

1. PEDAGOGICAL ANALYSIS

1.1 INTRODUCTION AND CONCEPT

The word '**Pedagogy**' comes from the Greek word 'Paidagogeo', in which 'Paidos' means child and 'agogos' means lead. So it literally means-to lead a child or to guide a child.

Pedagogy refers to educational schools of thought or philosophies advocating how children learn and how teachers should assist them in that learning process. The term generally refers to strategies of instructions. In terms of teacher training, it means the art of being a teacher or science of being a teacher, and focuses on teaching aspect in particular.

The term **pedagogical analysis**, which is made up of the words pedagogy and analysis, simply means "analysis based on pedagogy." The phrase "analysis" refers to the process of deconstructing anything into its component pieces, elements, or constituents.

Through the process of unit analysis, we separate a teaching unit into its components, such as subunits, subjects, or single concepts, etc. Additionally, by performing a technique known as content analysis, we can separate the contents of the required course in a subject into its many components, such as main and minor sections, sub-sections, units and subunits, major concept and minor concept, subjects, etc.

As a result, **pedagogical analysis of the contents** refers to breaking up of the content of a particular topic of discussion into smaller parts namely units or sub-units for effective scientific teaching. that is conducted in the spirit of pedagogy.

Thus content analysis serves the following purposes-

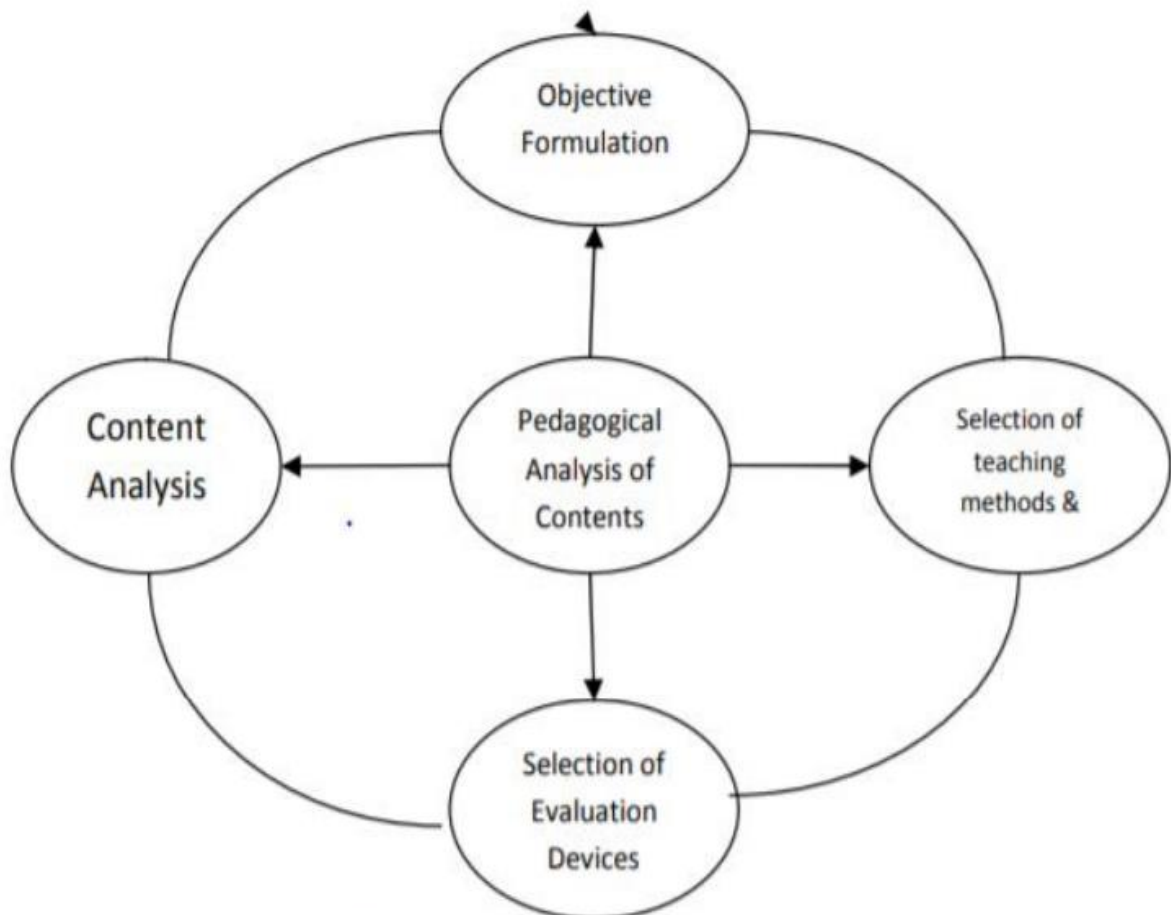
- Smooth and orderly teaching
- Maximum output with least effort

