

PEDAGOGICAL ANALYSIS: Meaning, Need and Procedure

Pedagogy

Pedagogy is the science of teaching. It is the scientific and artistic planning of instruction for a formal situation. Primarily, pedagogy explains effective teaching methods and strategies. Effective teachers may make use of many teaching strategies (pedagogic approaches) in classroom because there is no single, universal approach. A method may not be suitable for all contents or all situations.

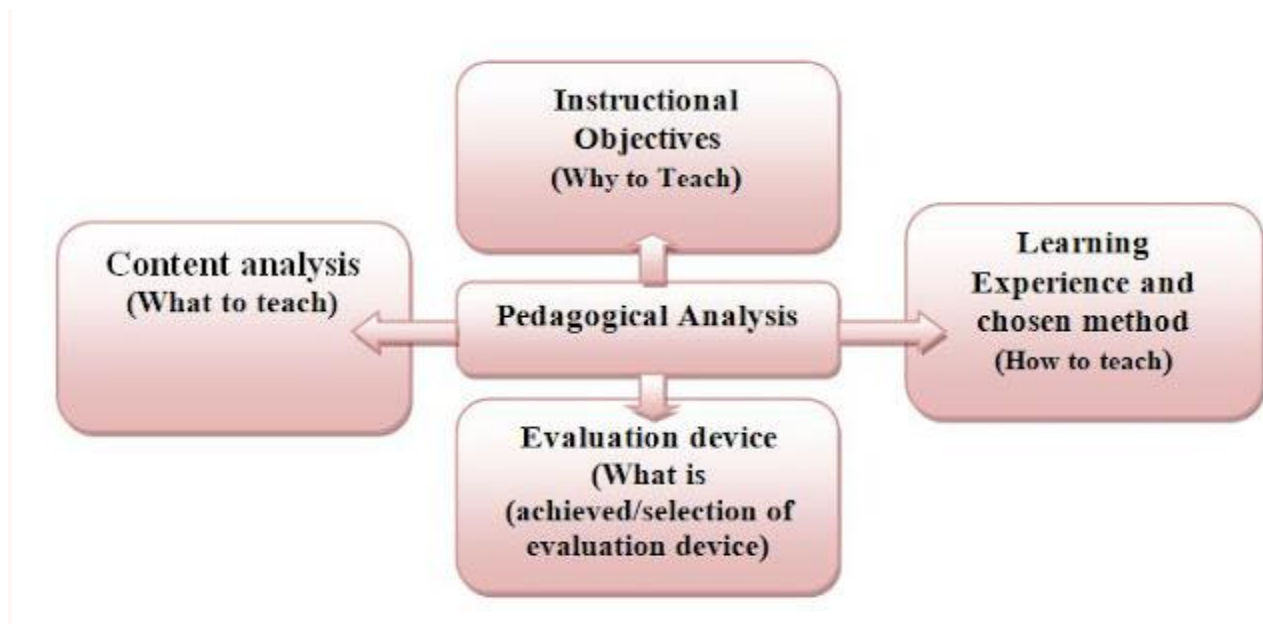
The word pedagogy is derived from two Greek words: paidagogos or paidagogia, in which paida means 'child' and gogos means 'lead.' Paidagogos literally means 'to lead the child' or 'to guide the child'.

Meaning of Pedagogical Analysis:

Generally, the term pedagogy means is the art as well as science of teaching method. The science deals with effectiveness of teaching and art relates to artistry. Similarly the knowledge of teaching is achieved by practice and experience in classroom. The term pedagogical analysis is the combination of two words-: "Pedagogical" and "Analysis". It is the scientific and analytical study of teaching a topic. The sole objective of pedagogical analysis is to make teaching learning process more scientific, effective, and impressive. The term pedagogical analysis has been explained with the help of the following chart.

Teaching is a complex phenomenon as its nature is artistic and scientific. The most we considered teaching as an art, loaded with emotions, feelings, values, beliefs, and excitement, the most difficult is to derive rules, principles, or generalization. When we considered teaching as a science or at least partly science, then pedagogy is predictable to that extent, it can be observed and measured with some accuracy and research can be applied to the practice of teaching.

Components of pedagogical Analysis: Pedagogical analysis is based on four essential pillars along with their mutual relationships and interdependence for being considered essential in the effective teaching learning process. The components of pedagogical analysis are given below with the help of the following chart.



