

PRAGMATISM IN EDUCATION

One of the most important schools of philosophy of education is pragmatism. It is a mid-way between Naturalism and Idealism. It is an American Philosophy typical in nature and practical in approach. It is a protest against both Naturalism and Absolutism. "Pragmatism is born out of American temper in the face of the opportunities for exploiting the new found land." Therefore, it reflects more of the social background of American society. It strongly reflects some of the features of American life. It is also called instrumentalism.

Chief Exponents of Pragmatism

- (i) C.S. Pierce (1839-1914 A.D)
- (ii) William James (1842-1910 A.D) (iii) John Dewey (1859-1952 A.D)
- (iv) Bertrand Russell (1872-1970) (v) W.H. Kilpatrick and Margret H. Mead.
- (vi) Greek Philosophers-Heraclitus, Sophists and Protagoras etc.

Meaning of Pragmatism

The term 'pragmatism' is derived from the Greek word 'pragma', which means 'action'. Words like 'practice' and 'practical' have been derived from this word. The name first appeared in 1878 in "How to make our ideas clear" an article written by C.S. Pierce. He preferred to use the word 'Pragmatism'. He attacked idealism and redefined truth and knowledge in terms of experience and their practical consequences. William James developed this outlook and became the founder father of pragmatism. John Dewey (1859-1952) became its leading and most influential exponent. The seeds of this philosophy can be traced in the teaching of ancient Greek philosophers like Heraclitus and Sophists. Protagoras the great sophist agreed with Heraclitus that all things change. So he defined knowledge as sense perception. In this sense, knowledge is not what is seen in outer world. It is what the individual makes fit of it in his sense perception. Protagoras is famous for his saying. "Man is the measure of all things."

In pragmatism, great importance is given to practice and utility. Action gets priority over thought. Experience is at the centre of universe. The value of an idea is measured by the consequences produced when it is translated into action.

Philosophical Pre-suppositions

1. Metaphysics: Pragmatists reject metaphysics as a legitimate area of philosophical inquiry. Reality, they opine, is determined by an individual's sense experience. Man can know nothing beyond his experience.
2. Epistemology: Knowledge based on experience is true, genuine and worthy of acquisition. Since the phenomena are constantly changing. So, knowledge and truth must change accordingly.
3. Axiology: There is no standard, permanent and eternal values. Values derive from the human conditions. Values in ethics and aesthetics depend upon the relative circumstances of the situation as it arises.

Pragmatism Defined

1. Derivative meaning: The term 'Pragmatism' is derived from the Greek word 'Pragma' which means work, action or Practical. Thus, the meaning of pragmatism is that which does not believe in mere principles but lay stress on work, activity and practicability. Sophist of ancient Greece are considered to be pragmatic in their approach to life. The background of pragmatism is associated with the work of Bacon, John Locke, Rousseau and Charles Darwin.

But the philosophical elements that give pragmatism a consistency and system as a philosophy in its own right are primarily the contributions of Charles Sanders Pierce, Willian James and John Dewey, though they differ considerably in their methods and conclusions. Pierce's view of pragmatism is oriented towards physics and mathematics and Dewey's towards social science and history. James philosophy on the other hand, is personal and psychological, and is motivated by religious considerations.

Definitions of Pragmatism: Various psychologists have given different definitions of pragmatism. Following are some of the important definitions: (a) Charles Pierce: He introduced this word into

philosophy. It suggests an emphasis upon the practicalities of life and that the practicable is the real.

(b) William James: "Pragmatism is a temper of mind, an attitude, it is also a theory of the nature of idea and truth and finally it is a theory of reality."

(c) Rosen: "Pragmatism is a philosophy which recognizes truth only according to its practical results." (d) Brightman: "Pragmatism is a theory which tests truth according to the practical results. An idea or theory can be considered true only if its results are satisfactory and useful."

(e) Ross: "Pragmatism is essentially a humanistic philosophy, maintaining that man creates his values in course of his activities." Hence, pragmatism recognizes only those principle which can be put into practice and whose results are useful to us. It is also known as 'Experimentalism' or 'Consequentialism'. Pragmatism sees thought as intrinsically connected with action. Thus, Pragmatism is an attitude, a method and a philosophy.

