

PRAGMATISM AND INDIAN EDUCATIONAL CURRICULUM CONSTRUCTION

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Abstract

Education as such had been always the dynamic shade of a chosen philosophy. It creates an avenue passing through which one can clearly distinguish between the existing values and those surmised to be universal. With education to backup, one gains the freedom to modify the curriculum in vogue so as to suit to the extant environmental influences. Through Idealism nonetheless we can look at the reflective side of the education and grasp only some shades of Truth depending on one's own level of comprehension. On the other hand with Pragmatism one can make out what is real or merely idealistic. To enter into the arena of Universal Truths we must sportively permit a revision or decade wise an overhauling or sincere re-evaluation. Pragmatic approach in building a curriculum relies on the human capacity for discovering and recognizing variety Truths and later classifying them for the sake of utility or application. It also lays an emphasis on the fact that there are no fixed or eternal truths, a viewpoint which can be reckoned as purely scientific. Therefore expecting a uniform curriculum throughout a Nation may sound impressive in print but could end up in vain efforts. Urban to Rural areas ratio in majority countries had been absolutely disproportionate. Therefore, it would be wise to adopt a three tier system to deal effectively with the present situation in India. The paper envisages a survey taking stock of the existing conditions and would propose remedies. Obviously different rungs of the society have their own exclusive needs. Therefore, so far primary education is concerned it has to be regarded as the first tier or essential class of education. It is only at the secondary and lastly tertiary level that the requisition of technical knowledge or specialized field study is without dispute, necessary from all aspects.

Keywords: Environmental influences, Universal truths, Re-evaluation