

EDUCATIONAL PHILOSOPHY  
UNIT-II  
EDUCATION AND ITS SCHOOLS

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**Education:**

- 'Educare' is a Greek word. *Educare means 'to lead out'.*
- 'Educere' is a French word. It means 'to draw out'
- 'Educatum' is a Latin word.
- 'Shiksha' is a Sanskrit verbal root .This means to discipline, to instruct, Education:  
According to Vivekananda,'Education is the manifestation of divine already existing in man'.  
According to Plato,' Education is complete living.'  
Aristotle: " Education is the creation of a sound mind in a sound body"  
Education, a tri-polar process, involves Teacher,Student,Social Environment.  
School is derived from a Greek word 'Skhole'.

Sankaracharya considered Education as the 'realization of self'.

Meaning of Philosophy:

The word philosophy has been derived from two Latin words 'Philos and Sofia'. Philos means 'love' and Sofia means 'wisdom or Knowledge'. Thus philosophy means 'love for wisdom'.

Indian concept of philosophy (Darshan) is rather different: It has been derived from the Sanskrit word 'Drishti' meaning 'to see'. This perception is not physical. It is rather metaphysical or intuitional in nature. It leads a man to the realization of truth(Atman).

Definitions of Philosophy:

Aristotle: Philosophy is a science which discovers the real nature of supernatural things.

Fichte defines Philosophy as the 'Science of Knowledge'.

Kant:"philosophy is logical enquiry into the nature of reality"

John Dewey: " Philosophy is a way of life"

Plato: " Philosophy is the science of sciences"

Its three major categories (branches) are given below:

**1. Metaphysics (Belief about Reality):**

The thing which is beyond our physical reach is metaphysics.

All abstract questions are discussed under Metaphysics :

What is God? What is soul? What is the nature of reality of this universe?

Is materialistic (physical) world true or spiritual world? What is the origin of this world?

What is freedom? Why is there suffering in the world?

**Metaphysics (Belief about Reality) has five parts.**

- **Theology:** It deals with nature and existence of God, His wishes and commands, His power and His relation to the universe, especially to humans.
- **Concept of Soul:** Here we study the purpose and role of living organisms, existence of soul and its relation to the mortal body.
- **Science of Universe:** It deals with the origin and end of the universe, its mortal and immortal elements and theories explaining to these.

- **Science of Creation:** How this universe has been created and how it will come to an end etc, are discussed here.
- **Cosmology:** It deals with the creation of cosmos and other living and non living things.

## **2. Epistemology (Belief about knowledge):**

Such questions are discussed in Epistemology.

How does man know about the reality? Is the knowledge gained through senses real or the knowledge gained through soul real?

The Naturalists believe in the knowledge gained through senses and the idealists believe in the knowledge gained through spiritual experience.

## **3. Axiology (Belief about values ):**

It covers different types of values and ideals of life.

- What are the higher values of life?
- What is the concept of values?

Such types of questions are discussed in axiology

### **Three forms of Axiology:**

**Logic:** It determines real nature of a thing and conclusion is drawn through inductive and deductive methods. Imagination and reasoning dominate in this method of enquiry.

**Ethics:** It is concerned with the conduct of man in the society by drawing a line between good and bad. The question of why a man should behave in a particular manner is answered here.

**Aesthetics:** It is concerned with the problems of beauty. On what criteria and standard beauty or ugliness is judged is the main area of study here.

**Epistemology** deals with : **Nature of knowledge.**

The word 'Epistemology' is derived from : **Russian.**

Epistemology means: **The Logic of Understanding .**

## **The meaning of Educational Philosophy:**

Educational philosophy is the application of different aspects of philosophy in Education.

Educational philosophy helps educationists and teachers to solve Educational problems by applying philosophical principles and insights.

Educational philosophy is a branch of general philosophy and it attempts to answer educational questions regarding aims and values in education, development and transaction of curricula, design of instructional methods and strategies, maintenance of discipline and so on.