Main Features/Characteristics of Pragmatism Following are the general principles of pragmatism:

1. Action gets priority over thought. Idea is due-to-action, nothing more.
2. Experience is the central point. Everything is tested on the touchstone of experience.
3. An idea is true if it works can be verified, validated and corroborated otherwise it is discarded.
4. Truth is the cash-value of an idea.
5. Truth is always in the making and remains ever changing on the principles of usefulness. Truth is that which works in practical situations.
6. There are no definite and fixed values of life.
7. The present and the future of the individual are more important than his past.
8. Nothing is fixed in advance; everything is changing. The universe is in a state of flux. Nothing can be sure and certain in this universe.

Will Durant sums up Pragmatism as, "the doctrine that truth is the practical-efficacy of an idea." It follows from there, that pragmatism is not a philosophy, but a method-a method of experimentation. Its out- right rejection of eternal truth and values of life are not accepted by all.

From its principles, pragmatism tends to be individualistic, selfish; has no value; has no ethics and is thus superficial. By maintaining the status quo, Pragmatism does not come up to our expectations as a philosophy. Philosophy defined as the theory of human deliverance.

Forms of Pragmatism

There are Four Forms of Pragmatism:

1. **Humanistic Pragmatism:** This form believes in the welfare of humanity. It has the conviction that only those things and activities are true which are useful to men. It is concerned with human needs, requirements, aspirations and their satisfaction.
2. **Experimental Pragmatism:** This viewpoint accepts a thing as true which can be experimented upon in the laboratory. In the broader sense it wants to evaluate truthfulness on the basis of experiences.
3. **Biological Pragmatism:** This form of pragmatism considers a human being as a psycho-physical person. It is concerned with the capacity of a human being to adjust with the environment.
4. **Nominalistic Pragmatism:** Nominalistic pragmatism believes that the results of an experiment are always particular and concrete, never general and abstract. A universal is only a name while only particulars are existing. The universals have no concrete existence.

Chief Assertions of Pragmatism

1. **A Revolt against Traditionalism and Absolutism:** Pragmatism is a revolt against the existing beliefs. It criticizes the impersonal interpretation of existence as forwarded by naturalism. It also rebels against the academic, orthodox absolutism of idealism. Reality is in the making. No theory of Reality in general is possible or needed. Pragmatism holds that truth is that which works in practical situations; whatever fulfils one's purposes and develops his life is true. It emphasises the workability of theories.
2. **Rejects Ultimate Values:** Pragmatism does not believe in the ultimate or absolute values of life. Pragmatists believe that values emerge only in individual-social flow of events. Values are obtained in society. They are ever in a state of flux. Unlike idealists, pragmatists do not believe in the concept of eternal and ultimate ideas. According to them all ideas are relative to the situations.

in which they arise and they are variable in the context of consequences. A pragmatist uses his energy to that which brings fruitful results.

3. Thought is Subordinate to Action: Pragmatism gives supreme position to action. For an ideal to be meaningful, it must be put into practice. The consequences which follow constitute the meaning of the idea. It also determines the value of that idea. Pragmatism sees thought as intrinsically connected with action.

4. Pragmatism as Instrumentalism: Ideas are only tools and instruments. These are the means to gain practical knowledge. According to this belief, "a thinker is a manipulator and not a beholder. Ideas or thoughts enlarge their scope by testing themselves on practical issues." Pragmatism as Experimentalism: Pragmatism is also

5. Experimentalism. It advocates experimental method of science. Man is always carrying out experiments in his life. These experiments are tested by experiences.

6. Pragmatism as Humanism: Pragmatism is also based on the concept of human values. It further locates and identifies values in the human experience. It is therefore, called Humanism.

