
PCAK REFLECTION PYRAMID OF TEACHER WITH RESPECT TO 4E PARADIGM

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ABSTRACT

Quality is not merely measure of efficiency. It also has a value dimension. The attempt to improve the quality of education can succeed only if it goes hand-in-hand with steps taken to promote equality and social justice. Teachers were the medium of instruction and communication for the learners, in early times, but in the present scenario, a teacher's role in the classroom is more than a medium of instruction for teaching transactions. In recent years, technology is playing a major role in all the facets of our life, like science and communication, education and space. So far is concern that PCAK reflection Pyramid of teacher with respect to 4E Paradigm. It is a qualitative thematic approach study. Here researcher emphasis the PCAK Pyramid and 4E paradigm.

Keyword: PCAK Pyramid, 4E Paradigm & Teacher.

I. INTRODUCTION

Education, we shortly write Edn . EDN means Explore Development of Nation. Education is an emerging tool of National development. Education accords sum mum - bonum being an individual. Education as an discipline as well as system. This discipline have different indicators i.e aims of education, curriculum, evaluations, school, method of teaching. Day by day system of education is necessary to change according needs and aspiration of society. So far is concern that in the changing scenario of system of education method of teaching, teacher's role, pedagogical content analysis takes a vital role. So by the fulfill of 21st century learner pedagogy teacher must have essential for a concrete pedagogical knowledge through pedagogical content analysis knowledge. Researcher developed a model of pedagogical content analysis pyramid that is 4E paradigm. This model developed by Dr.Yudhisthir Mishra , Associate Professor in Education, Rajendra University,Balangir Odisha in 26th Aug 2023.

Need of the study:

Learner centric education is essential for 21st century pedagogy. In learner centric education learner is focusing part of whole teaching learning process. For the holistic development of learner joyful approaches of learning is necessary for enlighten, enrich and enjoyment of child. So teacher have clear , concrete and cognitive about pedagogical content analysis knowledge is essential. So researcher finally write the article to the same content.

Statement of the study:

PCAK reflection Pyramid of teachers with respect to 4E Paradigm.

Operational definition:

PCAK Pyramid- refers it is a knowledge hub of pedagogical content analysis .

Teachers - refers to prospective bachelors of education teacher.

4E Paradigm - refers to that it is a tools of reflection knowledge for pedagogical content analysis which is developed by Dr.Y.Mishra.

Objective of the study:

1. To develop and describe the PCAK Pyramid reflection through Venn diagram.
2. To develop and describe on of PCAK reflection Pyramids.
3. To develop and description of 4E Paradigm.

II. METHODOLOGY OF THE STUDY

1. Approach: This study is followed qualitative approach.
2. Method: Analysis & discovery method adopted this study.
3. Design: Schematic design is followed by the researcher.
4. Techniques : simple statistics followed this research work
5. Population:
 - (a) Different books of pedagogy practices and processes
 - (b) Pedagogical analysis reference book
6. Sample:
 - (a) Khamari ,J(2021): pedagogy practices and process
 - (b) Format of pedagogical content analysis by- Dr.Y.Mishra
 - (c) Mishra,Y (2022) Cotemporary Pedagogy-I book published by NPH publication ,New Delhi
 - (d) Mishra,Y (2022) Cotemporary Pedagogy-II book published by NPH publication ,New Delhi

Delimitation of the study

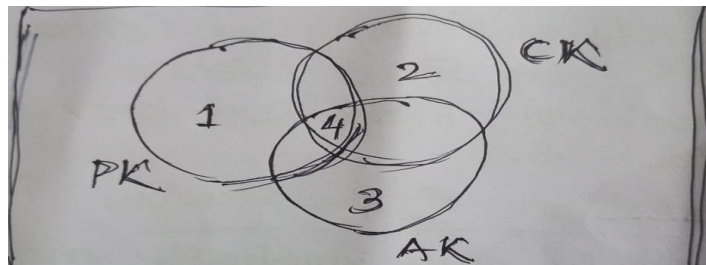
- This study only emphasis on PCAK Pyramid.
- This study confined only a 4E Paradigm.
- This study only focus the Bed students of session 2022-2023

Description of the study

Description of the study based on the objectives. Objectives wise analysis procedure adopted by the researcher.