Four fold activities of Pedagogical Analysis: To make teaching learning process more effective, systematic, scientific and impressive we have to carry out these different activities of pedagogical analysis. Hence it is better to discuss and understand the following constituent parts of pedagogical analysis.

- (I) Unit Analysis/Content Analysis.
- (II) Formulation of instructional objectives.
- (III) Learning experience and chosen method.
- (IV) Evaluation method.

(I) Unit Analysis/ Content Analysis: Unit means topic and analysis means dividing it into parts. The content analysis is not an easy task. In doing content analysis a teacher should have sound knowledge of teaching techniques teaching maxims and the nature of the subject matter. Before teaching, a teacher has to divide the topic into smaller parts/units. During the time of dividing unit into smaller and simpler sub-units the teacher has to identify and write down teaching points. Teaching points is the smallest important unit of teaching from the subject matter that is to be presented before the students. At the time of selecting teaching points, a teacher has to be vigilant, careful, skillful, intelligent and systematic in approach.

(II) Formulation of objectives: Pedagogical Analysis is the systematic and scientific analysis of the teaching and the content. Formulation of the objectives is the second step in pedagogical analysis. After carried out the first step of pedagogical analysis that is unit analysis, a teacher has to formulate the instructional objectives in behavioural terms because the instructional objectives are the learning outcomes. It is the end products of teaching learning process. Learning is change in behaviour. This change in behaviour may be any of the domains -: Cognitive, Affective, or

- Psychomotor. A successful teaching is based on a successful realization of formulated instructional objectives. Before formulating instructional objectives a teacher needs to study thoroughly the different approaches of behavioural objectives i.e. Bloom's Taxonomy of teaching learning objectives, Robert Mager's approach, Robert Millar's approach and RCEM approach. The teacher is required to have a good knowledge of the psychological and educational principles of teaching learning process.
- (III) (III) Learning Experiences and chosen method: Learning experiences and chosen method is the third step in pedagogical analysis. After conforming about what to teach (subject matter) and why to teach (instructional objectives) then the teacher has to choose the best methods, maxims, techniques, tactics, strategies, approaches to teach the particular subject matter. The teacher should have the clear knowledge about the teaching skills and the knowledge of using audio visual aids effectively. An English teacher has to select suitable methods i.e. Direct Method, Bilingual Method, Translation Method and the best approach for properly learning outcomes.
- (IV) (IV) Evaluation Device: This is the last and foremost step of pedagogical analysis. It is very well known that evaluation is desired changes in the behaviour of the students. The total behavioural outcomes are measured with the help of the evaluation devices. Right evaluation is the tedious job. It requires lot of skills and knowledge on the part of the teacher. After having taught the lesson, the teacher attempts to know how is his teaching was. Evaluation at the end of the lesson includes two aspects:- (i) Recapitulation and (ii) Home work. After the end of the lesson the teacher carries out recapitulation. He asks certain questions on the basis of the lesson he has just taught. Question may be asked from the whole class and the individual students. The questions are generally objective and open ended. After making recapitulation questions to the students, then the teacher has to give the home work to the students. The home work given to the students should not be over loaded and that should be related to the class work. It should be checked out immediately; otherwise the students are not motivated to do any homework further.

Importance of Pedagogical Analysis is described below:

1. Improving teaching and learning: By analyzing the teaching and learning process, educators can identify areas that need improvement and develop strategies to enhance student learning. Pedagogical analysis helps teachers to understand the needs and learning styles of their students, and to design instructional methods and materials that are appropriate and effective for each individual.
2. Identifying strengths and weaknesses: Pedagogical analysis helps to identify the strengths and weaknesses of different teaching and learning practices. By identifying what works well and what needs improvement, educators can make informed decisions about how to allocate resources and develop strategies for improving educational outcomes.

3. Assessing learning outcomes: Pedagogical analysis helps to assess the effectiveness of educational programs by measuring student learning outcomes. By examining student performance on assessments and other measures, educators can determine the extent to which learning objectives have been met, and identify areas for improvement.
4. Facilitating collaboration: Pedagogical analysis encourages collaboration among educators and other stakeholders in the education process. By sharing data and insights, educators can work together to develop and implement strategies for improving educational outcomes.
5. Enhancing accountability: Pedagogical analysis helps to enhance accountability by providing evidence-based information about the effectiveness of educational programs. This information can be used to make informed decisions about resource allocation, program evaluation, and other aspects of educational policy and practice.