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# UNIT-1 ECONOMICS EDUCATION

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## 1.1 INTRODUCTION

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Economics is the study of those actions of human beings which are concerned with the satisfaction of unlimited wants by utilizing limited resource. Man is a social for him to depend upon others. This relationship has been growing and developing along with the development of the civilization and culture with the development of culture and civilization, human relationship and the way of life of man has grown complex. Human needs have become unlimited and innumerable and now it is not easy there is a constant trouble for the achievement of the fulfillment of the wants. In other words, almost all the activities of man are economics activities. It is the economics which studies the activities of man in regard to acquisition of wealth and caring of money.

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## 1.2 OBJECTIVES

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After studying this unit, you will be able to:

- know the meaning and definition of Economics
- understand the scope and nature of Economics
- understand the significance of learning Economics
- correlate Economics with other subjects
- Understand the concepts of LPG

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## 1.3 ECONOMICS EDUCATION

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### 1.3.1 Definition of Economics

The term 'Economics' was coined about 1870 and popularised by influential 'Neoclassical' Economists such as Alfred Marshall as a substitute for the earlier term 'Political Economy'. The term Political Economy was used through the 18th and 19th centuries with Adam Smith, Ricardo, and Karl Marx as its main thinkers and which today is frequently referred to as the classical economic theory. Both 'Economy' and 'Economics' are derived from the Greek word 'oikas' for house or settlement and 'Nemein' for laws or norms.

According to Adam Smith, Economics was a part of Political Science until the publication of the book "An inquiry into the causes of the wealth of the Nations" by Adam Smith. To Adam Smith, Economics is the science of wealth. It deals with Acquisition, Accumulation and Expenditure of wealth". Adam Smith believed that labour is the basic source of wealth of a nation.

According to Alfred Marshall, "Economics is a study of mankind in the ordinary business of life; it examines that part of individual and social action which is most closely connected with the attainment and with the use of material requisites of well being."

According to Pigou, "Economics is a study of economic welfare, economic welfare being described as that part of wealth which can be brought directly or indirectly into relation with the measuring rod of money."

Chapman writes, "Economics is the science which studies wealth earning and wealth spending activities of man."

According to J.S. Mill, "Economics is the science of wealth in relation to man."

Prof. Paul A. Samuelson defines, "Economics is the study of how men and society choose with or without the use of money, to employ scarce productive resources which could have alternative uses to produce various commodities over time and distribute them for consumption now and in the future among various people and groups of society."

### 1.3.2 Scope of Economics

The term scope refers to the breadth, comprehensiveness, variety and the extent of learning experiences to be provided through a programme of teaching. It has to do with what is to be included in the programme in terms of range of subject-matter and experiences of students. Economics

has a very wide field for the selection of its subject-matter. It may be said that its scope of study is very wide.

**1. Economics activities:** Almost all the activities of man are, generally speaking, economics activities. Each and every activity of man may form the subject matter of the study of economics. From this point of view every subject can be circumscribed within boundary of the study of economics.

**2. Solve of economics problem:** We face problems at every step in our daily life some of these problems are simple but some of these are quite complex. Those problems that have a bearing on economic aspect of life are quite difficult and complex. So these have to be solved in a proper manner and we find economics to be very helpful in providing solutions to such problems.

**3. Study of various activities:** Economics deals with the study of various activities concerning our practical life. Since it is concerned with a study of various aspects of our day-to-day life, economics occupies a significant place in education as well as in curriculum.

**4. Study of human relationship:** Economics is a study of human relationship i.e., man and man, man and goods, man and consumer, man and industries, man and agriculture, especially to man in his association with other human beings.

**5. Study of current affairs:** Current affairs are those events which deal with our present problems and issues. These current affairs make us think about economics structure of the community and the effects of social forces in their making. They are helpful in various current affairs.

**6. Practical study of different resources:** Besides social and natural sciences, new elements like inter cultural relations, social and economics behaviour character education, planning, working of economics institutions and different activities etc.

