

A. Concept, Significance and Scope of Pedagogy

B. History of pedagogy

C. Skills of pedagogy

D. Teaching methods and strategies-

Teacher-centered methods – Lecture cum discussion, Demonstration, Mastery learning Strategy

Learner –centered methods – Self study, Self discovery, problem solving, experimentation, programmed learning

Concept of Pedagogy :

Pedagogy is the systematic study of teaching. It can also be defined as the art or science of teaching. Pedagogy is the term that tells us how to teach in both theory and practice. Pedagogy can be two types of-

- Teacher centred Pedagogy
- Learner centred pedagogy

Pedagogy refers to that study of teaching approaches and how they affect learners. Pedagogy directs the teacher regarding the teaching strategies employed by the teacher to deliver the content in class to enhance the expected learning outcomes. Pedagogy is concerned with the teaching processes. All the teachers in all levels need to ensure that their teaching materials and strategies would contribute in a notable manner in promoting the learning of the students. Pedagogy is concerned with that process how the instructors do to influence the learning of the learners. Knowledge of pedagogy enables the teachers to impart the thorough understanding on the subject among the students and helps the learners in applying those learning in their daily lives outside of the classroom. Pedagogy refers to the study of teaching and learning in alignment with the predefined goals of education. In the teaching learning process, there are two entities involved- the teacher and the learner. Pedagogy acts as a bridge of communication between the two. It involves the methodologies to be adopted by the teacher to deliver a lesson and the techniques to assess the

learner's responses to the information being imparted. Pedagogy defines the methods adopted for conducting teaching learning sessions using various strategies and approaches adopted by teachers to ensure the fulfillment of the predetermined objective. Pedagogy is highly influenced by educational psychology and child psychology. The primary objective of pedagogy is to develop effective learning experience among learners.

Significance of Pedagogy :

- (i) **Improves quality of teaching :** If a well-thought pedagogy is implemented in the classroom , the quality of education can show a drastic improvement. This will benefit the students by helping them thoroughly understand the learning material and thereby improving the learning outcomes.
- (ii) **Encourage cooperative learning environment :** The implementation of pedagogy in education encourages the learners to work together towards completing a task and learn together.
- (iii) **Eliminates monotonous learning :** Pedagogy is not complete without child psychology. It helps the learners to analyzing , creative thinking and evaluation .
- (iv) **Students can follow their ways of learning :** It caters to the learning abilities of different students. Students can follow their preferred ways of learning.
- (v) **Convenient learning approach for all :** Students with different abilities needed different ways of learning. Applying pedagogy learning can be the best for every student.
- (vi) **Improves teacher-students communication:** The teacher understand the students in a better way and focus on the students weaknesses and guide them accordingly.
- (vii) **Pedagogy is essential in enabling students to learn more effectively –** Pedagogy helps the learners to learn more effectively by following the learner centred approach.
- (viii) **Giving Consideration to the voice of the learner-** Need of the learner is foremost priority according to pedagogy.
- (ix) **Performance and Conduct of the teachers –** Pedagogy helps the teacher to provide best of his teaching. As a result learning outcome of the learner's is high.
- (x) **Knowledge and understanding of the teacher –** Pedagogy helps the teacher to know the learner first than the content part.

Scope of Pedagogy:

Quality of Teaching – Pedagogy ensures the participation of learner in learning and it enhances the quality of teaching.

Wide – range of learning style – Students get the wide range of opportunities for need based learning. It also covers the need and interest of students with special needs.

Learner centred approach- Learners are given the foremost importance in pedagogical approach of teaching. Pedagogy involves being able to convey knowledge and skills in ways that learners can understand, remember and apply.

Continuous assessment of students – It provides the scope for continuous assessment of the learners.

Teamwork facilities – It provides the scope for team work that develops the sociability among the learners for better learning.

Develops higher cognitive skills in students – It provides opportunities for higher cognitive skill such as analysis, evaluation etc.

Psychological approach in teaching – Teachers teach the students according to the need and interest of the learners not bounded by the content assigned for teaching.

Skills of Pedagogy

- (i) **Pausing for effect** – A pause in speech is a great teaching strategy.
- (ii) **Scaffolding tasks** – As a teacher we provide support while a student is learning a topic. But once a student has demonstrated some competency, the teacher withdraws the support and encourages the student to do it alone.
- (iii) **Chunking** – Students often get overloaded with maximum information. It is known as ‘cognitive overload’. To overcome such problem teacher may use a strategy named ‘chunking’. Chunking involves presenting a student with small and manageable amount of information.

