.

Branches of philosophy



Consolidation

- First year philosophy course dealt with one of the branches of philosophy, viz., logic.
- The present course is an introduction to remaining branches of philosophy.

1.1. Doing philosophy

LO: Student will be able to philosophies by taking examples from daily life.

Strategy: Demonstration of animated video and discussion.

Teacher demonstrates an animated video clip from youtube. <https://youtube/LhPrXjymSsE>.

Then teacher demonstrates a slide.

Are we free?

And, group discussion is initiated.

Teacher then direct the students to select an issue listed in the text book. The students reflect in group on the selected issue and share their ideas.

Teacher input

- Divide the class into small groups consisting five members.
- Ask each group to select one of the issues.
- Encourage the each student in the group to share their views on the issue.
- Ask each student to list out the others response.

Consolidation

- Philosophy is not an abstract stream of knowledge.
- It is very practical subject because thinking is not a abstract activity.

Assessment

Record of reflection, participation and communication skill.

Doing philosophy, example -1

LO: Student will be able to philosophies the concept of freedom by taking examples from daily life.

Strategy: conversation / role play and discussion.

The teacher invites two students to enact the dialogue given the page No 11 of text book.

Teacher input

- Teacher has to select two students in advance and entrust them to enact the conversation.

Consolidation

The word 'freedom' is a philosophic concept although it is a common term.

Doing philosophy, example -2

'What makes me, Me?'

LO: Student will be able to philosophies the concept of identity by taking examples from daily life.

Strategy: Narration of a story/ demonstration of animated video and discussion

One of the student narrate the story of the ship of Theseus page No 11-12 .

Then teacher pose the question

- Was that the same ship Theseus brought back or a different one?
- If it isn't what point did it become a different ship?

Elicit response from the students.

Teacher consolidates with the help of news paper report and the portrait of Gandhiji given I the text book.

Consolidation

- The physical status of change consciously as in the ship of Theseus and Gandhiji.
- The unchanging reality is self.

Assessment

Philosophies and explore the concept behind the painting the scream in the text book page No, 13.

1.2. Characteristics of philosophic concept.

LO: List out the characteristics of philosophic concepts.

Strategy: discussion and PPT slide.

Teacher initiates a discussion based on PPT.

- Common
- Central
- Contestable

Teacher input

- Common means people at least aware of them. Eg;- fairness, desert, beauty , knowledge, truth etc.
- Central deals with the human conditions, Endeavour or issues.
- Contestable means debatable.

Consolidation

Every philosophical concept are common, central, contestable.

Assessment

Check List

Put tick mark if the philosophic concept listed in the text book is common, central and contestable.

Name of issue	Common	Central	Contestable

1.3 Learning Philosophy

LO: identify the requirements of learning philosophy.

Strategy: group discussion and PPT

Teacher divides the class to micro groups and directs to prepare PPT slides. The previous concept was (characteristics of philosophic concept) presented in the same manner.

Consolidation

The requirements of learning philosophy are:

- Analyzing the statements and arguments.
- Imagining alternatives to familiar views and situations.
- Stating things explicitly and clearly
- Thinking creatively.
- Approaching rationally.

Assessment

Name of group	Preparation of the PPT Slide		
	Excellent	Average	Needs improvement
Group No-1			
Group No-2			
Group No-3			
Group No -4			
Group No -5			

1.4 Norms of learning philosophy.

LO: Students will be able to explain geographic and historic norms of learning philosophy.

Strategy: group discussion based on worksheet.

Teacher initiates a discussion posing the question “Where can we start learning philosophy?”

Teacher input

- Teacher has to give hints in the form of questions like,
- “Shall we begin from Indian philosophy or famous thinkers or from ancient to modern?”

Consolidation

- Geographic norm
- Historic norm
- System norm

The teacher then initiates a group discussion based on worksheet on geographic and historic norm.

‘The following are the countries where great philosophies originated.’

Greece India Britain France Germany
 China
 Japan America Arabia Arabia Egypt

Can you complete the following chart?

Eastern	Western
• Chinese	• Greek
•	•
•	•

Then the teacher ask student to read the historic periods and time line in page No, 18 of text book. The student then list out the philosophers lived during the medieval period.

Consolidation

- Geographic norm- learning philosophy based on its place of origination.
- Historic norm- learning philosophy based on its period of origination.

