

A. Theories of teaching: Formal, Descriptive and Normative

The theory based on certain logic, certain metaphysical, epistemological assumptions and propositions is known as formal theory of teaching. The following are the four formal theories of teaching-

- a. Meutic theory of teaching
- b. The communication theory of teaching
- c. The mutual inquiry theory of teaching
- d. The moulding theory of teaching

The meutic theory of teaching conceives that teaching process helps to recollect or unfold that knowledge with questioning techniques. The teacher brings his knowledge at conscious level of the child. The focus of this theory is self realization. The Socratic's method is an essential for this theory.

The communication theory of teaching based on assumptions that the teacher possesses all knowledge and information which student does not possess. The most appropriate way for the students is to learn this knowledge that the teacher present , explains.

The main assumption of this mutual inquiry theory about the nature of knowledge is that the whole body or recorded facts as ; information and knowledge which in schools and outside the schools is generally substituted for inquiry. True knowledge is inquiry, used to apply efficient methods and relevant information for the solution of the problem.

John Dewey is the advocator of this moulding theory of teaching confine to impart the knowledge to the students. This theory is focus on shape, form and mould of the students' behavior. The basic assumption about the human nature which this theory takes in consideration is that human personality is formed, shaped and moulded by their environment.

The theory which is based upon empirical evidence and observation is called descriptive theory. The purpose of descriptive theory is to predict the relationship and effectiveness of variables of teaching.

Normative theory of teaching may be developed because it is difficult to control the human subjects in experimental situation. The learning theories have been developed under controlled conditions by conducting experiments and animals. The normative theory explains the relationship among teaching variables on the basis of observations in normal teaching condition.

B. Different pedagogical models

Following are some important pedagogical models –

- a. **Student-centered learning environment:** Student centered learning environments reflect the characteristics of constructivism. In this model students are active and independent, The teacher has a guiding or coaching role and knowledge is viewed as tool instead of a goal.
- b. **Problem- based learning:** In this model students work collaboratively in small groups on realistic, illstructured problems under guidance of a tutor. The problem forms the starting points of the learning process. Students start a discussion about the problem based on common knowledge and their own experiences. Students need to formulate learning issues about the aspects of the problem that stayed unclear during the discussion. Afterward, they search for relevant literature by themselves. After self-study students discuss their findings and address the learning issues together in the presence of a tutor.
- c. **Inquiry based learning:** Curiosity of the students plays big part in this student-centered instruction type. Questioning is the start of this approach. Students need to investigate, create new knowledge and discuss. The role of the tutor is to both guide the group process and to provide information to students.

C. Pedagogy in action: Phases of teaching

Phases of teaching is also called Philip Jackson's analysis of teaching. There are three phases of teaching given by Philip Jackson. They are-

- (a) Pre-active phase
- (b) Interactive phase
- (c) Post-active phase

Pre-active phase is exclusively related to the analysis of the teaching task at the time of planning. Activities which are included here are done by the teacher before entering the class. Preparing lesson plans by the pupil-teachers is pre-active phase of teaching. The success of interactive phase entirely depends on it.

In interactive phase of teaching is the classroom interaction between teacher and students. This phase refers to the execution of the plan made during the pre-active phase of teaching. This is actual classroom teaching. In this phase, the teacher gives students the learning experiences through some suitable modes.

Post –active phase of teaching is the evaluation phase of teaching. It arises when the teacher has left the class and tries to have a look back into what happened in the class. The teacher asks the questions from the learners, verbally or in written form. The behaviors of the students are also measured in order to evaluate their achievements.

D. Standards of effective pedagogy

Standards of effective pedagogy provide guidelines for effective education. Following are the different standards of effective pedagogy-

- (i) Teacher and students producing together: Learning occurs most effectively when experts and novices work together for a common product or goal, and are therefore motivated to assist one another. Providing assistance is the general definition of teaching, thus joint productive activity maximizes teaching and learning. Joint activity and discourse allow the highest level of academic achievement: using formal or scientific ideas to solve practical , real world problems.
- (ii) Language development : Developing competence in the languages of instruction should be a metagoal of all educational activity throughout the school day. Language development at all levels – informal , problem solving and academic – should be fostered through use and through purposeful, deliberate conversation between teacher and students not through drills and decontextualized rules. Provide frequent opportunities for students to interact with each other and the teacher during instructional activities.
- (iii) Contextualisation: The high literacy goals of schools are best achieved in everyday, culturally meaningful contexts. This contextualization utilizes students’ funds of knowledge and skills as a foundation for new knowledge. This approach fosters pride and confidence as well as greater school achievement.
- (iv) Challenging activities : Challenging students in ways that stimulate cognitive change means encouraging them to review and question their own and others beliefs and rationales. Activities for engaging dialogue about problem solving provide an organizing structure for students to construct new understandings. Dramatic problems with real-life meaning can help students at any level evaluate , revise and recognize their conceptual organizations. The object to problem solving is not to conclude with a correct answer, but to expand discussion and promote more complex thinking on the topic.
- (v) Teaching through conversation: The most productive instructional practice is characterized by interdisciplinary curriculum and complex problem solving that encourages students’ purposeful and authentic use of language in life –like situations. Instructional conversation is teaching through conversation to guide students to construct more complex understandings of a topic, text, problem or other activity.

E. Importance of pedagogical analysis

Pedagogical analysis means the logical and systematical breaking up of the curriculum from the point of view of a pedagogue for the purpose of its effective transaction. Pedagogical analysis is a tool in the hands of a teacher which helps the teacher to plan classroom teaching and implement it successfully and can evaluate the learning outcome of the students. Pedagogical analysis means the logical and systematical breaking up of the curriculum from the point of view of a pedagogue for the purpose of its effective transaction.

Following are the importance of pedagogical analysis –

- (i) Pedagogical analysis is selection of appropriate objectives and strategies in various instructional situations to access the level of actual teaching at the end.
- (ii) It helps the students to understand the complex concepts, principles and phenomena.
- (iii) It helps the teacher to implement proper evaluation procedure .
- (iv) It helps the teacher to design a plan of action for immediate feedback , diagnosis and remediation.
- (v) It makes the instructional programmed more systematic and content appropriate.