



**Epitome : International Journal
of Multidisciplinary Research**

ISSN : 2395-6968

**Global Trends in Educational Research : Application of
*Trans-deconstruction: Theory on Monism***



Dr. Chetna Sonkamble

Head, Dept of Education,
Shivaji University, Kolhapur
Email : yaadni6@gmail.com

Abstract

This paper explores the application of Dr. Pawar's Trans-deconstruction: Theory on Monism to global trends in educational research. By deconstructing traditional educational paradigms and embracing a holistic, monistic view of knowledge, the study highlights how current educational practices are shifting toward interdisciplinary learning, event-based experiences, technological integration, and constructivist

approaches. The paper emphasizes the importance of restructuring curriculums to reflect cultural diversity and using failure as a constructive tool in learning. These approaches align with the theory of Monism, which asserts that all knowledge and experience are interconnected, thus encouraging a more unified educational system that mirrors the complexities of the modern world.

Keywords: *Trans-deconstruction, Monism, interdisciplinary learning, educational trends, global education*



ISSN : 2395-6968

Introduction to Trans-deconstruction: Theory on Monism

Trans-deconstruction, as conceptualized by Dr. Pramod Pawar (2021), challenges the dichotomous structures that traditionally govern philosophical and educational systems. Rooted in the idea of Monism, it posits that all forms of knowledge and experiences are fundamentally interconnected and exist within a unified reality. In applying this theory to global trends in educational research, we can explore how modern educational practices are shifting from compartmentalized, subject-specific learning to more integrated, holistic approaches. This perspective emphasizes that contemporary educational research should deconstruct rigid traditional paradigms and instead embrace a unified, interconnected system that reflects the complexity and fluidity of the modern world.

Global Educational Trends through the Lens of Trans-deconstruction and Monism

1. Interdisciplinary Learning and Unified Knowledge

One of the most prominent trends in global education is the growing emphasis on interdisciplinary studies, where boundaries between subjects are increasingly blurred. Trans-deconstruction encourages educators to move beyond the compartmentalization of knowledge (Pawar, 2021), advocating for a monistic approach where all subjects are seen as part of a larger, interconnected whole. For example, combining political ecology with social design reflects the unified nature of knowledge, breaking away from rigid traditional educational structures. This reflects a deeper understanding of reality as an interconnected fabric, rather than a set of isolated disciplines.

2. Event-Based Learning: Engaging with Unified Reality

Event-based learning, where students engage with knowledge through practical experiences like field trips and primary-source-based learning, aligns with Trans-deconstruction's emphasis on direct engagement with the whole of reality. Rather than confining learning to theoretical models, this approach encourages students to immerse themselves in the real world, recognizing the inseparability of knowledge from experience. This is particularly evident in global trends



where universities are increasingly adopting experiential learning to enhance student engagement and motivation.

3. Technological Integration and Deconstruction of Conventional Methods

In the modern classroom, the use of technology has become essential, enabling educators to break down traditional methods of teaching. Trans-deconstruction, when applied here, suggests that the integration of technology is not merely a supplementary tool but a way to dissolve the boundaries between teacher and student, information and experience. Online platforms like Google Classroom, virtual simulations, and digital resources deconstruct the old hierarchical model of education and replace it with a more interactive, student-centered approach that reflects the monistic view of knowledge as accessible and interconnected.

4. Restructuring of Curriculums to Reflect Cultural and Social Realities

The trend of adapting curriculums to reflect cultural and regional diversity aligns with the Trans-deconstructionist call to move beyond a Western-centric, fragmented educational model. In many regions, such as the Global South, curriculums are being redesigned to meet the unique needs of local students, reflecting the Monistic belief in the unity of global and local realities. This approach helps to unify traditional knowledge with modern, global perspectives, allowing students to see education as a reflection of their lived experiences rather than a set of abstract, disconnected ideas.

5. Constructive Struggling: Deconstructing Failure

The Japanese concept of constructive struggling is an excellent example of how Trans-deconstruction can be applied to pedagogy. This method, which encourages students to engage with failure as a learning tool, deconstructs the binary opposition between success and failure. In line with Monism, it recognizes that both are part of the same unified process of growth and learning. This creates a learning environment where failure is not seen as an end but as an integral part of a continuous cycle of development.



Practical Application in Global Educational Research

1. Social Networking and Global Knowledge Exchange

In the current educational landscape, social networking among scholars and educators facilitates the free flow of knowledge across geographic and cultural boundaries, resonating with Trans-deconstruction's emphasis on the unity of all knowledge. This global exchange allows for the deconstruction of isolated educational practices and the creation of a unified, collaborative knowledge system. This approach can enrich the learning experience by introducing diverse perspectives and experiences that reflect the interconnectedness of reality.