Assessment

- Chart on geographic norm
- List on historic norm

Systems norm

LO: editing and constructing table.

Strategy: discussion based on table

Teacher divides the class to small groups and encourages them to read short descriptions of systems and ask them to prepare a table. The model of which is provided in page No. 19

Teacher input

- Table consists of seven systems of philosophy but there are 11 systems described in the text book. Help the students to prepare the following chart.

SL No	Systems	Proponents	Characteristics
1.	Atomism	Democrats, Kanata, Leibniz	• All objects in the universe are composed of very small immutable atoms.
2.	Deconstructionism	Derrida	• Criticism of metaphysics of the western philosophical tradition
3.	Dualism	Aristotle, Descartes, Madhva	• Believe in two realities
4.	Feminism	Simon De Boviour	• Promoting women's rights, liberty, and issue in society.
5.	Materialism	Brahaspati, Karl Marx	• Matter is real.
6.	Monism	Sankara, Spinoza	• Believe in one principle, essence, substance, energy.
7.	Phenomenalism	Kant, Berkely	• Physical object do not exist as things in themselves but only as perceptual phenomena.
8.	Pluralism	Leibiniz, Rshapadeva	• Believe many numbers of realities.
9.	Post modernism	Richard Rorty, Sracois Ltotard	• Criticism and analysis of western philosophy.
10.	Pragmatism	John Dewey, William James	• Importance of utility and practicability.
11.	Utilitarianism	J.S.Mill, Jeremy Bentham	• Maximum happiness to maximum number.

Assessment

- Peer Assessment

Sl.No	Name of System	Group that created			
		completely	with the help of teacher	with the help of ref.books	with the help of internet

- Complete the concept of map on norms of learning philosophy.

1.1. Uses of learning philosophy

LO: explain the uses of leaning philosophy

Strategy: discussion based on text book

Consolidation

Teacher consolidates that some of the transferable skills one gains after learning philosophy are:

- Analyze and construct sound argument.
- Distinguish differences between views and find common ground.
- Generate ideas and come up with solutions to problems.
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Assessment

Activity log - List of uses of learning philosophy.

TE Questions

1. *Virtue, freedom, tolerance, responsibility* are some of the concept words in philosophy. Select one of the concepts and write an issue related with it from daily life situation.
2. 'Philosophic concept should be contestable.' why?
3. List out the skills needed to master philosophy?
4. Read the following statement and find out the system it belongs to.
'Belief in only one principle.'
 - a) Dualism
 - b) Atomism
 - c) Monism
 - d) Pluralism
5. Draw a flowchart on the norms of learning philosophy?
Match A, B and C.

Sl No	A	B	C
i.	Atomism	Karl Marx	Criticism of metaphysics of the western philosophical tradition
ii.	Deconstructionism	Democrats,	Promoting women's rights, liberty, and issue in society.
iii.	Materialism	Aristotle, Descartes, Madhva	Believe in two realities
iv.	Feminism	Derrida	All objects in the universe are composed of very small immutable atoms.
v.	Dualism	Simon De Boviour	Matter is real.

7. Following are famous philosophers lived in various historic periods. Identify the modern philosopher among them?
 - a) Aristotle
 - b) Socrates
 - c) Sankaracharya
 - d) Karl Marx

8. *'Learning philosophy provides students with wide range of transferable skills.'*
Do you agree? Substantiate.
9. Write a short note on historical norms of learning philosophy?
10. Philosophies on the following issue?
Is chemical pesticide unavoidable for agriculture?'

Repository of CE possibilities

SlNo.	Process assessment	Portfolio Assessment	Unit assessment
1.	Introduction/ demonstration and discussion	Activity log- Branches of philosophy on flowchart	
2.	Doing Philosophy/ demonstration, discussion based on animated video.	Activity log- conversation, interpreting picture	Doing philosophy based on issue
3.	Characteristics of philosophic concept/ discussion with the aid of PPT slide.	Activity log- check list	
4.	Learning philosophy/ skills need to master philosophy/ Group discussion/ preparing slides.	Activity log- slide preparation, table assessment	Seminar
5.	Norms of learning philosophy/Geographic norm and historic norm/ discussion based on chart/ worksheet. Systems of norms/ discussionbased on table.	Activity log- worksheet, completion of chart.	Unit test
6.	Uses of learning philosophy/ discussion based on text book.	Activity log- list out the uses of learning philosophy.	Assignment