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# **PEDAGOGY OF LEARNING (POL)**

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## EDITORIAL

Preparing students for work, citizenship, and life in the 21st century is complicated. Globalization, technology, migration, international competition, changing markets, and transnational environmental and political challenges add a new urgency to develop the skills and knowledge students need for success in the 21st century context. There are compelling economic and civic reasons for education systems to develop students' 21<sup>st</sup> century skills. There are three broad rationales: (i) The economic rationale is that computers and machines can cost-effectively do the sorts of jobs that people with only routine knowledge and skills can do; (ii) There is also a strong civic rationale for students need a foundation of basic civic knowledge; and (iii) Globalization encompasses the third rationale for teaching and learning 21st century skills. Traditional education models have often focused on learning content for subject areas (i.e. math, science, language arts, and social studies), and then assessing this content knowledge with tests at the end of a chapter or unit. The 21st century learning frameworks, however, include learning traditional school subject in combination with the interdisciplinary 21st century themes (e.g. civic literacy, global awareness, financial literacy, health literacy, environmental literacy). With the emergence of a new model of learning for the twenty first century, it has been argued that formal education must be transformed to enable new forms of learning to tackle complex global challenges.

Rethinking pedagogy for the twenty-first century is as crucial as identifying the new competencies that today's learners need to develop. With the advent of new pedagogies, now known as 'Pedagogy 2.0', the education system is witnessing a re-definition of the roles of both teachers and learners, with the latter assuming more active roles as contributors of course content. At the heart of Pedagogy 2.0 is freedom of choice that allows learners to select which media to access, which resources to exploit, which tools to use and how, when and where to use them. Accordingly, twenty-first century instruction is based on three pedagogical principles – personalization, participation and productivity. This framework allows learning through authentic real-world contexts, carrying out projects from beginning to end, and solving problems as they arise, all of which constitute powerful learning strategies. Literature on this topic offers arguments for transforming pedagogy to better support acquisition of twenty-first century skills. However, the question of how best to teach these skills is largely overlooked. Experts recognize that the 'transmission' or lecture model is highly ineffective for teaching twenty-first century competencies and skills, yet widespread use of this model continues. In spite of worldwide agreement that learners need skills such as critical thinking and the ability to communicate effectively, innovate, and solve problems through negotiation and collaboration, pedagogy has seldom adapted to address these challenges. Today's students are active learners rather than spectators. They view themselves as participants in creating information and new ideas. Hence, traditional approaches emphasizing memorization or the application of simple procedures will not advance learners' critical thinking skills or autonomy. To develop the higher-order skills they now need, individuals must engage in meaningful enquiry-based learning that has genuine value and relevance for them personally and their communities. Twenty-first century pedagogy must employ innovative and research supported teaching strategies, learning technologies and real world applications. Real-world experiences merged with sustained engagement and collaboration offer opportunities for learners to construct and organize knowledge; engage in detailed research, enquiry, writing and analysis; and communicate effectively to audiences. People learn in a variety of ways, so the challenge for teachers is to discover which approaches help them learn most effectively. Research

suggests that some forms of pedagogy are consistently more successful than others in helping students acquire a deeper understanding of twenty-first century skills. Research about how individuals learn provides valuable insights into the ways different pedagogies support learners in mastering twenty-first century skills and competencies. Saavedra and Opfer (2012) suggest nine principles for teaching these skills: (i) make learning relevant to the context (ii) teach through the disciplines; (iii) develop lower and higher order thinking skills to encourage understanding in different contexts; (iv) encourage transfer of learning; (v) teach how to 'learn to learn' or metacognition; (vi) address misunderstandings directly; (vii) promote teamwork; (viii) exploit technology to support learning; and (ix) foster students' creativity.

Implementation of Pedagogy 2.0 approaches such as participation, collaborative learning, personalized learning, teaching for transfer, project-based learning and real-world contexts, will present many challenges. To address these challenges, teachers must bring out pedagogical innovations so as to equip learners with the skills and competencies to function in a digital culture. Teachers will require meaningful support and time to exploit available resources and tools to create tailor-made learning experiences that are motivating and engaging, yet efficient, relevant and challenging. Traditional educational institutions must experiment with alternative structural formats and strategies for learning and teaching that respond more flexibly to individual learners' needs and changing labour market requirements.

This issue of POL includes 11 articles. The first article on "Culturally Relevant Pedagogy: Towards Equity and Inclusivity in Schools" by Nityananda Pradhan entails how to redesign our schools, particularly pedagogical one's, so as to make all students feel safe, comfortable and respected in a multi-cultural context. It also suggests the teachers to be oriented how to adapt curricula, instructional materials, and assessment practices to relate them to the values and cultural norms of students.