Objectives-1

Venn diagram of PCAK Pyramid reflection

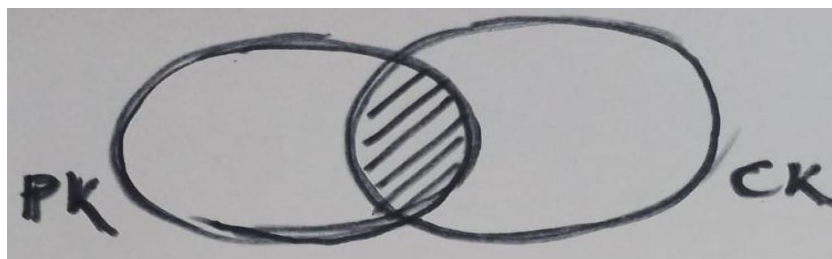


Set-1 refers to PK. Mean's pedagogical knowledge

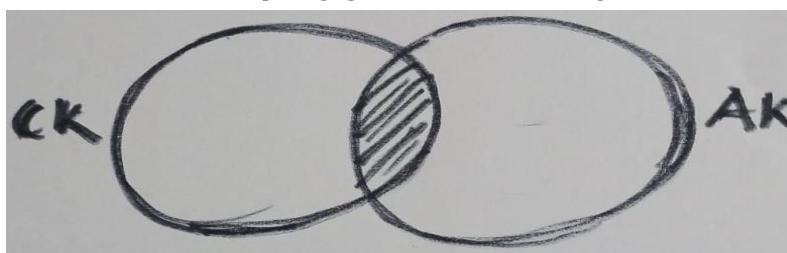
Set-2 refers to CK. Mean's content knowledge

Set-3 refers to AK. Means analysis knowledge

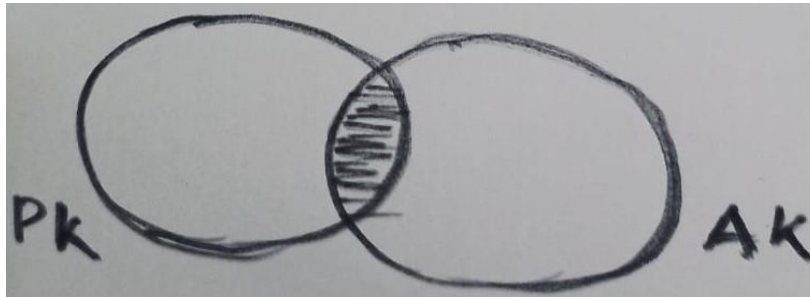
So in Venn diagram



The intersection of PK and CK is called PCK pedagogical content knowledge



The intersection of CK and AK is CAK means content analysis knowledge.



The intersection of PK and AK is (PAK) means pedagogical analysis knowledge.