**7. Study of communities:** The field of economics covers the study of communities of all levels — (Local, regional, national and international) with focus on man and his economics environment.

**8. Preparation for economics living:** The main theme of economics is to prepare the students for whole some economics living. They get opportunities to develop socially desirable habits, attitudes and values besides becoming broadly acquainted with the functioning of economics institutions.

**9. Creation of responsible citizens:** The true nature of economics is to help the students to understand the world in which they have to live, so that

they become responsible citizens to realise the inter dependence of man to man and nation to nation.

**10. Study of applied branch:** Economics is the study of applied branch of social sciences, placed in school curriculum with a view to developing proper attitudes and skills etc.

**11. Study of economic structure:** Economics makes the child familiar with the multifarious activities and economic structure of the society which would help how to meet his basic needs. It is to help the child to know the natural resources of his country and how he can make the maximum use of them to improve the conditions of living.

**12. Study of enrichment of knowledge:** The study of economics also helps the students to enrich their knowledge. By the study of economics he requires knowledge about various types of people many a times of different lands. So economics helps the student in enriching his knowledge about his own country and various other countries.

**13. Knowledge of other countries:** The study of economics the student acquires knowledge not only about his own country but also about other countries of the World. Economics acquainted with various economics activities of the world-wide. In economics we find such topics as foreign trade, foreign exchange import-export etc. A student of economics acquires knowledge of all these things and so economics occupies an important place in the curriculum.

### **1.3.3 Significance of Learning and Teaching Economics**

In modern times, Economics has become the centre of various activities and now-a-days economic activities form the basis of all other activities. Learning economics has both a practical and economic value. It helps an individual in solving his practical and economic problems. Because of this practical utility and importance, it plays an important role in our education system. Economic studies a very important aspect of human life i.e. wealth. In fact, wealth influences other aspects of human life. So study of economics has a greater importance in the daily life of human being. Some of the significance of studying economics are as follow:

- 1. Enriching knowledge:** Every branch of knowledge is helpful in enriching the knowledge of the students. Studying Economics helps acquire knowledge about various subject and different types of people. Economics helps an individual to acquire knowledge about various types of people, sometimes of different types of lands. Thus, economics enrich the knowledge of students in regard to economic life of the country as well as other countries.

- 2. Practical activity:** Studying economics is very helpful in practical activity. With the help of knowledge of economics, the students can be thoughtful in taking to certain economic activities. They will learn the proper use of resources. They will also employ these resources gainfully. Thus, they will make their lives happy and peaceful. So, on the other hand a person who does not have knowledge of all these things is likely to fall prey to a wrong planning.
- 3. National Consciousness:** Teaching of Economics develops national consciousness and the spirit of patriotism among the students. A student of economics can, through his knowledge, contribute towards the economic well-being of the country. He is quite consciousness of the various economic opportunities and economic resources, he can also employ them that the country may achieve the maximum benefit. If the teaching of economics is properly organized, national consciousness or patriotism is generated in the students and they are able to play their role successfully.
- 4. Importance for consumers:** Economics is very important subject for consumers. The consumer can obtain maximum satisfaction through his limited resources with the help of economics. Studying economics can give him the method of making proper use of all commodities, so with the help of economics can solve any problem of his life and can make his life happy and very easy.
- 5. Importance for businessmen:** Economic is a very important subject for businessmen. For achieving success in business it is essential for businessmen to know about the rise and fall of prices rules of demand and supply, principles of business, daily rates of local and national market and present position of international markets. So the study of economics has greater importance for business man, it helps in. Making successful businessmen who are very much contributing to nation's economic development.
- 6. Liberal economic attitude:** Study of economics is helpful in developing in the student a liberal economic outlook. Through the study of the subject, they develop a broad scientific outlook. They look at the statistics of government from a critical angle and try to contribute mind. This liberal scientific and economic outlook helps the students to make a study of the economic structure of various countries. They are also able to acquire knowledge about the production, exchange, consumption, price etc. of various things that are produced in various countries,