7. Philosophy as the Theory of Education: According to pragmatism, philosophy emerges out of educational practices. Dewey says that philosophy is the theory of education in its most general phases. "The growth of personality is the product of action and discovery. Only those theories are true that are workable." Dewey further says, "Philosophy in order to be philosophy should have meaning and utility in the solution of human problems. He should be practical and useful in influencing the conduct of life and not passive enquiry or contemplation."

8. Man creates his Own Values: The pragmatists do not believe in fixed values. According to them, man creates his own values through actual living and facing the life situations. Their emphasis is on the present. Values change in the context of time. There is nothing like absolute truth; truth is that which works. Their concept of value is that values are relative and not relevant. Man creates environments which in turn shape him. "To seek truth or values of life beyond human experience into the supernatural world of man's fancy is futile." Life is full of concrete situations facing concrete problems which require constructive solution based upon the philosophy of practice and practical judgement.

9. Faith in Democracy: Pragmatism shows its firm and deep faith in democracy, as democracy is a way of life and a spirit of sharing experiences. It is due to this sharing of experiences that an individual develops an understanding of other people and their attitudes towards him. Life, education and democratic process are all rolled into one.

10. Faith in Present and Immediate Future: Pragmatism does not stick to the past. The past is dead and gone. Each individual has to solve the problems of his present and future life. Hence, the present and the immediate future are of great value for him.

11. Faith in Flexibility: Pragmatists say that nothing is fixed and final in the world. The world is in the state of flux and changing. Everything is in the process of change. Human life is also changing. Hence, Pragmatism is within measurable distance a dynamic idealism. Rusk regards it as "merely a stage in development of a new idealism." Pragmatism stresses human purposes and those satisfaction of human wants rather than one grand purpose towards which the universe is to move.

In the end, we can say that, "In spirit, pragmatism is naturalistic; in method, scientific and practical; in purpose, social and human."

Pragmatism and Aims of Education

Pragmatism does not believe in setting fixed aims of education. Aims are not fixed or final according to this philosophical thought, aims are changeable. However, some of the aims of pragmatic education are given below.

1. The aim of education is more education: The aim of pragmatic education is more education. By this it is meant that every part of a learning episode is a means to new learning which finds its completion in succeeding experiences.

2. All round development of an individual: The aim of education is essentially all round development of an individual. This development takes place through some activities and experiences. Consequently, the individual develops physically intellectually, socially, morally and aesthetically. Thus, the essential aim of education is to "direct the impulses, interests and abilities towards the satisfaction of the felt needs of the child in his environment."

3. Continuous reconstruction of experiences: The next important aim of education is to reconstruct experiences in the light of new situations. Every experience leads to another and the purpose to education is to give the learner experience in effective experiencing. Learning takes place through experiences transmitted as well as shared. situations facing concrete problems which require constructive solution based upon the philosophy of practice and practical judgement.

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Pragmatism in Education

Pragmatism combines manifold features and characteristics of Idealism and Naturalism. As such, it has deeper implications in education. It gives a clear-cut concept of education based upon a close relationship between theory and practice of education.

1. Education as a Social Necessity: According to pragmatism, education is a social necessity. It is a means by which society renews itself. A society can fulfil the educational task with an institution designed for this purpose. This school of thought changed the whole course of American education

and also influenced educational policies and practices of other countries. It proved a revolution in the history of education.

2. Progressive Education: Pragmatism is a progressive philosophy of education and it has influenced our thinking as regards the different aspects of education. The greatest quality of progressive education is that it stands for flexibility, change and adaptability.

3. Freedom and worth of the Individual: Pragmatism advocates freedom and worth of the individual personality. It has in it the seeds of democratic principles and procedures.

4. Education as life: The pragmatists say that education is life in itself and not the preparation for life. If education is regarded as the preparation for life, the present experience of the children shall be sacrificed for the future enjoyment. By life, Dewey meant social life and not individual or personal life.

5. Humanitarianism: Pragmatism aims to create humanitarian values in every sphere of education, the methods of teaching, aims, curriculum etc. Education of all kinds should aim at evolving human values.

