

AN EFFECT OF NATURALISTIC PHILOSOPHY: A COMPARATIVE STUDY

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INTRODUCTION

The term Indian philosophy refers to any of several schools of philosophical thought that originated in the Indian subcontinent, including Hindu philosophy, Buddhist philosophy, and Jain philosophy. Having the same or rather intertwined origins, all of these philosophies have a common underlying themes of Dharma and Karma, and similarly attempt to explain the attainment of emancipation. They have been formalized and promulgated chiefly between 1000 BC to a few centuries AD.

In the history of the Indian subcontinent, following the establishment of a Vedic culture, the development of philosophical and religious thought over a period of two millennia gave rise to what came to be called the six schools of *astika*, or orthodox, Indian or Hindu philosophy. These schools have come to be synonymous with the greater religion of Hinduism, which was a development of the early Vedic religion.

Ancient Persian

Persian philosophy can be traced back as far as Old Iranian philosophical traditions and thoughts, with their ancient Indo-Iranian roots. These were considerably influenced by Zarathustra's teachings. Throughout Iranian history and due to remarkable political and social influences such as the Macedonian, the Arab, and the Mongol invasions of Persia, a wide spectrum of schools of thought arose. These espoused a variety of views on philosophical questions, extending from Old Iranian and mainly Zoroastrianism-influenced traditions to schools appearing in the late pre-Islamic era, such as Manicheism and Mazdakism, as well as various post-Islamic schools. Iranian philosophy after Arab invasion of Persia is characterized by different interactions with the old Iranian philosophy, the Greek philosophy and with the development of Islamic philosophy. Illuminations and the transcendent theosophy are regarded as two of the main philosophical traditions of that era in Persia. Zoroastrianism has been identified as one of the key early events in the development of philosophy.

20TH-CENTURY PHILOSOPHY

Bertrand Russell

Within the last century, philosophy has increasingly become a professional discipline practiced within universities, like other academic disciplines. Accordingly, it has become less general and more specialized. In the view of one prominent recent historian: "Philosophy has become a highly organized discipline, done by specialists primarily for other specialists. The number of philosophers has exploded, the volume of publication has swelled, and the subfields of serious philosophical investigation have multiplied. Not only is the broad field of philosophy today far too vast to be embraced by one mind, something similar is true even of many highly specialized subfields."

REVIEW OF LITERATURE

Best and Khan (1993) asserts that "parading a long list of annoyed studies relating to the problem is ineffective and inappropriate. Only those studies that are plainly relevant, competently executed and clearly reported should be included."

According to Harvard University's Department of Philosophy: "Philosophy is the systematic and critical study of fundamental questions that arise both in everyday life and through the practice of other disciplines." It encompasses a wide variety of subjects. Because it is not science, it doesn't rely on provable facts or research. *ErraticImpact.com* offers a Philosophy Research Base and study guide. The 20th Century Philosophy Topics & Ideas page explores the Continental tradition, which includes the existentialists, phenomenologists, structure lists, post-structure lists, critical theorists, theoretical feminists, psychologists, post-modernists and deconstructionists. Another category is the American/British Analytic tradition that includes the philosophers of mind, scientific epistemologists, neopragmatists, logical positivists and ordinary language philosophers.

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Bruno (1988) Concluded in his study that students achieved in Mathematics significantly higher when taught with complementary instructional strategies congruent with their hemispheric thinking style.

Lavach (1991) conducted a study to find out the difference of different subject stream on their thinking style and reported that humanities subject depend on a more diffuse and perhaps divergent thinking style. They exhibited right hemispheric style whereas natural science subject appear to prefer more integrated or left hemispheric style. Social service student exhibited the similar performer for styles of thinking.

Sternberg and Grigorenko (1993) studied the thinking styles of gifted children. The findings indicate that three thinking styles; judicial, global and liberal were positively correlated with scholastic aptitude of math. The gifted children proved to be more legislative, judicial and liberal than non gifted children. but less executive.

NATURALISM: MAJOR WORKS

Now imagine this kind of documentary where it's not a deer but a human. That's the essence of **naturalism**, a literary movement from the late 19th and early 20th centuries. I don't mean that people are getting eaten by tigers in these stories (at least, not normally), but they are analyzed like animals in a documentary.

One of the pioneers of the movement, French author Emile Zola, summed it up well with the title of his 1890 novel, *The Human Beast*. In naturalism, humans are analyzed like any other beast. Before we dive deeper into what defines naturalism as a movement, let's touch on some of the major writers and works. In addition to Zola, many American authors wrote amazing naturalistic novels and stories.

