

Editorial

Currently, India is undergoing paradigmatic and radical transformations in teaching-learning systems. Consistent efforts are being to do away with every possible colonial/Euro-North American-centric pedagogical and curricular pattern; remember and re-member the different aspects of indigenous knowledge patterns; and generate knowledge-making systems that are not ‘one-size-fits-all’ and speaks to critically diverse contexts. However, it is also important to note that every form of radical turn, besides endless possibilities, generates endless challenges. In this issue the four research articles engage with the various possibilities and challenges of the radical turns that the contemporary Indian academia is experiencing.

Parikh Susmita’s article “Onset of Ideal Priming Approach of Professional Courses of Study” argues the necessity of adopting multiple teaching-learning techniques for one particular course of study so that learners have the opportunity to engage in various creative and aesthetic ways. She talks about different techniques like kinesthetic study, game-based study, technology-based study, inquiry-based study and others.

Pragya Lall in her article “Nurturing Skills through Narratives” talks about the necessary of adopting folk tale narratives as a possible teaching-learning methodology in vocational educational institutions. Lall observes that the vocational educational institutions in India house trainees from across the country, therefore the pedagogical patterns need to cater to diverse sociopolitical and cultural contexts. As a result, adopting folk tales across the country as a teaching-learning technique would enable the learners to know about “teamwork, leadership and ethical conduct” in different contextual dimensions.

With respect to the aspect of professional and vocational development of the learners, Shravan Singh, in the article “The Role of Media, Cinema and Literature in Professional and Vocational Development”, philosophizes that an intersectional audiovisual pedagogy of media, cinema and literature can play a crucial role towards “skill acquisition, networking, personal branding and cultural competence.”

The final article titled “Learning of Languages for Quality Teaching and Higher Education” by Anjali Singh engages with the necessity of incorporating multilingual teaching-learning methodologies in the higher education system of India. One of the many intentions of NEP 2020, is to decolonize and de-anglicize the teaching-learning procedures in

the schools and higher educational institutions in India and make it more accessible to the common masses irrespective of their linguistic and geopolitical belongings. Anjali Singh's article argues in an identical direction.

Altogether, the articles provoke us to think beyond the mainstream teaching-learning procedures that have been unquestionably practiced in the schools and higher educational institutions in India so far, and explore the possibilities of co-conceptualizing and co-curating tangential curricular and pedagogical methodologies that would be more practical and more inclusive in nature.

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