## **Relationship between Philosophy and education:**

- "Philosophy is the theory of education in its most general phase" according to DEWEY
- " Education without philosophy means a failure to understand the precise nature of education" according to GENTILE

**Education and philosophy are inseparable.** It can be explained by the following points:

- i. The main aim of education is **the all round development** or promotion of life. Philosophy also aims at the understanding of life and its nature. Therefore education and philosophy are related to the concept of life.
- ii. To lead **a harmonious life**, the philosophy gives a direction and Education takes help from it.
- iii. Education and Philosophy are the two sides of the same coin in life. Education may be considered as philosophy in action or practical side of philosophy. That is why John Adams has described education as the dynamic side of philosophy. **Philosophy shows the way to be followed by education.**

#### **SCOPE OF EDUCATIONAL PHILOSOPHY:**

The scope of philosophy of education includes following:

##### **a] Aims and Ideals of Education Philosophy :**

Education critically evaluates the different aims and ideals of education. These aims and ideals have been given by various philosophers in different times.

They are character building, man making, harmonious human development, preparation for adult life, development of citizenship, utilization of leisure, training for civic life, training for international living, achieving social and national integration, scientific and technological development, education for all, equalizing educational opportunities, strengthening democratic political order and human source development.

##### **b] Interpretation of Human Nature:-**

A philosophical picture of human nature is a result of the synthesis of the facts borrowed from all the human sciences with a set of values. The philosophical picture, therefore, is more broad as compared to the picture of man drawn by biology, sociology, psychology, economics and anthropology and other human sciences.

##### **c] Educational Values:**

Value is typically a philosophical subject since it is more abstract, integral and universal.

##### **d] Theory of Knowledge:**

Education is related to knowledge. It is determined by the source, limits, criteria and means of knowledge. The discussion of all these falls within the jurisdiction of epistemology, one of the branches of philosophy, therefore, an important area in the philosophy of education is related to theory of knowledge.

##### **e] Relationship of education and various areas of national life:**

One of the most important contributions of the philosophy of education is the provision of criteria for deciding the relationship of state and education, economic system and education, curriculum, school organization and management, discipline etc.

Conclusion:

To elaborate further, 'Philosophy and Education are the two flowers of one stem, the two sides of one coin. One can never be thought of without the other.

Education is incomplete without philosophy and philosophy cannot convert others to its aims and values without education. Education is practical in nature and philosophy is theory.

## **FUNCTIONS OF EDUCATIONAL PHILOSOPHY:**

### **a] Determining the aims of education:**

Philosophy of education guides the process of education by suggesting suitable aims from the diversities of life and selecting the means accordingly.

### **b] Harmonizing old and new traditions in the field of education-**

In the process of social development the old traditions become outdated for the people. They are replaced by the new traditions.

At the same time it must be kept in mind that every 'old' is not outdated and every 'new' is not perfect. Therefore, there is a need of co-coordinating the two in order to maintain the harmony between both. This function can be performed by philosophy of education.

### **c] Providing the educational planners, administrators and educators with the progressive**

**vision to achieve educational development:-** Spencer has rightly pointed that only a true philosopher can give a practical shape to education. Philosophy of education provides the educational planners, administrators and educators with the right vision which guides them to attain the educational goals efficiently.

### **d] Preparing the young generation to face the challenges of the modern times:-**

Globalization arrived on the economic scene in the 1990 in India. This has affected the social, political, economic and also the educational aspects of the country. Philosophy of education is a guiding, steering and liberating force that helps young people and society at large to face the challenges of the modern times.

## **WESTERN SCHOOLS OF PHILOSOPHY**

### **IDEALISM**

In English the word "idealism" is in fact idea-ism. Idealism in general is that philosophy which attaches more importance to mind rather than to body. Idealism seeks truth in ideas. It holds that mind, idea, spirit or self is the reality.