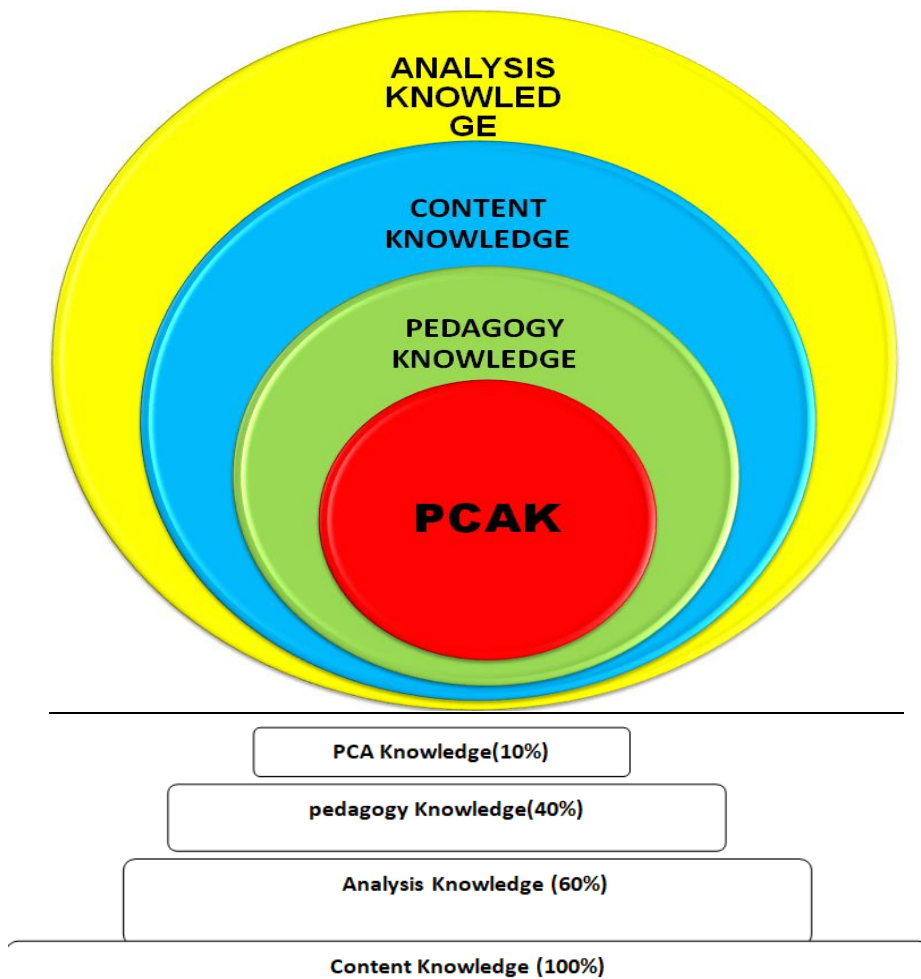
Finally intersection of PK, AK and CK is PCAK means pedagogical content analysis.

When learners go through the 4E paradigm have developed and reflects pedagogical content analysis knowledge which is directly reflect the teaching learning process in day to day classroom. And it helps to teacher create effective classroom and teaching.

Objectives-2

To develop and description of PCAK paradigm.

PCAK PYRAMID



PCAK PYRAMID

Above pyramid indicates that 100% teacher have content knowledge (ck) , 60% teacher have both content knowledge and analysis knowledge, 40% teacher have content knowledge, analysis knowledge & pedagogy knowledge. But at last finally only 10% teacher have pedagogical content analysis knowledge (PCAK).

Objective -3

To develop and description of 4E Paradigm.



4E PARADIGM			
4E	E-ESSENCE FOR CONTENT ANALYSIS	1.YEAR PLAN,	3.LESSON PLAN,
		2.UNIT PLAN,	4.TEACHING POINT
	E-EXPLORE LEARNING OBJECTIVES	1.KNOWLEDGE,	3.APPLICATION,
		2.UNDERSTANDING,	4.SKILL
	E-EXPLAIN TEACHING LEARNING PROCESS	1. TEACHING APPROACHES	15.TEACHING FOCUS ON 5H's,
		2. TEACHING METHODS	16.TEACHING FOR 5U's
		3. TEACHING TECHNIQUES	17. TEACHING PILLARS,
		4.TEACHING DOMAIN	18. TEACHING MATERIALS,
		5. TEACHING SKILLS	19. TEACHING AIDS
		6.TEACHING CONNECTIONS,	20.TEACHING FOR 5T's,
		7.TEACHING STYLES,	21.TEACHING FOR 4N's,
		8.TEACHING KNOWLEDGE,	22.TEACHING LEARNING SKILLS,
		9.TEACHING SPECIAL KNOWLEDGE,	23.TEACHING FOR LITERACY SKILLS,
		10.TEACHING ELEMENTS,	24.TEACHING FOR LANGUAGE SKILLS,
		11. TEACHING STEPS,	25.TEACHING FOR LIFE SKILLS,
		12. TEACHING OF 4A's,	26. MODERN TEACHING PROCESS,
		13.TEACHING IN 7E's,	27.TEACHING FOR 4R's
		14.TEACHING BASED ON 4D's,	
	E-EVALUATION PROCESS	1.ORAL WORK,	7.SELF STUDY,
		2.WRITTEN WORK,	8.SUPERVISED WORK
3.DIGITAL TEST,		9.REVIEW WORK,	
4.HOME WORK,		10.ASSIGNMENT WORK	
5.GROUP WORK,		11.BRAIN STORMING,	