2. Problem-Based Learning: Addressing Real-World Challenges

Problem-based learning, which encourages students to tackle real-world issues through collective reasoning, aligns with the Monistic idea that learning and reality are not separate entities but are intertwined. This approach mirrors the Trans-deconstructionist ideal of dissolving the barriers between abstract knowledge and practical application. By engaging in this form of learning, students are prepared for the complexities of global challenges, as they develop skills that are relevant across multiple disciplines and real-life contexts.

3. Constructivist Approaches and Active Learning

Constructivist teaching methods, where teachers and students co-create knowledge, further reflect Trans-deconstruction's call to dissolve the passive transmission of information. Here, the traditional teacher-student dichotomy is deconstructed, and learning becomes a collaborative, dynamic process. By engaging in active learning, students develop critical thinking skills and become part of a unified educational process where knowledge is not something external to be acquired but is instead constructed through experience and interaction.

Conclusion: Toward a Unified Global Educational Future

The application of Trans-deconstruction and Monism to global educational trends provides a framework for rethinking and reforming modern educational practices. As we deconstruct the



rigid, traditional models of education and embrace a more holistic, interconnected approach, we pave the way for a more inclusive, dynamic, and relevant educational system that mirrors the complexity of the world we live in.

Educational research and pedagogy, when viewed through the lens of Trans-deconstruction, offer profound insights into how we can create a unified, monistic system of learning that transcends cultural, geographical, and disciplinary boundaries. By doing so, we empower students and educators alike to engage with knowledge in a way that reflects the unified reality of human experience.

Endnote:

This paper explores global trends in educational research through the application of Trans-deconstruction: Theory on Monism, a theoretical framework developed by Dr. Pramod Ambadasrao Pawar. By utilizing this theory, the researcher seeks to critically analyze and interpret the complexities of educational paradigms in the context of monistic thought. The integration of Trans-deconstruction emphasizes the breakdown of dualities and the interconnectedness of educational concepts, fostering a more holistic understanding of contemporary challenges in the field. The application of this theory contributes to a broader discourse on innovative methodologies in educational research.

References

- Ministry of Education, Government of India. (2020). National Education Policy 2020. Government of India Press.
- OECD. (2022). Trends Shaping Education 2022. OECD Publishing. Retrieved from <https://www.oecd.org>
- Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *International Review of Research in Open and Distributed Learning*, 12(3), 80-97. <https://doi.org/10.19173/irrodl.v12i3.890>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org>



- Harasim, L. (2012). *Learning Theory and Online Technologies*. Routledge.
<https://doi.org/10.4324/9780203846933>
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Dewey, J. (1938). *Experience and Education*. Macmillan Publishing Co., Inc.
- Yıldız, E. P., Çengel, M., & Alkan, A. (2020). Current trends in education technologies research worldwide: Meta-analysis of studies between 2015-2020. *World Journal on Educational Technology: Current Issues*.
- Bhardwaj, R. K., & Jain, P. K. (2015). Research trends in mobile learning: A global perspective. *Collnet Journal of Scientometrics and Information Management*, 9(2), 205-224.
- Nwabueze, A. I., & Isilebo, N. C. (2022). Modern trends in educational development. In *International and Comparative Education: Cross-cultural Approach* (pp. 545-558).
- Valverde-Berrocoso, J., Garrido-Arroyo, M. C., Burgos-Videla, C., & Morales-Cevallos, M. B. (2020). Trends in educational research about e-learning: A systematic literature review (2009–2018). *Sustainability*, 12(12), 5153.
- Gurban, I. A., & Tarasyev Jr, A. A. (2016). Global trends in education: Russia case study. *IFAC-PapersOnLine*, 49(6), 186-193.
- Tolstova, O., & Levasheva, Y. (2019). Humanistic trend in education in a global context. *SHS Web of Conferences*, 69. EDP Sciences.
- Ota, H. (2018). Internationalization of higher education: Global trends and Japan's challenges. *Educational Studies in Japan*, 12, 91-105.
- Paek, S., & Kim, N. (2021). Analysis of worldwide research trends on the impact of artificial intelligence in education. *Sustainability*, 13(14), 7941.
- Pawar, P. A. (2021). *Trans-deconstruction: Theory on Monism*. NYAA Publishers, Yaounde, Cameroon. ISBN 978-9956-454-76-1.