The general characteristics of idealism:

- Mind, not matter has real existence.
- Mind is not mechanical.
- There is harmony between nature and consciousness.
- The universe is a purposeful creation.
- Spiritual values are supreme, universal and pre-determined

### **Meaning of Idealism :**

Idealism is born out of Plato's "Theory of Ideas." According to this doctrine, the ultimate supremacy is of ideas. In this way, the real word is 'Idea-ism' but adding the letter 'I' for pronunciation facility it is known as idealism.

Idealism recognizes ideas, feelings and ideals more important than material objects. Material objects and physical world are myths. They are only means to reach the spiritual reality. The ideas are put into practice, the body –the mythical objects gets united with the spirit of God.

Quran says “Everything in the universe is destructible except God who will last forever. The Lord is almighty and praise worthy”(Al-Rehman).Idealism recognizes human ideas, feelings and ideals more important than natural and scientific phenomena. It emphasizes on the study of man and his mind.

According to Idealism, the essential nature of man is spiritual. This is revealed in mental, religious and aesthetic areas. Animals are incapable of these multifarious expressions. Hence, human life is far superior to animal life.

Idealism emphasizes the study of man more and more because man is endowed with higher intellectual powers and shows greater levels of intelligence and discrimination.

Horne has rightly remarked –“An idealistic philosophy of education, than, is an account of man finding himself as an integral part of a universe of mind”.

#### Chief contributors of this Philosophy

Idealism influenced many great philosophers from time to time. Some of the great philosophers are Socrates, Plato, Descartes, Spinoza, Burkley, Kant, Fichte, Schelling, Hegel, Green , TP Nunn etc.

*We can conclude their beliefs regarding knowledge, reality and values in the following words:*

- ❖ Truth (Reality) is mind itself which is just the manifestation of God. So only God(Spirit) is true.
- ❖ Knowledge is what we acquire by using our mind. Only this knowledge is real .
- ❖ Values are permanent because they are derived from soul(God). It is God who decides what is good or bad. Thus, values are also related to mind.

#### **VARIOUS FORMS OF IDEALISM**

##### 1. Personalistic (subjective) idealism:

The Exponent of the kind of idealism is Berkely. He accepts only the existence of mind. Even attributes and qualities are mental and if they are mental, they will necessarily be subjective i.e., each one considers an object in one’s way and define it.

##### 2. Absolute Idealism:

Exponent of this kind of idealism are Fichte and Hegel. As far as physical world is concerned, all events in the universe are governed by some absolute laws. So, only absolute laws are real.

### **3. Objective Idealism:**

Plato is the originator of this kind of idealism. According to him, reality of spirit is not because it is realized by someone but it is independent of realization. If God is real, he will always remain real whether anybody considers him real or not.

### **4. Phenomenal Idealism:**

Kant is the first exponent of this kind of philosophy. According to him, whatever knowledge we have acquired about absolutely real, It is only the Phenomenal of the reality. Original or absolute reality can not be known as it is beyond our capacity. For example how can God, heaven or hell actually be known by anybody?

### **IDEALISM AND EDUCATION:**

1.The design of curriculum according to idealistic philosophy:

Curriculum should be

- man - centred , not child-centred,
- ideal-centred and value-centred, not freedom-centred,
- morality-centred, not expediency-centred.
- It must comprise literature, humanities, art including music, handicrafts and science including mathematics and history.

### **2. Idealism and methods of Teaching:**

Any method can be chosen keeping in view of the demand of the situation and educational aims according to *Idealists*.

Due to this reason,

- ✓ Socrates adopted question answer method,
- ✓ Plato followed discussion and debate methodology,
- ✓ Aristotle advocated inductive method,
- ✓ Herbert advocated instruction and lecture method,
- ✓ Froebel stressed upon play way method and so on. The only thing that is important here is that we have to reach the goal without compromising our spirituality.