6. Education is a Continuous Process: Educational process has no end beyond itself. It is a continuous social need of an individual. It possesses functional values and does not concern itself with the ultimate or pre-planned aims. It is more concerned with the immediate problems of life and hence with the immediate aims. Aims are changeable. They are not fixed and they grow out of the existing situations. John Dewey says that education is a process of living through continuous reconstruction of experiences.

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3. Continuous reconstruction of experiences: The next important aim of education is to reconstruct experiences in the light of new situations. Every experience leads to another and the purpose of education is to give the learner experience in effective experiencing. Learning takes place through experiences transmitted as well as shared.

4. Social efficiency: Socialisation of an individual is the core of this philosophy. Social efficiency includes economic efficiency. To the pragmatist, culture is somewhat synonymous with social efficiency. Socially efficient person should be cultured and a cultured man should be socially efficient. Pragmatic education is utilitarian in character.

5. Continuous growth: The aim of education is said to be the capacity for continuous growth. The growth takes place through mutual interactions and changing social order. Such growth is possible in a democratic society. Thus, the main aim is to provide the conditions that make growth possible.

6. Personal and social adjustment: Education is to enable the child to create new realities and values for himself. It is to adjust the free, conscious human being to the biological and social environment in a creative manner. The individual has not only to adjust himself to the environment he is also expected to improve upon it. Education must form and cultivate a dynamic and adaptable mind which may, in turn, successfully cope with the situations and problems.

7. No definite aim of education for all: The educator should guide the child according to the abilities and power he observes in it. In Dewey's opinion, it is better to leave the question of educational objectives unanswered. If a definite aim is ascribed to education, it may do very great harm by compelling the teacher to guide the child in a particular direction, not in keeping with the innate abilities of the child. 8. Preparation for future life: Pragmatic education aims at preparing the individual for future life in such a manner that he can fulfil his requirements and achieve contentment. Future life in the pragmatic sense implies not merely individual life but also social life.

9. Education for democracy: Pragmatic education aims at instilling democratic values and ideals in the individual, at creating a democratic society in which there is no distinction between one individual and another, each individual is completely independent and willing to co-operate with others. Every individual must be given the freedom to develop his desires and achieve his ambitions. Every individual must be equal to every other member of society.

10. Co-operation and Harmony: Education should create cooperation and harmony among individuals, instilling democratic values in school going children. School is a miniature form of a democratic society in which the child undergoes various forms of development. In fact, pragmatist wants to achieve through education the cultivation of a dynamic, adaptable mind which will be resourceful and enterprising in all situations—a mind which will have powers to create values in the unknown future. It is such minds that can reconstruct a society. The aims of education in the school are to provide a aesthetic, social, intellectual and physical environment which will act as a medium for the development and selection of what the child wants to learn to satisfy his own needs for the present as well the future.

Pragmatism and Curriculum

Pragmatist favour an educational curriculum which permits the educated to develop all his qualities and obtain all knowledge that he can use fruitfully in future life. They also use of the opinion that the curriculum at the school should reflect the society. They have suggested the perusal of the following guidelines in determining a curriculum.

1. Principle of Utility: Pragmatists are utilitarian who believe that utility lies in facilitating human adjustment and adaptation. The school must provide learning and experiences that are useful to the child. Curriculum must make it easy for the child to later on take up some profession. That is the reason; the technical and scientific education forms an important part of the pragmatic curriculum.

Pragmatists favour for inculcation of all, those subjects which will help the child in adapting to his circumstances in later life. That is why, it is suggested that the curriculum should include languages, physical education, social sciences, mathematics, home-economics for girls, agricultural science for boys as well as many useful crafts and skills.

The utility criterion implies direct education and training for vocation as the pupil advances to the higher stages in the school. The aim of education is human progress which can be achieved through various kinds of knowledge. Only those subjects the knowledge of which can assist in this progress should be taught.

2. Principle of Child's Interest: The curriculum is to be governed by the child's natural interests during the successive stages of his development. For example, in elementary school, the child is interested in communication, inquiry, construction and artistic expression. Hence, in the curriculum at elementary level, will include such tools of knowledge as listening, speaking, reading, writing, number, nature study, arts and crafts. As the child develops his interests, also undergo change and modification, and therefore, it is desirable that the curriculum at different stages of education should accord with the interests manifest by the child at that stage.