		6.DRILL WORK,	12.PROJECT WORK
EXPLAIN TEACHING LEARNING PROCESS			
1	TEACHING APPROACHES (5C's)	1. CONSTRUCTIVE.	.4. COGNITIVE.
		2. CO-OPERATIVE.	5. CONNECTIVE
		3. COLLABORATIVE	
2	TEACHING METHODS	1. TRADITIONAL,	5. LABORATORY,
		2. ANALYSIS-SYNTHESIS,	6. DISCOVERY,
		3. INDUCTIVE- DEDUCTIVE,	7. PROJECT
		4. EXPERIMENTAL	8. PROBLEM SOLVING
3	TEACHING TECHNIQUES	1. A FOCUS ON LITERACY,	.4. DISCUSSION BASED ON CHILD- CENTRIC,
		2. BUILDING RELATIONSHIP,	5. ESTABLISHED CHILD AUTONOMOUS
		3. CONNECTION MAKING	
4	TEACHING DOMAIN	1. ELICIT,	4. EXPLORE,
		2. ENGAGE,	5. ELABORATE,
		3. EXPLAIN,	6. EXTEND
		7. EVALUATE,	
5	TEACHING SKILLS	1. BLACK BOARD	7. STIMULUS VARIATION
		2. EXPLAINING	8. SILENCE AND NON-VERBAL CUES
		3. STUDENT PARTICIPATION	9. REINFORCEMENT
		4. FLUENCY OF QUESTIONING	10. INCREASING PUPIL'S PARTICIPATION
		5. PROBLEMATIC QUESTIONS	11. ACHIEVING CLOSURE
		6. ILLUSTRATING	12. ATTENDING BEHAVIOUR OF THE PUPILS
6	TEACHING CONNECTIONS	1. COMMUNICATION	2. CONTINUOUS
		3. CREATIVE	4. CRITICAL THINKING
		5. COMPREHENSIVE	
7	TEACHING STYLES,	1. FACILITATOR	3. DELIGATUR
		2. LECTURE	4. DEMONSTRATOR
		5. HYBRID	
8	TEACHING KNOWLEDGE,	1. SUBJECT MATTER	2. EDUCATIONAL CONTEXT
		3. PEDAGOGY	4. LEARNER IQ
9	TEACHING SPECIAL KNOWLEDGE	1. TECHNOLOGICAL	2. PEDAGOGICAL
		3. TECHNO-PEDAGOGICAL CONTENT	4. CURRICULAR
		5. CONTENT	