- (iv) **Scanning the classroom-** A teacher must always have good oversight over their whole class. They should constantly scan their eyes around the classroom to see whether students are looking like they need support.
- (v) **Prompting-** Best teacher knows how and when to provide prompts to students. A prompt is a little nudge of assistance that gets students thinking deeper about a topic.
- (vi) **Asking open ended questions** – Best teachers always prefer the open ended questions. Because it is thought provoking for the students.
- (vii) **Setting high expectation-** High expectation of teacher on learner is always works as high motivating factor in learning process of the learner. Then automatically learner get involved in teaching.
- (viii) **Spacing repetition-** Repetition is very important to make the subject matter reachable to the learners. They may be inattentive for the first chance but they are bound to be attentive in next second or third chance.

Teacher-centered methods – Lecture cum discussion, Demonstration, Mastery learning Strategy

Lecture cum discussion method is not a single method, it is a combination of two methods discussion method as well as lecture method. Lecture cum discussion method is a useful strategy in building an active verbal interaction between the teacher educators and the student teachers. Mostly teachers deliver their lectures and leave the classes it is desirable to give at least some time after the lecture for discussion among the student's experiences, comments, views and difficulties in understanding any point of the lecture may come to the fore which a teacher can reply to clarify the doubts. It is an important strategy in stimulating the student's interests and assessing their understanding of the course content. It involves interaction between both the teacher and learners where question and answers are asked and given by both the teacher and the students.

The word demonstration means to give demos or to perform the particular activity or concept. In demonstration method, the teaching-learning process is carried in a systematic way. Demonstration often occurs when students have a hard time connecting theories to actual practice or when students are unable to understand applications of theories. The demonstration should be done in a simple way. In this strategy attention is paid to all students. It is a well planned strategy.

Mastery learning strategy is also known as mastery-based learning and is first formally proposed by Benjamin Bloom in 1968. This strategy maintains that students must achieve a level of mastery in prerequisite knowledge before moving forward to learn subsequent information. Mastery learning methods suggest that the focus of instruction should be the time required for different students to learn the same material and achieve the same level of mastery. In mastery learning, there is a shift in responsibilities, so that student's failure is more due to the instruction and not necessarily lack of ability on his or her part. Therefore, in a mastery learning environment, the challenges becomes providing enough time and employing instructional strategies so that all students can achieve the same level of learning.

Learner –centered methods – Self study, Self discovery, problem solving, experimentation, programmed learning

Self – studying is a learning method where students direct their own study – outside the classroom and without direct supervision. Self –studying is a great method students can use to enhance their learning experience, whether they are studying for a course or learning about a topic. By practicing self-study, they are encouraged to further explore topics they interested in, developing stronger study skills as a result. One of the major advantages of self-study is that students can take control over their own learning. Self study helps build study skills of the child to explore new topics or tackle challenging school work.

Self discovery method of teaching focuses on the student's active role in their learning process. It is thought that a person learns better when they are allowed to access knowledge directly instead of being subjected to instruction, which teaches them how to use these data. The self discovery method is method is method is based on the assumption that a person finds it easier to acquire knowledge through their own experience than by being taught how to do so. Self discovery method provides scope to be taught through self-discovery. This method develops a high degree of critical thinking skills but it does not develop memory retention to a very high degree.

Problem solving is an instructional method where by the teacher and pupils attempt in a conscious, planned and purposeful effort to arrive of some explanation or solution to some educationally significant difficulty for the purpose of finding a solution. Problem solving is a teaching strategy that employs the scientific method in searching for information. It develops critical thinking of pupil. It will develop mutual understanding among group members. It helps the student to solve the similar problem in future with confidence. Problem solving develops higher

thinking skills. In problem solving method, children learn by working on problems. This enables the students to learn new knowledge by facing the problems to be solved. This method helps in developing brainstorming approach to learning concepts.

The experimentation method is the most scientific method of teaching of all methods. Experimentation method of teaching helps to improve student' hand skills, makes them more productive and increases their active involvement in learning. Experimentation method of teaching provide students the opportunities for active learning. All we know that learning by doing is the best policy of permanent learning. And to do that experimentation is the best method of teaching. In this method of teaching all students have to be involved in every aspect of learning sequence of learner. Experimentation method of teaching helps to develop higher cognitive skills among the students. It encourages for creative thinking and develops new ideas among the learners for holistic development of human personality.

Programmed learning is the latest concept of instructional technology. It is educational innovation and auto instructional device. It is not only a technique for effective learning but also a successful mechanism of feedback device for the modification of teacher behavior. Programmed learning has the following three important ingredients- the terminal behavior is presented step by step using the principle of successive approximation, at every step the learner has to make a response, the response of the learner is reinforced by the knowledge of result. Programmed learning is based on certain basic concepts which have been derived from experimental work of Operant Conditioning.

- A. Theories of Teaching: Formal, Descriptive and Normative**
- B. Different pedagogical models**
- C. Pedagogy in Action: Phases of teaching**
- D. Standards of effective pedagogy**
- E. Importance of pedagogical analysis**