3. Principle of child experience: Being empiricists the pragmatic thinkers insist on teaching through proving the child with actual experience rather than rote learning. Thus, teaching through books should be supplemented by programmes which provide practical experience of various kinds.

Learning is an active process not a passive assimilation of facts. Discussion, enquiry, touching and handling of objects tools and making things are characteristic of leaning situations. Each learning has a practical aspect to it which must be selected and initiated by the child or a group of children. The activities may be in the classroom, in a school or even go out in the community.

4. Principle of flexibility: Pragmatism favours changing curriculum. It should not be fixed or static. It must change according to the needs of the child and situations of life so that new knowledge and experience may be included in it. Dewey has pointed out. "Abandon the notion of subject matter as something fixed and ready made in it self". In this way, the pragmatic conception of a curriculum is dynamic.

5. Principle of Integration: The principle of integration and co-related activities should guide the curriculum construction. This principle assumes the unity of knowledge and skill. Such an integration is not possible if the curriculum is divided into independent and separate 'subjects'.

In the school, the different subjects should not be completely segregated from each other, because the subject themselves are not important. What is important is the human activity they encourage. The child should be encouraged to acquire the knowledge of many subjects and therefore, the teaching of various subjects should not be separated, but integrated into a single unit.

6. Close of Life: As far as possible, the curriculum should include only those subjects which can be related to the child's pattern of life at that particular stage.

7. Bertrand Russell views: He has divided the school curriculum as follows: (a) Nursery stage: The child's education should start at the age of six years. At this stage, the aim of education should be satisfy curiosity and to develop the mental skills of the child. Kindergarten and Montessori schools are ideal for nursery education. (b) Pre-primary stage: At this stage care should be taken to provide education according to the individual peculiarities of the children. The children should develop the ability of reading and writing. Mental exercises such as mathematics may be postponed upto the age of seven years. Before it a knowledge of geography and history and general knowledge may be given. Teaching of science and mathematics should start between the age of 12 and 14. Arithmetic, Algebra, Geometry, Physics, Chemistry and Biology may form part of the curriculum during this period. Classical languages should be taught between 12 and 14 years of age.(c) Between 14 to 18 years of age: Russell has classified curriculum into:

Classical language, Mathematics and science Modern Humanities, Science and mathematics are correlated, however, they may be taught separately. By the age of 18, the child must learn at least one of these special groups.

8. Based on the above principles, Pragmatists have suggested the following curriculum:

(i) At Primary Stage- 3R's+Nature Study + Drawing. Language, Mathematics, Science and

(ii) At Higher Stage-

Modern Humanities, Home Science for girls, vocational and Technical education, Agriculture for boys.

In this way, pragmatic curriculum is composed of both, process and content. They believe in a broad and diversified curriculum. They endorse a more general education as opposed to narrow specialisation. Curriculum must be useful, dynamic, activity based and correlated to life.

Pragmatism and Methods of Teaching

Pragmatism has contributed greatly in the field of methods of teaching, Pragmatism is opposed to the traditional methods of teaching. It favours child-centered, scientific and psychological and active methods of teaching, Pragmatists methods of teaching have the following qualities:

1. Based on psychology and sociology: The pragmatic methods of education are based on psychology and sociology, subject to the condition that they give adequate scope for active participation by the child and also that the method adopted must be dynamic and changeable.

2. Principle of Novelty: The use of established practices methods is contrary to the spirit of pragmatism. Methods of instruction should be made a new by the teacher in the light of real day to day existing situations, as they arise in the classroom and school. It expect the teachers to be enterprising and experimental.

3. Specified and purposeful: The teacher must understand the child, his desires, purposes, interests and inclinations. The learning process should enable him to achieve the object or purpose that he wished to achieve. Hence the teaching should be specific and related to the purpose of the child.

