

Shifting Paradigms: An Exploration of Learner-Centered Pedagogies in School Education

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Abstract

Change is a natural part of life, a truth beautifully expressed in the *Bhagavad Gita*, which reminds us that everything in the universe is continually evolving. Education is no exception. In the field of education, this principle is vividly reflected in the shifting needs, expectations, and learning styles of students. Kurt Lewin's three-step Change Management Model- unfreezing, changing, and refreezing helps us to understand this transformation. Just as an organization must break free from old patterns to create new ones, our teaching-learning process must also adapt to meet the demands of today's learners. Nowadays, students are active participants, curious explorers, and self-directed learners. Teachers, therefore, have become facilitators who guide, encourage, and support learners through new and innovative pedagogical methods. The shift from teacher-centered to learner-centered education, supported by technology, active engagement, and flexible learning strategies, reflects a major paradigm shift in education. The study aims to explore how learner-centered approaches are reshaping the educational experience, while also highlighting emerging practices, such as technology-oriented strategies, active learning experiences, and movement-based pedagogies that make learning more meaningful, relevant, and connected to students' real lives. Adopting a review-based approach, the study brings together insights from existing literature to capture the essence of the shifting paradigm. The findings emphasize that readiness to learn, adapt, and embrace new pedagogical methods is vital for creating classrooms where students feel supported, motivated, and empowered.

Keywords: Learner-Centered Education, Change Management, Active Learning, Technology-Integrated Pedagogy, Shifting Paradigm