### **3. Status of the Child:**

Idealism does not take the child for granted. It considers him more than a body. So, his spiritual development is taken at the top and this is achieved through self- realization.

### **4. Status of the Teacher: (Role)**

The Status of a teacher is very high, and glorious almost equal to God in Idealism.

His main role in the class is to develop child's personality in right direction through self realization. So, he himself must know the essentials of self realization in theory and practice.

The personality of the teacher should be so impressive from idealistic point of view . He should create congenial atmosphere for the child by his own activities and planned experiences. Above all, he should guide the students with love, affection and sympathy.

### **5. Discipline in idealism:**

Idealism keeps the child fully under control. If he does any thing wrong, he is immediately punished but no reward is given for committing good deeds because doing good is the prerequisite for spiritual development.

The habit of self discipline is also developed by impressing the child with the exemplary activities and behaviour of the teacher. Thus, Idealism favours impressionistic as well as repressionistic type of discipline in the school.

Teacher always treats the child like his son whose task is to rectify the child any how and by whatever means.

Influence(Merits) of Idealism: This philosophy has influenced every society since the very cradle of the civilization, influenced social values and traditions .

### **EDUCATIONAL IMPLICATIONS OF IDEALISM:**

**AIMS OF EDUCATION-** Idealism propounds the following aims of education:

#### **1. BEAUTIFICATION OF PERSONALITY:**

If the pupil is guided by pious ideas and ideas of religion and proper environment is also created, human personality will develop in the desired manner and its darkness is removed.

Development of personality is nothing but the realization of the *self (soul)* and negation of the *unreal(destructible objects)*.

**2. Development of spirituality:**Physical or material attainments are only the means to achieve the ends, i.e., development of spirituality.

**3. Moral and intellectual training:**Truth is that which is established by mind. When we discuss a matter, we come across various views and counter views.(debate)

#### **4. Preservation , transmission and advancement of culture:**

Mental capacities of man develop culture, social and artistic values in the individual as well as social life of man. His achievements in science and technology due to his creativity are also added to these cultural and social values resulting in the enrichment of culture.

**5. Creation of an ideal society:** Physical as well as social environment is the product of vices. Education aims at reforming the society by creating spiritual environment there.

## NATURALISM

### Meaning of Naturalism:

Naturalism is a philosophy which holds that nature is the ultimate reality.

Everything is governed by nature.

George Howard, "Naturalism is the exclusion of whatever is spiritual".

James Ward, "Naturalism is the doctrine which separates nature from god."

According to naturalism, only nature is everything. Nothing is before and beyond it.

Naturalists believe that due to the advancement of human civilization and development of society, man has gone away from nature.

If he comes nearer to nature, his development will be natural and normal.

Naturalists do not believe in spiritual development.

They deny the existence of any such things as the supremacy of God, immortality of soul and freedom of will

To them there is nothing else than matter, which is the ultimate reality and the ultimate truth.

### Metaphysics, Epistemology, Axiology of Naturalism:

**Metaphysics:** In Metaphysics, the ultimate reality is nature and nature is material

**Epistemology:** In epistemology, the naturalists are empiricists. They believe that knowledge is required through sense organs and with the help of the brain.

**Axiology:** The naturalists believe in living according to nature as the best type of life. Follow Nature is their slogan. They are pluralists since nature has made all persons different.

### FORMS OF NATURALISM:

**The following are the three forms of Naturalism:**

a) Physical Naturalism.

b) Mechanical Naturalism.

c) Biological Naturalism.

### PHYSICAL NATURALISM:

Physical naturalism explains human activities and experiences in terms of material objects and natural laws.

According to this view, the external nature has complete hold on the life of human beings.

### MECHANICAL NATURALISM:

According to mechanical naturalism, this universe is lifeless huge machine which gets form through matter and motion. In the movements of this machine no mind or mental activity is required and no spiritual power is needed.