4. Learning by doing: The pragmatists believe that the child learns best only through his activities. Child is spontaneously active and therefore activities that are purposeful, efficient and orderly should be preferred in his case. According to Rybum, "Experience (experiment) is the truest and best master and one too, whose lessons we never forget."

5. Principles of Integration: Pragmatists advocate the methods which promote integration and co-relation of knowledge. Modern psychologists believe that human mind is a unity; there are no water tight compartments in it. Prof. Huxley says that man himself should be "the integrating factor" and that "co-ordination of knowledge and experience should be made in human terms."

6. Methods linked with life: The method of teaching should be linked with the life of the child. They should help to establish a relation with the life of the child, his desires interests, needs and activities.

Project Method: The most significant contribution among the methods of instruction in the pragmatic philosophy is the project method. In this method are included all the principles, aims and methods of teaching.

Kilpatrick, an ardent pragmatist and follower of John Dewey, originally enunciated this method. He defined a project "as a whole hearted, purposeful activity proceeding in a social environment." It is a method in which the school the curriculum and the content of studies are considered from the child's point of view.

Through this method, a problem is posed and a situation is created. The pupils find a solution after trying out various possibilities. They develop an insight, foresight and various skills. Socialised activities provides a rich experience in co-operation. Children work on the principle of social relationship, division of labour and willing acceptance of responsibility.

(a) Steps: The project method involves the following main steps: Providing a situation by the teacher on a social problem. Planning, the activities of the project. Executing, involving many and varied learnings and tasks.

Review of the project, evaluation is done.

(b) Types of the Projects: Projects may be of two types- Individual and social. A social project is a group project; all the pupils participate in it. A social project is a useful means of training in citizenship.

(c) Merits of the method: It is in accordance with the psychological laws of learning.

It accords well with the psychological concept of maturation. It gives training for social adjustment. It saves children from essential insincerity and superficiality. It gives training for good citizenship.

(d) Demerits of the Method: Much of teaching/learning tends to be haphazard and incidental. Project leaves gaps in learning. The method is not suitable for the brilliant children. Organisation is difficult. Not suitable to Indian conditions.

8. Activity Method: Activity method is a revolt against traditional outdated methods. By activity method, we mean that method which activate our functioning of mind and the life as a whole. Different types of activities are literary activities, social, academic, non-academic, cultural and sports activities. The teacher should create democratic, free atmosphere for these activities. The learner can display their knowledge and social efficiencies through these activities.

9. Play-Way Method: Montessori, Froebel etc. has used play-way method, because the use of this method arouses the interest and the curiosity of the learners. This method accelerates the power of imagination, intellectual ties and the potentialities of the learners.

10. Method of Learning by Doing: This method has its own utility and significance, because this method enables the learners to gain experience out of working. It encourages the learners to tackle the problems and to find out their solutions.

11. Experimental method: Another significant contribution of pragmatism is 'Experiment method' which holds that knowledge is gained after experimentation. It wants us to be experimental in our learning. Pragmatists want the pupils to think and act for themselves, to do than to know, to originate rather than to repeat. In this way, pragmatism considers the school as a pattern of social action and its entire emphasis in the instructional techniques is on 'child' not on the book or the teacher of the subject. In the words of Prof Taneja, "All methods which awaken and activate the child are the methods of pragmatism."

Pragmatism and Discipline

Pragmatism condemns enforced and strict discipline and advocates social discipline based on child's interest, activities and a sense of responsibilities. The concept of discipline in pragmatism can be seen by the following points:

1. Discipline through play: Pragmatism does not believe in the traditional maxim "work while you work and play while you play." Rather it advocates a discipline that can be maintained through

play as work. According to pragmatists, it is the mental attitude which converts a work into play and play into work.

2. No external discipline: Pragmatism does not believe in external discipline enforced by the superior authority of the teacher. It supplements discipline with greater freedom of activity. Pragmatists oppose the use of corporal punishment for keeping children under discipline.

3. Social discipline: Pragmatists have suggested 'Social Discipline'. It means that discipline is the gift of social situations. If we give good social environment to children and if we keep them busy in various social activities of their interests, they will learn automatically how to live in complete discipline. In this way, their discipline can be called self-discipline or social discipline, which is the real discipline.

