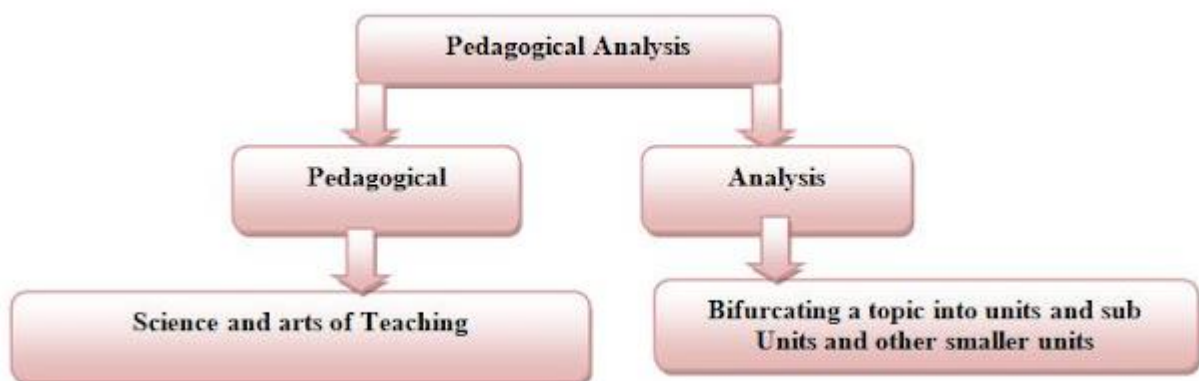


Pedagogical Analysis

Introduction:

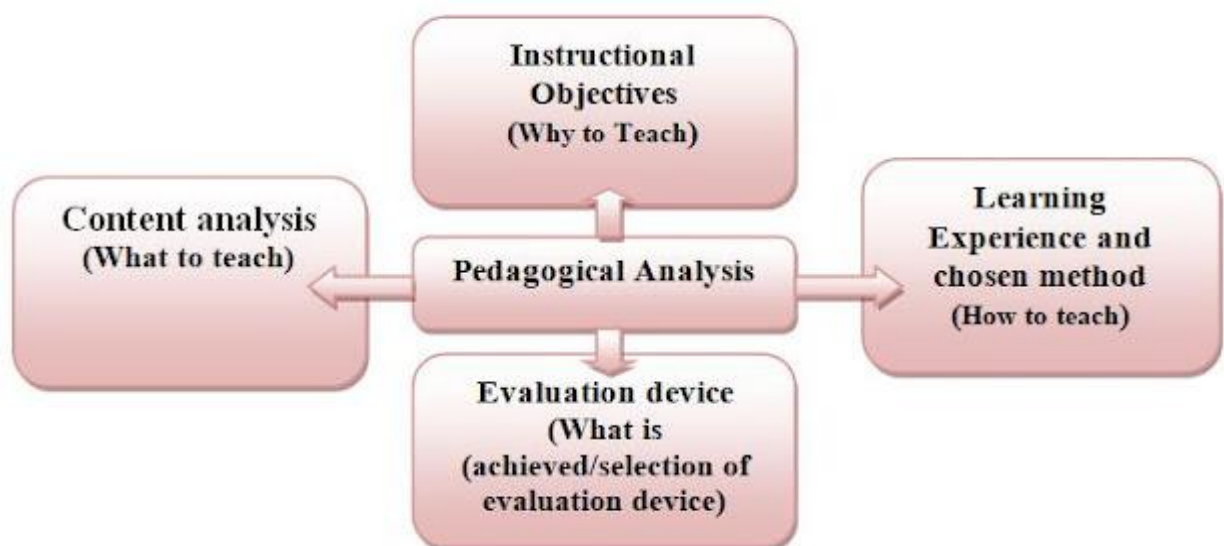
The concept of pedagogy is not a new concept in the field of education. It was most popular before 1960 and it was a course of study in education. After 1960, the term educational technology had replaced the term pedagogy. In between 1960 to 1980, the term educational technology was most popular all over the world in the discipline of education. After 1980, the term pedagogy has emerged as an innovation in education. Both concepts -: educational technology and pedagogy are interrelated. The pedagogy helps in understanding the meaning of educational technology. Hence, educational technology is nothing without pedagogy. Pedagogical analysis is utmost important for a language teacher to make his/her teaching effective to achieve the aims and objectives of curriculum of a particular class.

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 drive 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.



Fourfold 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 must divide the topic into smaller parts/units. During the time of dividing unit into smaller and simpler sub-units the teacher must 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 must be vigilant, careful, skilful, 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 must 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) 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 must choose the best methods, maxims, techniques, tactics, strategies, approaches to teach the 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 must select suitable methods i.e., Direct Method, Bilingual Method, Translation Method and the best approach for properly learning outcomes.

(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 his teaching it was. Evaluation at the end of the lesson includes two aspects-: (i) Recapitulation and (ii) Homework. After the end of the lesson the teacher carries out recapitulation. He asks certain questions based on 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 must give the homework to the students. The homework given to the students should not be overloaded 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.

