



CONSTRUCTIVISM AND IT'S SOCIO-PHILOSOPHICAL IMPLICATION IN EDUCATION

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Conceptual Analysis of the Concept

Constructivism is a connotative concept. It signifies various qualities such as positive, helpful, advantageous, beneficial, co-operative, creative, practical, productive useful, valuable, worthwhile, etc. Construct refers to form something by putting different things together. It is an idea or a belief that is based on various pieces of evidence. It is an idea or a thing that is built or made. Constructivism is a complex, dynamic and comprehensive concept. It is a relative as well post modern approach. It is the process or method of building or making something new and innovative. It is the way in which words are used together and arranged to form a sentence. phrase, activities, experience, etc. It is a theory of the creating of something ideas, opinions and knowledge. It means the way in which words, actions, statements, etc. are understood by something. Constructivism is a dynamic concept because it was there in ancient Indian philosophy of education, although not an explicit form of philosophy as such. This concept of constructivism cross the time and space, thus it is dynamic concept. It is a relative concept because its application varies from time to time, place to place, region to region, and culture to culture and even from language to language. It is very difficult to make water tight compartmentalization of constructivist, re-constructivist, and essentialist approaches separately. Some of the segments or of the commonalities are there in all these approaches. This concept is comprehensive, because this approach demands an integration of the existing or the former knowledge with the innovative knowledge. It also demands integration of knowledge and information.

The educationist, specially, the educational planners view is to reshape and re-designed the school education looking into the demands of the society and of the social system in accordance of the proclamation in the constitution of India. Thus, the operational part of the

concept should be taken into consideration in the light of the National Philosophy of Education, specially ,the national goals, aims, objectives and education envisages anew Education Policy-1986.

Constructivism: Philosophical Implication

The aim of education of a country is determined by the philosophy of the people of that country. From time and memorial education was considered as a value loaded activity. So, the aim of education was mostly in relation with the idealistic view of life. Thus, the aim of education was to develop a natural man into an ideal man. Then the place of education was centered round the teacher. Later on it was shifted to the nature of child for which education is designed and which was followed by the pragmatic approach to education due to the change of society through the contribution of science and technology more so the effect of industrialization. The western philosophical schools of thought like, idealism. naturalism, pragmatism, realism and so on have influenced the aims of education in the west and in India before the influence of the European philosophers and educationists, Indian education was classical in nature and traditional in approach, where education were not considered for the mass. After the British embarkation the modern formal system of education was introduced in India in the line of the British or of the European brand of mind and thought. Then the education was shaped for the development of knowledge. Acquisition of knowledge has been widely accepted as an important aims of education, knowledge gives power to the weaker intellect, satisfies the hunger of the weaker intellect and gives harmony to the normal human curiosity. Knowledge enables a man to think, feel, act and experience in a better way. Due to increased diffusion of knowledge throughout the ages, we have inherited a good deal of cultural background and sound stock of knowledge without diffusion of knowledge enrichment and progress cannot take place. To become civilized and cultured acquisition of knowledge is indispensable. Thus, it appears that the trend for the development of human being mostly depends upon the knowledge base. Philosophy, specially, epistemology and education are interchangeably utilized. With pace and development of the human knowledge system and of the interaction and fertilization of various idealistic, pragmatic, realistic philosophies has given birth some new and modern theories in education which are known as perennialism , essentialism and progressivism in the contemporary philosophy of education which is continental in nature. In accordance with the basic idea of this philosophy every school of thought has come out with its own implication so far teaching learning situation is concerned. The main problem in India is that Indian cannot subscribe any one of the school of thought for giving the shape of its education. It is essential to make a water tight theory or

a philosophy for education? Whether will it not produce only one type of materials or the man as a like the production of porters? The European has their own way of thinking and of their own philosophy. For example till 1996 the England had the broader consideration of education as a value loaded activities. But, after 1996 their education commission has recommended education as a commodity which can be purchased and sold. Similarly, the United States of America has developed its philosophy of education in modern times especially, in the materialistic line more so completely in a pragmatic way. America and England are self reliant so far their material culture and economy, But, India was under the colonial rule for a long time it has yet to build its strong base of economy which forces India to take a middle path in the field of economy as well as in the field of education. At the same time India had to maintain its education and cultural heritage and also to complete with the modern world of knowledge. Indian has to cope up with the exploration of knowledge system by giving more importance to its indigenous knowledge base. Child born in a society and inherits the traditions of his or her own predecessors or ancestors. Constructivism is different from essentialist view of culture that tends to reify culture as a substantive entity. India always is trying to maintain that parameter for the development of the learners. It is imperative to build up a knowledge system for the school going children in India with the help of their participation in the process of generation and knowledge construct. That is the philosophical basis of constructivism in education in India. Constructivist philosophy has emerged from the genesis of reconstructivist and deconstructivist approaches of the late 20th century. It has its roots in philosophy, psychology, sociology and also the text of the language and literature. In this paper, the author has confined his discussion only in social and implication of constructivism in education.