4. No place for reward and punishment: In pragmatism, there is no place for rewards and punishments as every activity is to be pursued in a social setting where teacher should come down to the level of children, mix with them and share their interest and participate in their activities.

5. No individual discipline: Pragmatists disapprove of the individual and personal concept of discipline. They believe that discipline should be social. Social discipline will be made possible through the free happy purposive and co-operative activities in the school.

6. Social efficiency as a means of self discipline: According to pragmatism, there are no moral standards already existing. Moral grows from democratic living. An individual who is unique personality, cultivates moral and social values while living in the society. He shares responsibilities and imbibes virtues like toleration, mutual respect initiative and respect for humanity. This leads towards social efficiency and a socially efficient person is morally sound and at the same time well disciplined. The pragmatists believe that the basis of discipline is social understanding. In this way, their ideas of discipline are quite different from the ideas of Naturalists, who do not believe in social contacts on social understanding.

Pragmatism and the Role of Teacher

The pragmatic methodology of education is based on psychological facts and in direct contrast to the naturalist method. It grants for greater importance to the teacher. Like the idealists, the pragmatist believe the teacher to be a guide and a counsellor who educate the child in self-discipline and active participation. Pragmatic teacher performs the following roles and tasks.

1. An experimentalist: A teacher must be a practical trained and efficient person with vision and foresight. He has to create learning situation and stimulate child's activities.
2. A friend and a helper: Child's personality is not to be over-shadowed by that of the teacher. The teacher is a friend and a helper, he is to provide the child with opportunities for experimenting in the school and on the field.
3. Leader of group activities: Pragmatism neither treats the teacher merely a spectator as naturalist does nor regards him an indispensable as idealistic does. According to pragmatism, the teacher is not a dictator or taskmaster but a leader of group activities. The chief function of a pragmatic teacher is to suggest problems to his pupils and to stimulate them to find solutions.
4. Resourceful: Dewey views the teacher as a resource person who guide rather than direct learning. Teachers ought not to try and pour information and knowledge into the pupil, because what pupil learns depends upon his own personal needs, interests and problems. He should select real life situations which encourage the problem-solving ability of the children.
5. As a Guide: The teacher's role in pragmatic philosophy is primarily that of guiding learners who need advice or assistance. Direction comes from the requirements of solving the particular problem. Educational aims belong to the learner rather than the teacher.
6. Permissiveness: As a resource person, the pragmatic teacher needs to be non-interfering or what Dewey refers to as 'permissive' and allow students to make errors and to experience the consequences of their actions. In this way, he helps the students to become self-directed persons. For Dewey, permissiveness does not mean that children's whims should dictate the curriculum. But, rather the teacher as a mature person, should exercise professional judgement and exceptive so that the consequences of action do not become dangerous to the students themselves or to their classmates.

7. Great motivator: The pragmatic teacher should constantly be aware of the motivation factor. Dewey opined that children are naturally motivated and the teacher should capture and use the motivation that is already there.

8. Indirect Control: The teacher's control of the learning situation should be ideally indirect rather than direct. A pragmatist teacher needs to be patient, friendly, enthusiastic and co-operative. Direct control, coercion or external discipline generally fails to enlarge the learners internal disposition and does not in any way contribute to the learner to become a self corrected person.

In this way, pragmatism has added to the role of teacher. It has not minimised his place or importance but has changed his role. A pragmatic teacher, as quoted of Prof. Taneja has to, "be a students of the child's mind, sensitive to the kinds of experiences of children at different ages and imaginative in his efforts to involve the children in the excitement of scientific enquiry." Hence, the role of teacher in Pragmatism is midway between Naturalism and Idealism. Naturalism has no place for a teacher. For Idealism, it is next to God. In Pragmatism, it is middle of the road.

Evaluation of Pragmatism in Education

Pragmatism is a very important philosophy of modern times. It has influenced many parts of modern education all over the world. Its influence on various parts of education is evident from modern stress on vocational education, child centered education, self-discipline in educational institutions and close link between society and schools.