- Conceptual clarity among the teachers and students.
- Effective management of time and labour and other necessary resources
- Prior programming of teaching methods and selection of suitable teaching aids.

1.2 OBJECTIVES

- To analyse the curricular content into meaningful components.
- To anticipate comprehensive instructional objectives for each component.
- To identify the pre requisites in the curricular area.
- To design appropriate objectives based learning experiences for different stages and contents.
- To anticipate strategies for continuous and comprehensive evaluation.

1.3 ELEMENTS OF PEDAGOGICAL ANALYSIS



1.4 IMPORTANCE

- It facilitates effective teaching, and enhances scope for improving the delivery of information in all form of education.
- It makes the instructional programme more systematic and content appropriate and aids the students to understand concepts, principles or phenomena.
- It helps to carry out teaching as smoothly as possible.
- It also develops skills and relate with facts to organise teaching-learning.

1.5 STEPS INVOLVED

In order to analyse the required course content or a specific unit, subunit, or single concept of the subject being taught to a specific class, methodically four procedures or steps below are to be followed in an interactive setting.

A. A **content analysis** of the subject-specific unit, topic, or single concept being taught by the instructor.

B. **Defining the teaching or instructional goals** for the subject matter at hand by expressing them in concrete behavioural terms.

C. **Making suggestions for teaching and learning strategies, activities, tools, and aids** that are compatible with the achievement of the predetermined educational objectives set.

D. **Making recommendations for suitable assessment tools**, such as test questions, oral, written, or practical activities, for assessing the results of the teaching and learning process in connection to the teaching of the subject.

An effective teaching as Mangal & Mangal (2008) highlighted can be defined as: ‘The ways and means provided to or utilised by a teacher for managing his task of teaching as smoothly and effectively as possible by involving his mixed efforts for the best possible outcome.

1.6 ADVANTAGES OF PEDAGOGICAL ANALYSIS

- It promotes deep, critical and analytical thinking.
- It provides a scope for teacher's individualism while selection of content and helps improvement of students' academic achievements.
- It offers a scope for classroom based assessment where students' creativity and engagement is prioritized along with scope for immediate feedback, diagnosis and remediation
- It establishes a significant connection between what is taught and what is to be taught.
- It helps the child in empowering them with ideas which can be sought as claim based arguments using both text based evidence and personal experiences.

1.7 DISADVANTAGES OF PEDAGOGICAL ANALYSIS

- It is not always possible as experience shows that class teaching would be smooth and orderly with the help of pedagogical analysis alone because the classroom situation is very different from the ideal situation as expected, therefore strict adherence to only the content analysis part at times is not feasible.
- It is not always necessary that there will be maximum output with pedagogical analysis, being put into action as it requires good clarity and mastery over the subject by the teacher concerned.
- Effective prior programming of teaching methods and selection of suitable teaching aids particularly depends on class size and socio-economic background of learners rather than the theoretical part of it.
- Pedagogical analysis stresses on unnecessary division of subunits which may hinder the process of spontaneous learning.
- Emphasis on appropriate break up and analysis of sub-units depends upon the class and psychology of learners which requires precision and understanding on the part of the presenter or teacher and hence lacks uniformity of approach.

- Pedagogical Analysis lays the general concept of teaching-learning programme for every student without due attention being given to the gifted, average and slow learners.