Tulika Dey in her article "Folk Tales of North East India: A relook for Environmental Studies Classroom Transaction" has presented variety of folk tales of North East India and how these are reflected in Environmental Studies classrooms as folklores and folk tales have been an eternal part of every community culture since ages, and these help us to discover the roots of distinctive communities, our past, the commonality of varied cultures and of course our ethnic identities.

Subhash Sarkar and Prasenjit Das in their paper on "Impact of Internet and Social Networking Websites on College Students" have found significant impact of internet and social networking websites on boys and girls. Most of the students use internet and social networking websites for educational purpose.

Sankar Prasad Mohanty and Sanjeevani Sudha Jena in their paper titled "Perception of Teachers about Educational Provisions for Students with Disability in Higher Education Institution" have studied the perceptions of teachers about availability of educational facilities/provisions for students with disability in higher education institutions and whether the students come across with any problem in accommodation with environment over different areas of educational facilities like enrolment process, environmental accessibility, curriculum and teaching learning material, transaction mode of classroom learning, student support services, examination procedure and placement facilities.

Tinku De (Gope) in her paper titled "Professional Stress of Secondary School Teachers in relation to Ego-Strength" has revealed the relationship between the professional stress of secondary school teachers and ego-strength in relation to sex. She concluded ego-strength would be negatively correlated with teacher stress and in effect, a teacher with stronger ego strength would experience lesser stress. Male and female secondary school teachers experience stress

differently from different source of perceived teacher stress and from Teacher stress symptom in relation to Ego-strength.

The paper titled “Achievement Motivation and Academic Anxiety of High School Students” by Sangeeta Kumari Barwal reveals a significant relationship between high school student’s achievement motivation and academic anxiety with respect to boys and girls, rural and urban high school students.

In the article titled “Inclusiveness in School Education: Romantic, Rhetoric or Realistic? by Aditya Keshari Mishra, Sagarika Mishra and Debadutta Nayak have presented the concern for educational attainment among the marginalized communities in an inclusive education framework. They visualised a ‘pedagogy of the marginalized’.

Latika Kumari Mishra in her paper titled “Community Participation in School Education: A Case Study of Kangumajhiguda Project Upper Primary School, Nabarangpur district” has presented the findings out of a case study. It reveals community participation in education as an effective means of promoting education both in qualitative and quantitative terms. Sometimes the spontaneous activity of some communities has been seen as a valuable contribution to children’s educational progress.

Kalpanarani Dash and Nityananda Pradhan in their paper titled “Quality of Education in Schools under Shiksha Vikash Samiti, Odisha: Case Study of a Residential Saraswati Vidya Mandir” have presented the findings out of an in-depth study conducted on a residential school under Shiksha Vikash Samiti, Odisha. They found that the school imparts a package of holistic education (i.e., Physical, mental, emotional, social, and spiritual). This may be the reason the parents send their wards to the Saraswati Shisu Vidya Mandirs.

Saroja Kanta Choudhury in his paper titled “Empowerment of Women through SHG and Role of Education: An Analysis” has presented the performance level of women in functioning SHG and role of educational background for making this socio-economic enterprise a success.

The last but not the least, the article on “Right to Education: An Analysis” by Sanyogita provides sufficient cue for society towards Education with more opportunities as they can influentially fill the gaps in social system. For the purpose there should be an umbrella body to bring all ministries to work together towards a common goal. RTE Act, 2009, offers a great opportunity and can deliver on the long standing commitment of providing basic and quality education to accomplish the critical goal.

This issue of the POL (Volume-3, Issue-2 October 2015) contains articles on various issues pertaining to the pedagogy of learning of the learners and as a whole it contains 11 articles out of which 07 are research based and 04 are conceptual/theoretical papers. We hope this issue of Pedagogy of Learning will be helpful for the practitioners, students, teachers and researchers of education at National as well as International levels.

The editorial board is highly pleased on all those who have supported the successful journey of the journal in terms of contributing their thought provoking articles. Further we are grateful to all the reviewers, editors who have spent their valuable time in editing the articles of the journal. We are also grateful to the members of advisory board of the journal for their valuable and timely advice & suggestions. Lastly we would like to extend a special note of thanks to Er.Lalit Pathak, Managing Director of Krishma Educational Centre (*Krishma P.G. College of Education*) Mandi, Himachal Pradesh, India whose financial and moral support cannot be undermined for the successful journey of the journal.

**N. PRADHAN**  
**Chairman, Editorial Board**