**7. Proper use of natural resources:** Study of economics develops in the students' capacity to make proper use of natural resources. Today people of various countries are busy in making the best possible and maximum use of their natural resources. Without this, it is not possible for the country to gain pace in the race of the after economic development. Study of economics is very helpful in the knowledge of gainful employment of natural resources,

**8. Importance for society:** Economics is also very important from the point of view of social welfare. Economics can make society conversant with all its problems and it can suggest proper solutions for them. Unequal distribution of wealth, poverty, economic unrest, unemployment, shortage of food etc. are very serious social problems and the knowledge of economics can be helpful in solving them. The overall progress of society is possible only through the knowledge of economics.

### **1.3.4 Nature of Economics**

Economics is defined as the social science that deals with the production, distribution, and consumption of goods and services. Evolved in the 19th century, the economic studies have become one of the most significant studies of modern days. From a small shop to a country, Economics plays a crucial role in the efficient running of both. No business can flourish without applying the principles of economics. The study of economics is extensive and varied. The nature and scope of economics depend upon the interaction of economic agents and how economies work. Let's analyze the nature and scope of economics deeply.

#### **Nature of Economics**

The nature of economics deals with the question that whether economics falls into the category of science or arts. Various economists have given their arguments in favour of science while others have their reservations for arts.

#### **Economics as a Science**

To consider anything as a science, first, we should know what science is all about? Science deals with systematic studies that signify the cause and effect relationship. In science, facts and figures are collected and are analyzed systematically to arrive at any certain conclusion. For these attributes, economics can be considered as a science. However, economics is treated as a social science because of the following features:

- ✓ It involves a systematic collection of facts and figures.
- ✓ Like in science, it is based on the formulation of theories and laws.
- ✓ It deals with the cause and effect relationship.

These points validate that the nature of economics is correlated with science. Just as in science, various economic theories are also based on logical reasoning.

### **Economics as an Art**

It is said that “knowledge is science, action is art.” Economic theories are used to solve various economic problems in society. Thus, it can be inferred that besides being a social science, economics is also an art.

#### **Check Your Progress - 1**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

1. Define - Economics.

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2. Enlist the Significance of learning Economics.

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## **1.4 CORRELATION OF ECONOMICS WITH OTHER SUBJECTS**

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### **1. Economics and Commerce**

Commerce, we study business, industry, trade and organisation of all these things. Commerce studies all the activities beginning from the production and leading up to the distribution. Other allied subjects are also studied under its scope making the scope of the study of Commerce quite wide. Many of the topics studied under Economics form the subject-matter of the study of Commerce as well.

The main aim of the study of Commerce is to acquaint the students with the trade and commerce of the country. Trade, Banking, Export and Import, Book-keeping, etc. form the subject-matter of the study of Commerce. These things have much to do with the economic life of a society. These factors cannot be studied without studying economy. Economics and Commerce cannot be studied separately. Their subject-matters are inter-twined. It is possible to run the economy of the country efficiently by through the knowledge of Commerce. The teacher of Economics should try to teach the subject-matter in such a way that he may explain to them the bearing of the subject-matter of Economics on the Commerce and vice versa.

## 2. Economics and Civics

Economics and civics are like two sisters and are closely related. These two subjects are like two lungs of the person called society. Both of them are involved in undertaking human activities. One subject studies those activities which are related with money, while the other deals with civil activities. Economics thinks of economic well-being of humanity, and tells us how to earn livelihood, and how this money can be spent in order to get maximum satisfaction from it. It also tries to realize uniform economic level, which is the cause exploitation, leading to revolution. We study the resultant revolution in civics. We can find some common topics in both, such as Marxism, capitalism, socialism, nationalisation, sources of income for government institutions, principles of taxation, economic and political consequences of taxation etc. There are several such topics in civics which can be easily correlated with economics, such as problems of slum, unemployment, exploitation, poverty, inequality, untouchability, etc. However, there are certain basic distinctions between the two subjects. Economics studies only economic activities which are not directly related to civics, such as exchange rate, budget etc.