Man has no consciousness of his own,. He is activated by external stimuli and forces of nature

### BILOGICAL NATURALISM:

Biological naturalism is based upon the Darwinian theory of evolution. According to this theory, man has evolved from lower animals by gradual process of development. Man is supreme product of this process of evolution.

### PRINCIPLES / CHARACTERISTICS OF NATURLAISM:

1. The universe is a huge machine. Man is also a part of this machine and complete in himself also.
2. Life comes out of dead matter and is a sum total of physical and chemical reactions.
3. Man, because of his own nature, is the supreme creation of nature. He may be termed as the supreme and superior-most animal
4. The present life is the real life. Except this world, there is no other world beyond it and no other life beyond this. Hence, man should try to make this life happy and comfortable.
6. The true explanation of reality can only be done in terms of physical sciences.
7. The ultimate reality is of matter. God, soul, mind, the heaven and hell, freedom of will, moral values, prayers and superhuman wonders are all illusions.
8. Thoughts depend on physical circumstances. They are activated only when some external stimuli affect the body organ of an individual.
8. The ultimate reality is of matter. God, soul, mind, the heaven and hell, freedom of will, moral values, prayers and superhuman wonders are all illusions.
9. Thoughts depend on physical circumstances. They are activated only when some external stimuli affect the body organ of an individual.

### **Implications / Impact of Naturalism on Education:**

#### **1. BACK TO NATURE:**

Naturalism gives prime importance to nature. Hence, its call is back to nature. According to Naturalists, the best teacher of child is nature. Hence, to develop the child according to his nature, education should provide natural environment.

#### **2. OPPOSITION TO BOOKISH KNOWLEDGE:**

The second characteristic of Naturalistic education is its opposition to mere academic knowledge and verbalism of books.

The prevalent education meant mere cramming of Greek and Latin literature. Naturalists opposed this education calling it artificiality, snobbery and mere show.

They emphasized real education to be according to the nature of the child through natural interests and activities.

#### **3. PROGRESSIVE EDUCATION:**

According to Naturalism, Education should be progressive. Present education prepares the child for his future adult life. Naturalistic education believes that a child is a child and not an adult in the making.

As a child, he is a dynamic individual who develops gradually. This development passes through four stages namely infancy, childhood, adolescence and adulthood.

All these stages have their own needs and problems. Education should meet these needs and develop the capacity to solve those problems particular to each stage.

### **CENTRAL POSITION OF THE CHILD:**

Naturalistic education puts the child at the centre of the educational process. Naturalists believe that education is meant for the child. Thus, it should be so organized that child learns by his own activities, observations and experiences without guidance.

### **5. FREEDOM OF THE CHILD:**

The sixth characteristic of naturalistic education is to allow full freedom to the child to develop himself according to his natural tendencies.

The school, the time-table, the books and the teacher should not condition his experiences in any way as per- planning or preconditioning spoils his natural growth and stunts his normal development.

The child should be put under no restraints, no interferences, no difficulties and no confusions. He should be completely free to structure his own plans, activities, observations and experiences.

### **6. EMPHASIS ON THE TRAINING OF SENSES:**

Naturalistic education emphasizes the training of senses. Our senses are the gateways of knowledge. These senses need training to discharge their function with efficiency.

### **7. NEGATIVE EDUCATION:**

One of the chief characteristics of naturalism is negative education. According to J.S.ROSS, "A negative education does not give virtue, it protects from vice. It does not inculcate truth, it protects from error." It helps the child to take the path of truth and goodness.

### **NATURALISM AND AIMS OF EDUCATION:**

#### **1. TO PERFECT THE HUMAN MACHINES:**

Naturalists regard the whole universe as a huge machine. The first aim of education is to make the individual work very efficiently as a part of the huge machine and also work as a very efficient machine himself.