10	TEACHING ELEMENTS,	1.ATTITUDES	2.ACTION
		3.KNOWLEDGE	4.CONCEPT
		5.CONTEXTUALIZATION	
11	TEACHING STEPS,	1.INTRODUCTION	2.PRESENTATION
		3.SUMMERIZATION	4.EVALUATION
12	TEACHING OF 4A's,	1.ACTIVITY	2.ABSTRACTION
		3.NALYSIS	4.APPLICATION
13	TEACHING IN 7E's,	1.ELICIT	5.ELABORATE
		2.ENGAGE	6.EVALUATE
		3.EXPLORE	7.EXTEND
		4.EXPLAIN	
14	TEACHING BASED ON 4D's,	1.DISCOVERY	3.DIGITAL NUMERCY AND LITERACY
		2.DIVERGENT THINKING	4.DEDICATION
15	TEACHING FOCUS ON 5H's,	1.HAND TO LARGER SERVICE	4.HEALTH TO BETTER LIVING
		2.HEART TO GREATER LOYALTY	5.HEAD TO CLEAR THINKING
		3.HIGHLIGHT ON DIGITAL LITERACY AND NUMERACY FOR BETTER LIVING IN 21 ST CENTURY	
16	TEACHING FOR 5U's,	1.UP HOLD	4.UNIFORM
		2.UPGRADE	5.UNIVERSAL
		3.UNITY	
17	TEACHING PILLARS,	1.LEARNING TO KNOW	3.LEARNING TO BE
		2.LEARNING TO DO	4.LEARNING TO LIVE TOGETHER
18	TEACHING LEARNING MATERIALS,	1.PROJECT VISUAL	3.AUDIO VISUAL
		2.AUDIO	4.NON-PROJECTED VISUAL
19	TEACHING FOR 5T's,	1.TRANSPERANCY	4.TEAMWORK
		2.TECHNOLOGY	5.TRANSFORMATION
		3.TIME	
20	TEACHING FOR 4N's,	1.NATIONAL DEVELOPMENT	3.NATIONALISATION
		2.NATIONAL INTRIGATION	4.NATIONAL UNDERSTANDING
21	LEARNING SKILLS,	1.CRITICAL THINKING	3.TEAMWORK
		2.INNOVATION	4.COMMUNICATION
22	TEACHING LITERACY SKILLS,	1.MEDIA	3.MASTER INFORMATION
		2.MANAGEMENT	4.MULTI-TECHNO

23	LANGUAGE SKILLS,	1.READING	3.RESEARCH
		2.RUMANITATION	4.REVISION
24	LIFE SKILLS,	1.SELF-AWARENESS	7.EFFECTIVE COMMUNICATION
		2.EMPATHY	8.INTER-PERSONAL RELATIONSHIP
		3.CRITICAL THINKING	9.CUPING WITH STRESS
		4.CREATIVE THINKING	10.CUPING WITH EMOTION
		5.DECISION MAKING	11.LEADERSHIP
		6.PROBLEM SOLVING	12.TIME MANAGEMENT
25	MODERN TEACHING PROCESS,	1.JOYFULL	2.EXPERIMENTAL
		3.EXPERIANTIAL	4.PROJECT-BASED
26	TEACHING FOR 4R's	1.READING	3.REASONING
		2.WRITING	4.ARITHMETIC
28	TEACHER'S ROLE	1.GARDNER	5.DEMONSTRATOR
		2.FACILITATOR	6.PATH FOUNDER
		3.OBSERVER	7.SUPREME
		4.COUNSELLAR	
29	STUDENT'S ROLE	1.ACTIVE	4.EXPRIMENTOR
		2.BASED PERFORMER	5.DISCIPLINARIAN
		3.DISCOVERER	
30	TEACHING APPROACHES (NEP2020)	1.MULTI DISCIPLINARY	3.BYLINGUAL
		2.INCLUSIVE	4.INEIGRATIVE

III. FINDINGS OF THE STUDY

If a prospective BEd learns have a good practice about 4E strategy he have achieved a concrete about PCAK pyramid and gain a knowledge of pedagogical content analysis of content/ topic of a particular subject so he/she achieved his/her learning objectives in day to day teaching learning process and classroom be effectives.

IV. CONCLUSION

For gaining PCAK pyramids 4Eparadigm is a mirror of the prospective teaches and prospective learns must achieved the effective learning. So far learning process be easy and effective in go through the 4E paradigm.

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