Contribution/Merits of Pragmatism in Education

Pragmatism has contributed a lot to education. It has revolutionised the whole concept of education. It has contributed to the education in the following ways:

1. New concept of school: For pragmatists, school is not only a centre of education, but it is also a community centre of various activities. Dewey described a school as a 'Miniature Society'. It is an instrument of transmission and transformation of the culture of the group. This is modern concept of school.

2. Child-centered education: The pragmatics consider the child to be the main centre of educational process. Hence, they lay great stress on giving education according to his interests and capacities. They have suggested their curriculum and teaching methods, also by considering the child as the main centre of educational process. The ideas of the pragmatists are fully psychological from this point of view.

3. Democratic outlook to education: Pragmatism has given democratic outlook to education. It is the greatest need of the present world and is very essential for the success of democracy. Through this, education will develop democratic qualities among the children.

4. Definite aims to education: Pragmatism provides definite aims of education. Socialisation or social efficiency is a very important idea put forth by it.

5. Good and new methods of teaching: Pragmatic methods are based on learning by doing. Lectures give way to discussion and activities. In project method, the students plan projects and carry out with the help of the teacher.

6. No problem of discipline: The problem of discipline does not arise, because there is no passive listening, rather many activities take place in the school. The child remain busy all the time. He moves about freely, constructs and creates things, consults books, pictures and other material for his use in his project. Children work together in groups. Thus, it is a pleasurable learning that pragmatism provides.

7. Utility-oriented education: Utility in the educative process is the first criteria. The school is expected to provide those learning experiences which will prove useful of the child in future.

8. Based on the needs of technology: The pragmatic approach is based on the recognition of the needs of a technological and industrialised society.

9. Equal status to child and students: Pragmatism has given equal status of the child and the teacher considering them as most important parts of the educative process. The teacher has a very different role to play, an interesting and challenging one under pragmatism.

10. Progressive attitude: Pragmatic attitude is optimistic and progressive. Its emphasis on the development of human values freedom and initiative is quite effective and has for reaching' effects.

Demerits/Criticism of Pragmatism in Education In spite of its important contributions to education, pragmatism has the following limitations:

1. Negation of values: The pragmatists do not believe in eternal values. They believe that values are changing. It is true to some extent but still there is something constant otherwise there will be no common good or common bad if everything is relative and subjective.
2. Opposition to spiritual values: It denies the existence of spiritual values. It is not right step. Without developing spiritual values, human happiness, welfare, peace and satisfaction will be a cry for the moon.
3. No pre-determined Aims in Education: Pragmatism is not clear with regard to educational aims. There will be anarchy in education without aims. Education without aims cannot play its role efficiently.
4. Utilitarianism: We cannot think always in terms of utility. There are many cultural pursuits which have to be pursued by the people for their own sake.
5. Negation of the past: Pragmatism emphasises only the present and future. The past is equally important as the present and future.
6. Negation of Humanities: Humanities and cultural activities find no place in the pragmatic scheme of education. Their absence from the curriculum will lead to the starvation of the soul.
7. Difficulty in the construction of Education: Selecting a project and construction of curriculum to gain all knowledge from like experiences is very difficult.
8. Anti-Intellectual: It is anti-intellectual. The main area of concern for pragmatist is the market place of daily life.
9. Overloading teacher: Pragmatism puts heavy demands on the teacher. Only a few resourceful and gifted teachers may be able to cope with the demands of teaching in an environment set up under pragmatic conditions.
10. No uniform system of education: It provides academic freedom to every institution which leads to disorganisation. It is not fit for India where national integration is utmost required. Moreover, it

represents American temper and social background. It is not in consonance with Indian philosophy of life.

Conclusion

In the end, it may be pointed out that with all there weak points and omissions, the contribution of pragmatism cannot be overlooked. It complemented the traditional education and influenced the thinkers all of the world. It has played a very creative and productive role in the field education. It gave birth to new ideas which can make education purposeful.