#### **ATTAINMENT OF PRESENT AND FUTURE HAPPINESS:**

Biological naturalism advocates the attainment of happiness of the individual.

He should be happy in the present life as well as in the future. Education should co-operate in this process and bring it to success.

#### **PREPARATION FOR THE STRUGGLE OF EXISTENCE:**

Darwin believed in the principle of 'struggle for the existence and survival of the fittest'.

Education should develop the capacities of the individual so that he comes out victorious in the struggle of life and existence in this world.

#### **ADAPTATION TO ENVIRONMENT:**

According to the Darwinian Theory, a man, unlike other animals, has a power to adapt himself to the ever-changing environment. This is a natural capacity. Thus, the aim of education should be to strengthen this capacity of adaptation of the individual.

**NATURAL DEVELOPMENT:**

Education should develop the child according to his inborn tendencies, interests, inclinations, aptitudes and capacities in a free environment. Such development will be a development according to nature in the real sense of the term

**AUTONOMOUS DEVELOPMENT:**

According to Naturalism, the development of the child is to be free, fully autonomous and self-acquired and self-realized individuality.

**CONCLUSION:**

Naturalists believe that due to the advancement of human civilization and development of society, man has gone away from nature.

If he comes nearer to nature, his development will be natural and normal.

**Naturalistic concept of knowledge:**

Naturalism believes that knowledge comes through senses.

Senses are the gateways of knowledge. The final truth can only be known through senses.

It is through senses that our mind establishes a contact with external world.

**Type of curriculum devised by naturalists:**

Naturalists attach greater importance to evolutionary theory, empirical teaching and scientific analysis.

They recommended physical and social sciences. They also advocated languages

And mathematics to be taught as the tools of science. -

They recommended that history should also be taught.

**Fundamental principles of education according to naturalism:**

Accords an important place to the child.

Advocates education in accordance with the nature of the child.

Considers natural environment as an important source of education.

Gives an important place to the present life of the child.

States that adequate freedom should be given.

**Rousseau concept of Naturalism:**

Rousseau stated that all the ills and miseries of man are due to the departure from nature.

According to him:

Life in nature is genuine.

Nature recognizes the worth of individual on his own merits.

The function of education is to preserve the goodness and purity of child without any stain from the world.

## PRAGMATISM

### Meaning:

The pragmatism is derived from a Greek word 'pragma' which means actions or 'work done'. Thus, pragmatism means a philosophy which emphasizes usefulness of anything, use being the criterion of reality.

The basic thesis of pragmatism is that "experience is the real of all things."

Pragmatists firmly hold that first the activity or experiment is done and then on the basis of result, principles or ideas are derived. Hence pragmatism is also known as Experimentalism. Pragmatism is called consequentialism because any human activity is evaluated in terms of its consequences or results.

Pragmatists, unlike the Idealists, do not believe in fixed, external and absolute values of life to be followed in all times, places and circumstances.

They also do not uphold any predetermined philosophy of life.

The fundamental start of pragmatism is 'change'. In this sense no truth is absolute and permanent.

The chief profounder of Pragmatism are:

- William James (1842 - 1910).
- John Dewey (1859 - 1952).
- Shiller.

C.B. Pierce.

### Let us discuss the basic principles of Pragmatism:

- Truth is what works in the real world. We must keep the desired end in mind.
- Ideas should be applied to solving problems; including social problems.
- Truth is that which works in Practical situation.
- Action is real, ideas are tools.
- Man is an Active being.
- No absolute values of life.
- Faith is mans ability to solve problems.
- Through logic of scientific methods.
- Rejects authoritarianism – govt religion edu.
- Knowledge is always tentative and functional.
- Child is the center of an activity.

Stress on social and physical environment.

- Education should be preparation for life
- Solving problems is important; therefore use real-life situations
- Teaching methods should be varied and flexible
- Education should be action oriented
- Needs and interests of students should be considered
- Project approach to teaching is desirable
- Curriculum is varied.