## 3. Economics and Mathematics

In essence, as Bacon stated that “Mathematics is the gateway and key to all sciences”. Kothari Education Commission (1964-66) asserted that “We cannot overstress the importance of mathematics in the relation to science, education and research. This has always been so, but at no time has the significance of mathematics been greater than today.” Mathematics plays a significant role to make our lives more civilized. We have more and more exactness in our lives in dealing with different situations and various complex problems. We apply a definite, precise, and quantum approach to find out the right conclusion about the study of any area of knowledge. We practise with problem-solving approach in our daily lives and mathematics plays a very important role in this approach. Economics, as the study of human behaviour and their welfare, requires mathematics. There are a number of quantitative aspects in economy and those quantitative aspects only can be determined through mathematics. Economic analysis requires the collection, organization, tabulation and interpretation of data to find out the exact situation of the economic problems. Therefore, one branch of economics has developed that has been termed as Mathematical Economics or Econometrics. Econometrics helps man to make easy solution of many complex problems in economics. The teacher having clear understanding of mathematics can make the better use of graphs, maps, curves etc. in teaching economics than those teachers who are not aware about the basic concepts of mathematics. The teacher must avoid too much use of

mathematics to explain economics because the students get problems in understanding of those economics terms. Therefore, the proper balance is required in the use of mathematics in economics.

#### **4. Economics and Statistics**

Statistics comprises the collection, tabulation, presentation and analysis of an aggregate fact, collected in a methodical manner, without bias and related to a predetermined purpose. The economics teacher should have an understanding of various statistical procedures. Here, it is not too much stressed that a teacher should have a complete knowledge of statistical procedures and techniques. But it is essential for the teacher that he must have some working knowledge of statistical procedures and should utilize them in assessing or evaluating the progress of the students and make comparison of the achievements of the students in their subjects. Economics requires facts to be studied in the society. For the exact study of these facts and laws, the numerals and figures are required. The statistics is the best tools to find out the facts whether they are right or wrong. Most of the aspects of economics require statistical analysis like population situation, business management, foreign trade and quantitative approach of money. The comparison between the two countries in their different economic aspects can only be possible through statistical analysis. The most important aspect of economy is the proper planning in the country. To make this planning better, various statistical approaches are required. This clearly shows the close relationship between economics and statistics.

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### **1.5 NEW ECONOMIC POLICY ASPECTS**

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We are living in the age of science technology, liberalization, globalization and privatization. The term “globalization” has come into common usage since 1980, reflecting technological advances that have made it easier and quicker to complete international transactions-both trade and financial flows. In 1991 India began to liberalize its economy and open it up to the rest of the world, it is known as New Economic Policy or LPG policy. The main concepts of Liberalization, Privatization and Globalization are discussed below.

#### **I. Liberalization**

“Liberalism is the embodiment to the demand for freedom in every sphere of life i.e., intellectual, social, religions, political and economic.” Liberalization of the economy means to free it from direct or physical controls imposed by the government, economic reforms were based on the assumption that market forces could guide the economy in a more effective manner than government control.

## Need of Liberalization

The need of Liberalization as the following:

- 1. Full use of resources:** “India is a rich country, inhabited by poor”. So according to liberalization the countries resources are full use.
- 2. Production will increase:** Liberalization facilitates increasing the total production.
- 3. Export will improve:** Through the liberalization export will improve.
- 4. Improve in mass media:** Through liberalization to improve in mass media.
- 5. Improve information technology:** Information technology has brought people, nations and countries together and a sense of co-operation and togetherness has developed.
- 6. Development of science and technology:** Development of science and technology has brought revolution in modes of transportation and communication and easy interaction among nations.
- 7. Indian economy will become competitive:** Through liberalization Indian economy will become competitive.
- 8. Good will and understanding:** Liberalization would generate good will and understanding.
- 9. Improvement in the efficiency of public sector:** Liberalization would improve in the efficiency of public sector.
- 10. Expansion of Industrialization:** Through the liberalization, expansion of industrialization.
- 11. Consumer will be benefited:** Consumer will be benefited through liberalization.
- 12. More equal development of society:** The work place requires talented, creative and co-operative people so liberalization to more equal development of society i.e., to say, where all members have a fair share in production as well as in consumption.
- 13. Indian economy will get linked with world economy:** Through liberalization the Indian economy will get linked with world economy.
- 14. Security of country:** Security and integrity of a country depends up the liberalization.
- 15. Develop small and cottage Industries:** Develop small scale and cottage industries to develop through liberalization.