ELEMENTS OF NATURALISM

You might have noticed a trend here. That gets us to exploring the elements of naturalism in more detail. Naturalism emerged shortly after realism. The two styles have a few things in common. Both strive to depict the world in an honest, straightforward fashion during a period covering roughly the 1880s through to World War II. You had romanticism before then, full of symbolism, supernatural elements and high emotion. Both naturalism and realism stripped all that artifice away to get at the real world.

Stephen Crane's *The Red Badge of Courage*, for example, is a brutally honest portrait of a gruesome war. One of its most haunting passages involves the young soldier coming across a decaying corpse. This is what real war is like - death and decay.

Naturalism was also influenced by the work of Charles Darwin. Social Darwinism, or the survival of the fittest, was a new concept in the late 1800s. Naturalists focused on how class and heredity aren't just obstacles to be overcome but inescapable barriers to our success.

Think about any Charles Dickens novel. These are from the Victorian era, which also preceded naturalism. What happens to Oliver Twist? Born with nothing, he lives happily ever after in the end. In a naturalist story, he'd never escape poverty. He might not even survive the orphanage. In Theodore Dreiser's *Sister Carrie*, the girl makes it big, but then falls hard - she can't change who she is: a poor, country girl.

METHODOLOGICAL NATURALISM

Methodological naturalism is said to be concerned not with claims about what exists but with methods of learning what nature is. It is claimed to be strictly the idea that all scientific endeavors-all hypotheses and events-are to be explained and tested by reference to natural causes and events, though by definition it adopts a bias against the supernatural by ruling out such possibilities in advance. The genesis of nature (for example, by an act of God) is not addressed. This second sense of naturalism seeks only to provide a framework within which to conduct the scientific study of the laws of nature. Methodological naturalism is a way of acquiring knowledge. It is a distinct system of thought concerned with a cognitive approach to reality, and is thus a philosophy of knowledge. Studies by sociologist Elaine Ecklund suggest that religious scientists in practice apply methodological naturalism. They report that their religious beliefs affect the way they think about the implications - often moral - of their work, but not the way they practice science.

THEORIES OF NATURALISM

Alvin Plantinga

Alvin Plantinga, Professor Emeritus of Philosophy at Notre Dame, and a Christian, has become a well-known critic of naturalism. He suggests, in his evolutionary argument against naturalism, that the probability that evolution has produced humans with reliable true beliefs, is low or inscrutable, unless their evolution was guided (for example, by God). According to David Kahan of the University

of Glasgow, in order to understand how beliefs are warranted, a justification must be found in the context of supernatural theism, as in Plantinga's epistemology. (*See also supernormal stimuli*).

Plantinga argues that together, naturalism and evolution provide an insurmountable "*defeater* for the belief that our cognitive faculties are reliable", i.e., a skeptical argument along the lines of Descartes' Evil demon or Brain in a vat.

PHILOSOPHICAL VIEW OF GANDHI

M. K. Gandhi, the lovely and very good minded universal person, who was born in India in the modern age. He stressed on traditional spiritual attitude with the total development from education, which is related to modern age of the world with reference to India. Gandhi is the politician, the philosopher, the socialist and the educationist. He lives with the accumulation of Karmayaog, Dnyanyog and Bhaktiyoga.

METHOD OF TEACHING

Gandhi ji once wrote in Young India (1921) that "schools and colleges should become almost, if not wholly, self-supporting". He, then emphasized that teaching should be done through arts and crafts, work and play, voluntary activity and self-chosen activity.

Gandhi ji said that the method of teaching should be such as it provides to the child freedom, a chance to come into closer contact with the teacher, a chance to be an active investigator, observer and experimenter.

Craft-centre teaching and correlation method may be said to be the most important ingredients of the educational method Gandhi ji suggested. Correlation method would mean relating the knowledge, of each subject being taught to the craft on the one hand and to the child's life on the other.

CONCLUSION

Froebel had a definite idealistic view of education. He wrote, "All the child is ever to be and become,

lies, however slightly indicated, in the child, and can be attained only through development from within outward." Rousseau popularized the idealistic idea that children overall are good. They are born with a good nature, so they naturally want to do good things. Many recent influential people have also taken up idealistic thought. W.T Harris was a superintendent of a public school, and the national commissioner of education in the United States for many years. John Dewey was another educational figure who was largely influenced by idealism.

Idealism, as with every other major philosophy, has several key concepts. To the idealist, the only ultimate reality is mental and spiritual thought. The universe, as people see it, is not actual reality. Everything they see is only a concept in their minds. All things in the world exist in the mind. This world of ideas is perfect, orderly, eternal, and unchangeable. Ideas became absolute.

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