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It is a matter of immense pleasure and I feel honoured to say that TJER is a peer reviewed journal in the discipline of education & Research published by the Trisha P.G College of Education. The purpose of the journal is to provide a forum for researchers ,academicians, practitioners, policy planners and innovators to share knowledge in the form of high quality research work in research findings , new technologies, innovative practices, trends and developments in the field of education at different levels and in cross – cultural and multi- disciplinary contexts. The aim is to improve the quality of contemporary education and encourage original and critical thinking on significant educational issues.

I extend my heartiest thanks to our team of Editors viz. Dr Shivali, Mrs. Punam Bhardwaj, Mrs Poonam Singh & Mrs. Seema Rana under the needed guidance of our Advisory Board and Editorial Consultants, we are able to publish the Vol-3, No-1 of TRISHA JOURNAL OF EDUCATIONAL RESEARCH. Approved by UGC Journal No. 62721.

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*I extend my sincere thanks to all contributors for the successful completion of this issue who extended their moral support till the publication.*

Authors are welcome to submit their work to the journal. Manuscripts should be exclusive to the TJER and not published elsewhere. All articles are subject to review and acceptance. We hope that the researchers across the Country will send their research papers for publishing in this journal of repute.

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Good Luck

**Thanking You  
Editor-in-Chief**

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## PEDAGOGICAL APPROACHES TO LEARNING

JAYASHREE SAMANTARAY \*

### Abstract

Although this pedagogical approach is important, it emphasizes an exterior world of form, function, aesthetics and environment with little attention towards enabling students to acquire abstract knowledge. Development education is an approach to learning that question-dominant paradigms of development and inspires citizen- and community-driven change towards a world of greater social justice. Development and aid programmes around the world have always needed public endorsement, either in the form of voluntary donations or through the political support of taxpayers for government funding. Beginning in the 1960s, educators and campaigners in many industrialised countries began to encourage greater understanding of development aid through a range of programmes and campaigns, which came to be known as 'development education'. A theory of skill learning might discover that there are policy considerations of interest to the teacher education community. Effective teachers "have a rich understanding of the subjects they teach and appreciate how knowledge in their subject is created, organised, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students". This paper offers a novel metamodel for education, which goes beyond the development of rule-based thinkers, to evolve model-based reasoning skills as a model for focusing the intent of education itself. Taken together these two aspects of our novel model for education will provide a new basis for education and for the development of deep reasoning skills within various curricular areas, which will provide the needed tools for those who will confront the coming global village and live in the global community.

Key Words :- Pedagogy, Skill learning, development education

### INTRODUCTION:-

The developing countries of the world face many major social challenges, among these challenges is education. It seems that the tendency would be to merely transport current educational pedagogy to these developing nations. But the existing pedagogy primarily fosters the development of ruled-based thinking, which will not be suffice to the demands of the current day. Thus a new model for education is in order; one that will address the need: for life-long learning, for learning-how-to- learn, for being able to apply knowledge to unfamiliar circumstances. Developing nations, as many nations of the world do, need new educational pedagogies to foster change to meet new challenges. Considering ethical theory stems from humanistic awareness and that by focusing education on the "common core of the profession" (ASLA, 2004,) educators may inadvertently stifle students' awareness of opportunities in a time when the average person expects to change careers "three times in their lifetimes" (Alboher, 2007), this study engages the pedagogical discussion by proposing an educational redirect towards

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