

PHILOSOPHY

STANDARD ELEVEN



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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Philosophy

Standard Eleven



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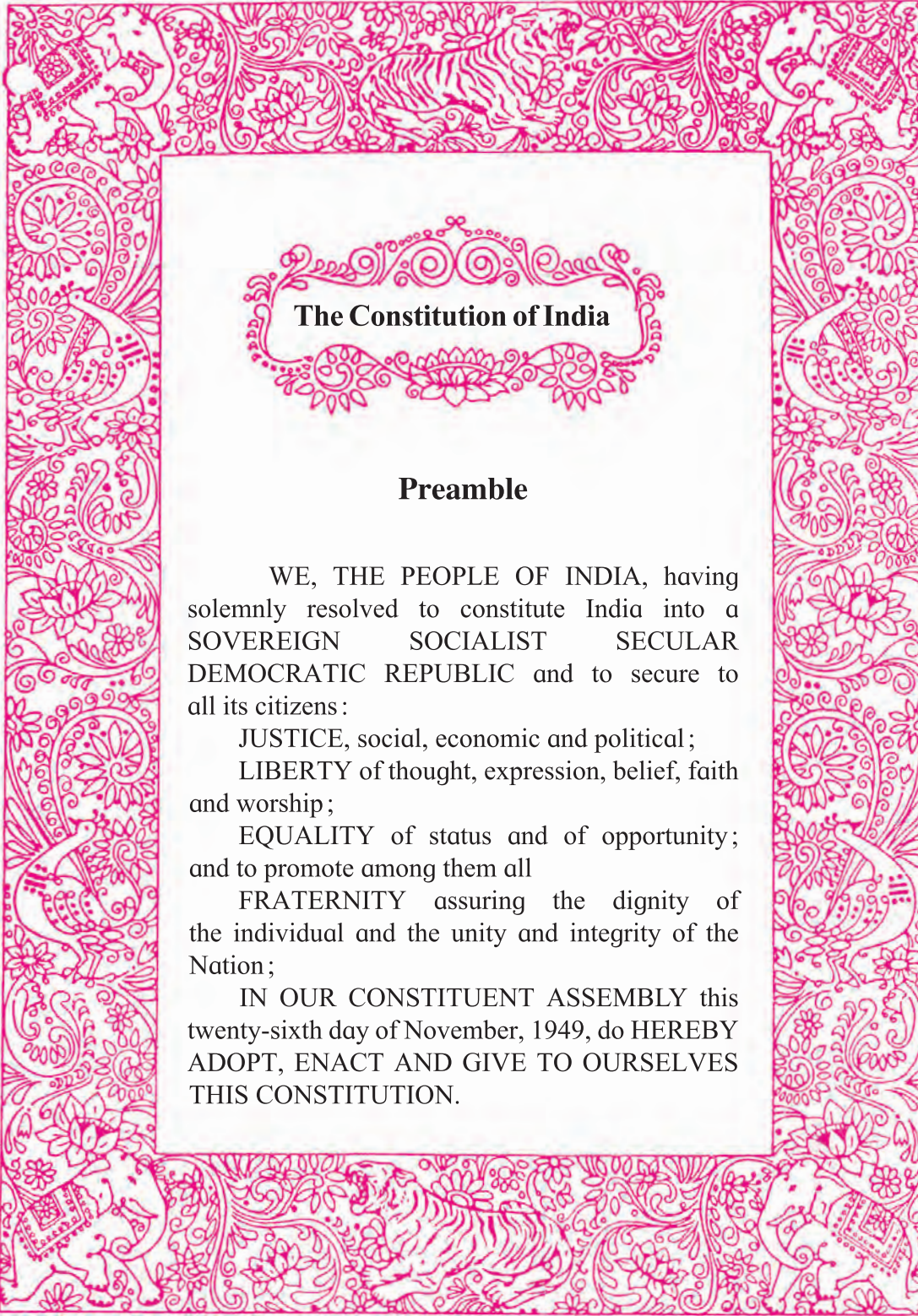
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political ;

LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity ; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

Student friends,

We appreciate that you have chosen a subject, Philosophy which is quite new for you. You must be very curious about it. Philosophy is considered to be the mother of all sciences or branches of knowledge. Arts faculty studies various dimensions of human life, society and culture. The direct or indirect contribution of philosophy in the constitution of all these is very great. Seen from this perspective, the study of philosophy is foundational for an overall study of arts faculty. The main objective of this book is to introduce this subject to you and to make you understand its significance.