## II. Privatization

The transfer of ownership, property or business from the government to the private sector is termed as privatization. Privatization is considered to bring more efficiency and objectivity to the company, something that the government company is not concerned about.

Privatization also implies shedding of the ownership or management of a government owned enterprise. Government companies are converted into private companies in two ways (i) by withdrawal of the government from ownership and management of public sector companies and or (ii) by outright sale of public sector companies. Privatization of the public sector enterprises by selling off part of the equity of PSEs to the public is known as disinvestment. The purpose of the sale, according to the government, was mainly to improve financial discipline and facilitate modernization. It was also envisaged that private capital and managerial capabilities could be effectively utilized to improve the performance of the PSUs.

## III. Globalization

Globalization refers to the extended area of activity and interaction among nations. It can be an attitude towards interaction among the nations. This interaction encompasses the mutual interest at the nation towards development especially economic ones. Globalization is in fact a free exchange of goods, services and capital. Economic globalization is a historical process the result of human innovations and technological progress. It refers to the increasing integration of economics around the world, particularly through trade and finance flows. The term also sometimes refers to the movement of people and knowledge (technology) across international borders.

### Need of Globalization

The need of globalization in Indian economy is given below:

- 1. Increase co-operation:** Globalization has increased co-operation of Indian economy with different economics across the world.
- 2. Development of science and technology:** Development of science and technology has brought revolution in modes of transportation, communication and physical infra-structures for better production.
- 3. Develop International Trade:** International trade and marketing in the field of industry, agriculture, defense, minerals, technology and education etc., is getting new boom which creates global perspectives.
- 4. Security of country:** Security and integrity of a country is a significant factor responsible for globalization and international understanding.

**5. Political alignments:** Political alignments and alliances among the countries make strides to new relationships and adjustments.

**6. Environmental issues:** Globalization related to environmental issues compels nations to get together and to take decisions at international level.

**7. Population explosion:** With the explosion of population new resources need to be explored to meet the requirements of such a large population.

**8. Increasing unemployment:** Increasing unemployment is responsible for brain-drain professionally qualified and trained skills people go to other countries for their suitable placement and progress.

**9. Information technology and mass media:** Role of information technology and mass media has brought people, nations and countries together and a sense of co-operation and togetherness has developed.

**10. Development of harmony:** Globalization of higher education develops human values, good will and harmony among nations.

**11. Development of universal consciousness:** Globalization of higher education helps developing higher and universal consciousness in man.

**12. Improve quality in education, teaching:** Partnership and through networking among the countries improves the quality in education and teaching.

**13. Enrichment of education:** Through networking are essential for the enrichment of teaching learning process and improve quality of teaching learning process.

**14. Promotion of higher education:** The government academic institutions and the association of Indian universities be urged to take necessary steps to promote Indian higher education.

**Check Your Progress - 2**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

3. What is Privatization?

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4. List out any five needs for Globalization.

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## 1.6 LET US SUM UP

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In this unit you have learnt meaning and scope of Economics education, significance of learning and teaching Economics, nature of economics, and correlation of Economics with other subjects: Commerce, Civics, Mathematics, Statistics and finally you have had a glance on New Economic Policy aspects like liberalization, privatization and globalization.

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## 1.7 UNIT- END- EXERCISES

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1. Write about the Scope of Economics.
2. What is Liberalization?
3. Justify the need of Liberalization.
4. Correlate Economics with Commerce and Mathematics.