Social Implication

Indian society is a pluralistic society. It is multilingual, multicultural, multiethnic and multi-structural society. Thus, immediate after independence, the government had to formulate its social philosophy which is reflected in the preamble of the Indian constitution. To translate and also to implement and practice those social philosophy and of its ideals India has designed its education accordingly. Education is a social necessity. Recently, Govt. Of India has made primary education as fundamental right. Because, the progress and development of a nation depends upon the education of its people. Since Independence, commissions and committees have recommended for the improvement of the education looking into the immediate need of the country. So, the long run goal for universalization of primary education was not attained. Because, the country had to face the challenge of so many

problems and challenges. Now, the world is moving very fast. Globalization has taken place. The aspiration and the expectation of the people have gone up. Every citizen has to be prepared to face these challenges. Thus, the educations which are to be shared by the children must be of their own which reflect creative innovation. It is not that the knowledge which is available should not be transmitted and shared by the children. But, on the basis of the existing knowledge, the knowledge's are to be created. Today's society is considered as a knowledge society. Every individual has to participate in that knowledge processing system. Knowledge acquisition is less important than that of knowledge generation. Education today cannot be thought of only in the formal system or only for a particular class, caste, community, religion, race, etc. Through the process of constructivist approach in education convergence is possible within the framework of divergence. The constructivist approach helps to reduce the distance between the power holder and of the people who are distance from the power. This is a social need because in India the social distinction and deprivation has been continued due to non-involvement of the majority of the people in the process knowledge generation and knowledge utilization and also participation in the process of knowledge management. The school education demands the participatory system learning, where teacher, students and supporters will participate in the process of knowledge sharing and knowledge management. Sociology of knowledge played an important role in shaping the education. It is matter of regret that in our country, while curriculum is developed this component of knowledge system is hardly taken care of. After 60 years of Indian independence, now we are thinking of indigenous knowledge and its utilization which could have been taken care of long before. The learning content or of the knowledge or of the learning experiences which were practised in these schools were not much in tune with the environment in which the children have been participating in the schools. Thus, most of the time the formal education made them alienated from their own society or of their own community. Thus the constructivist approach helps the learner to utilize their own environment of creating new knowledge or reshaping the existing knowledge. The NCERT has rightly stated that. this approach to knowledge necessitates a move away from 'facts' as ends in themselves. and a move towards locating facts in the process through which they come to be known, and moving below the surface of facts to locate the deeper connections between them that give them meaning and significance'. So far, the learning and knowledge part is concerned this approach is useful to make an effective man in one sense, but still some other components are ignored. So far the manifestation of one's individuals potentialities and of wiseness this approach has its own limitation. Thus, there should be an attempt to identify

some of the components which helps to improve upon the steps of information to knowledge and knowledge wisdom.

Constructivistic pedagogy approach

If there is a proposal for any new approach in the field of school education we are searching for pedagogy. Is it essential to have pedagogy for every sort of learning? Where there is no pedagogy, whether learning takes place or not? All these question shave ever been examined in our country. Europe, specially, in England, the people are now giving importance to the process of knowing and of the process of participation in knowledge creation. R. S. Peter one of the renowned philosopher of education have contributed a lot in the field of education starting from philosophy of education, aims of education, values in education, teaching learning etc. He had hardly propagated for developing the pedagogy. In spite of the limitations of the pedagogy whenever we are developing a new curriculum we are proposing certain strategies for implementing the curriculum. The present curriculum which js developed in the line of constructivist approach we are to develop certain strategies. The present curriculum demands, the orientation of the teachers related to constructivist approach. But so far, my experience goes many a time curriculum was reviewed and reformed, but hardly the teachers were familiar with the approach through which the curriculum is to be transacted. Hardly the writers or the authors have been oriented for the preparation of teaching learning materials. There is a great gap between the planners of the curriculum and the practitioners of the curriculum and of the curriculum content. I have little doubt about the idea of knowledge formation, knowledge generation, levels of knowledge, types of knowledge, etc. That means the epistemological components of curriculum and learning experience of the teachers who really transact the curriculum in practical situation. Hardly any pedagogical book available in our country has spelt out the concept of knowledge and sources of knowledge and also the formation of knowledge in the minds of the learner. What are the steps one is to come across to construct knowledge or form a knowledge. In ancient India there was no formal pedagogy even then the teacher helps to construct new knowledge by the students. Proper example is Ayodhyama and Aruni, Susruta and Charaka. Similarly, in the field of medicine technology, the students construct and reconstruct their own knowledge, but, the teacher had to create the situation. The process of creating such situation is considered pedagogy in a broader sense. Rabindranath Tagore was vehemently opposed the pedagogy, but, he had created the situation and environment which worked as the pedagogy now it is considered as experimentation. Similar is the case with Gandhiji and also with J. Krishmurthy. Such experimentation are to be taken into consideration for the process of

evolving new pedagogic for the implementation of constructivist approach in the field of education. If the above propositions are critically examined and some steps are taken in that direction I think the basic idea of constructivist approach in curriculum transaction and also it may help to achieve the societal learning through pluralistic approach in education because we are look into education as a whole and constructivist approach in the field of education.

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