Since you are learning this subject for the first time, it is explained in as simple a language as possible, using the examples from daily life. The scope of philosophy is very vast. It has many branches and sub-branches. In the first lesson of this book the subject matter of philosophy, the main questions it raises and the methods it uses are introduced for letting you understand the nature of the subject. The book emphasizes upon three main questions in philosophy, namely, 'What is?' 'How do we know it?' and 'How does it affect our actions?' After you are acquainted with the branches of philosophy in the second chapter, the later three lessons discuss the three branches respectively related to the questions stated above, namely, Metaphysics, Epistemology and Ethics. The last lesson discusses the relation of philosophy to science and technology in the context of some prominent problems in contemporary times.

From amongst the various traditions of philosophy that are found all over the world, we would get acquainted in this book with the Indian and the Western traditions. Through this, you will understand how philosophy is related to a culture and a historical period.

In the 12th standard, we will elaborately study the branches introduced to you in the 11th standard. At the same time we will also get information about new branches, new problems, new thoughts. Let us think about all of these and give a philosophical foundation to our studies and also to our lives. We hope that in these two years, you will develop a liking of this subject and will have a motivation to go for an in depth study of the same.



Pune

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(Dr. Sunil Magar)

Director

Maharashtra State Textbook Bureau

- For the Teachers -

The subject 'Philosophy' is completely new for the students taking an admission in the 11th standard. Since they have some different notions of this subject they feel pressurized by or scared of the subject. As a matter of fact they do come across problems, concepts, thoughts related to philosophy in their day-to-day life, but they are not aware of the philosophical nature of all these. For creating such an awareness, philosophy as a subject must be introduced to them in such a way that they would develop a liking for it and understand its overall significance. With this intention, the book attempts to explain the subject in as simple a language as possible, deliberately choosing examples from daily life. Philosophical terminology is used whenever it is inevitable.

Since the students are learning this subject for the first time, the nature, branches, sub-branches, methods of the subject and the problems and concepts it considers are introduced to a certain extent by way of information. However, the book does not aim at providing information alone. The chief objectives of the book are to inculcate philosophical perspective in the students, to motivate them to think, to generate a habit of critical thinking. For this purpose, it is not only essential to allow students to raise questions in the class, but also to create an atmosphere conducive for it. This will enhance the student's inclination for thinking.

The students will realize the need for studying philosophy if they receive a guidance regarding how it is associated with other subjects as well as actual life. Taking this into account, the book gives an exposition to the interrelations between philosophy and culture, philosophy on the one hand and science and technology on the other. They will also get introduced to interdisciplinary studies through this.

Exercises and activities have been prepared with the intention of putting emphasis on understanding and application rather than memorization. These exercises and activities are very valuable for enabling the students to search for the information related to the topics in the book through other sources, to present it properly, to express their thoughts through dialogues, discussions and other creative ways. At the same time, the students will realize that philosophy can be learnt not only through the conventional methods of reading and writing but also by way of observation, viewing pictures, listening to music, playing different types of games etc. They will experience the joy of philosophizing through these.

The purpose behind the peculiar organization of the book is that rather than being afraid of philosophy, the students should develop a liking for it and have a desire to study it further. We hope that the study of philosophy would be joyful and thought enriching for both the students and the teachers, if this purpose is kept in mind while teaching-learning in the classroom.

• Competency Statements •

No.	UNIT	COMPETENCY At the end of each Unit, the learner will be able:
1	What is Philosophy? Why Philosophy?	- to explain the peculiar nature of the subject Philosophy - to mention (1) the use of the word philosophy in day-to-day language (2) the difference between scientific perspective, artistic expression and philosophical perspective - to describe the significance of philosophy in life - to describe how philosophy can be used in practise with examples. - to explain how can a person's actions be affected by philosophy
2	What is? How do we know? What to do?	- to explain the main questions of philosophy - to classify the philosophical questions into main branches of philosophy - to describe the interrelations amongst the branches of philosophy - to describe the association between culture and philosophy
3.	Appearances are de-ceptive	- to explain the main concepts in philosophy such as Real-Unreal, Permanent-Impermanent - to explain different philosophical theories about reality - to understand the main problems in metaphysics and the related philosophical positions
4.	Getting to know, 'Knowing'	- to distinguish between information, knowledge and belief. - to explain different sources of knowledge with examples - to critically evaluate sources of knowledge - to note the process of acquisition of knowledge
5.	Freedom and Moral Rules	- to understand the difference between mechanical and human action - to distinguish between voluntary and non-voluntary actions - to describe the significance of moral rules from the perspective of the association between individual and society. - to explain the concept of moral value - to apply the basic concepts in ethics.
6.	Science, Technology and Philosophy	- to explain the role of philosophy with respect to science and technology - to take the historical overview of increasing use of energy - to understand the place of science and technology in today's life - to explain the concepts of sustainable development and alternative lifestyle with examples

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