- A broad education is more desirable.

Charles Sanders Peirce, 1839-1914

Widely acknowledged as the father of pragmatism

True knowledge of anything depends upon verification of our ideas in actual experience

John Dewey, 1859-1952

Need to concentrate on real-life problems

He sought practical solutions for practical problems

### **FORMS OF PRAGMATISM:**

#### **1. Humanistic Pragmatism:-**

It considers only those things or principles as true which satisfy the needs, requirements, aspirations and goals of human beings thus seeking the welfare of mankind.

#### **2. Experimental Pragmatism:-**

Only those things and principles are true which can be verified experimentally.

Experientially verified things only are true. It is therefore, the outcome is verification

#### **3. Biological Pragmatism:-**

According to it, whatever helps oneself to adjust and to adapt with environment or helps in changing the environment is valuable and important.

Truth, therefore, is biologically useful. It also may be called Instrumentalism as Ideas are tools and instruments. They are meant to attain practical knowledge.

### **EDUCATIONAL IMPLICATIONS OF PRAGMATISM:**

#### **1. Aims of education:**

The pragmatists do not consider any aims or values fixed in advance. Aims of education, therefore, are subject to change from time to time.

- a. Social efficiency.
- b. 2. More & more education & continued growth.
- c. 3. Adaptation to environment.
- d. 4. Harmonious development.

#### **2. Pragmatism and Curriculum:**

- It proposes Experience Curriculum, graded curriculum.

(Activity curriculum)

- Utility is the criterion in determination of curriculum (utilitarian curriculum)

It assigns due place to the interest of the child.

It provides problem solving activities.

- It suggests integrated subjects with purposive, productive & socialized activities. ( Integrated curriculum).
- It gives stress on Subject & studies like physical training, hygiene, social science, math, science.

#### **3. Pragmatism and Methods of Teaching:**

Creative activities in teaching learning process (spontaneous, purposeful & socialized activities.)

Learning by doing.

Curriculum advocates powerful activities.

Project method: This method is followed by certain principles and steps which are given below

- Life oriented.
- Problem- centered
- Purposeful in nature.
- Activity based
- Manual or motor in nature.

#### **4. Pragmatism and Role of Teacher:**

- As helper and guide, Teacher's role is to put a child in real life situation. This will make the child understand his life's problems and solve them.
- Doing is more important than knowing. the pragmatic teacher wants his pupil to think and act for themselves to do rather than to know.
- Teaching should not be based on lecturing and repeating only. The teacher should create a problem solving attitude in his pupils.

#### **5. Pragmatism and Discipline:**

Pragmatism believes in Social discipline.

Pragmatism believes that play and work should be combined and this combination will perform a mental attitude – discipline.

Inner discipline cannot be maintained through force and domination.

Discipline comes through purposive & cooperative activities.

#### **6. Characteristics of Pragmatic Education:**

Education as Life

Education as Growth

Education as Continuous Reconstruction of Experience

Education as a Social Process

Education as a Responsibility of State

#### **CONCLUSION:**

- Pragmatism is an attitude of mind and a way of life which opposes tradition in search of the greener pastures and creates a world of its own.
- It is an innovative, naturalistic, experimental and problem solving approach of life and education.

Project method adopted by pragmatists:

The method was enunciated by Kilpatrick, a follower of Dewey.

In the words of Kilpatrick, "Project is a whole - hearted purposeful activity, proceeding in a social environment". In it an activity is chosen from the real life.

The project is not a theory; it is an activity, a problem.

#### **Contribution made by pragmatists to the field of education:**

Pragmatism helps us in realizing the value of to-day's life by experiencing it.

Pragmatism advises to have a balanced approach towards the past, present and future.

It contributes to the development of vocation-centered system.

Project Method is the brain child of Pragmatism as an effective the method of teaching. Pragmatism recognizes that an individual should be socially efficient and productive.