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## 1.8 ANSWER TO CHECK YOUR PROGRESS

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### 1. Economics – Definition

According to Alfred Marshall, “Economics is a study of mankind in the ordinary business of life; it examines that part of individual and social action which is most closely connected with the attainment and with the use of material requisites of well being.”

### 2. Significance of Learning Economics

- \* It enriches knowledge
- \* Studying economics is very helpful in practical activity
- \* It develops national consciousness
- \* Consumers can obtain maximum satisfaction through his limited resources with the help of economics
- \* It is essential for businessmen to know about the rise and fall of prices.
- \* It develops Liberal economic attitude.
- \* Study of economics develops in the students’ capacity to make proper use of natural resources.

### 3. Privatization

The transfer of ownership, property or business from the government to the private sector is termed as privatization.

### 4. List out any five needs for Globalization

- ✓ Development of science and technology.
- ✓ Development of international trade.
- ✓ Development of information technology and mass media.

- ✓ Development of universal consciousness.
- ✓ Promotion of higher education.

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## **1.9 SUGGESTED READINGS**

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# UNIT-2 AIMS AND OBJECTIVES OF ECONOMICS EDUCATION - I

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## Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Aims and Objectives
  - 2.3.1 Definition of Aim and Objective
  - 2.3.2 Difference between Aims and Objectives
- 2.4 Criteria for selection of Aims and Objectives
- 2.5 Aims and Objectives of Economics Education
- 2.6 Values of teaching Economics
- 2.7 Let us Sum up
- 2.8 Unit- End- Exercises
- 2.9 Answer to check your Progress
- 2.10 Suggested Readings

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## 2.1 INTRODUCTION

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Education is a purposeful activity. This activity is well planned systematically to achieve some end products. Such educational outcomes are called as aims and objectives. The most general level statements of outcomes are called as aims. The most specific level statements are called as objectives. The educational aims are the starting points for the educational programmes.

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## 2.2 OBJECTIVES

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After going through this unit, you will be able to

- know the meaning of the terms aims and objectives
- differentiate aims from objectives
- understand the criteria for selection of aims and objectives
- appreciate the values of studying economics

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## 2.3 AIMS AND OBJECTIVES

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No subject can be taught without having aims and objectives of teaching that subject clearly before the eyes. These aims and objectives are the guiding stars. They give proper direction to the teacher and the

students. These aims and objectives are in conformity with the aims and objectives of society.

### 2.3.1 Definition of Aim and Objective

An aim refers to some general and long term goal. An aim is a purposeful activity which is carried out to achieve some purposeful end. According to John Dewey “Acting with an aim is all one with acting intelligently”.

An aim is a goal we keep in view. Aims are our destination goals to which we have to lead the students.

#### Objective

An objective indicates immediate and specific goal which can be achieved.

So the aims of teaching must always be directed for the achievement of education irrespective of the subject, taught to the learners. Aims and objectives of education have undergone many changes because the goal of education is also changing with the change in the society.

### 2.3.2 Difference between Aims and Objectives

Aims	Objectives
1. Aims are directions in education.	Objectives are end-point of possible achievement.
2. Aims are broad and general they are not of much use to a teacher.	Objectives are meaningful and useful to teachers as they are specific, clear and precisely defined.
3. Its attainment is beyond the scope of the school because it involves all round growth.	Objectives are specific, immediate can attain goals.
4. Its Objectives are realised by steps the aims can be achieved one day.	Objectives conic from as whose attainment are steps towards the achievement of educational aims.
5. An aim refers to sonic general and long term goal.	An objective indicates immediate and specific goal which can be achieved.
6. Aims are ideals which cannot be completely achieved.	Objectives are realistic in nature and achievable.

7. Aims are desired goals.	Objectives are the expected results of these aims.
8. Aims are based on Philosophy.	Objectives are based on reality.
9. Aims are determined before the teaching starts.	Objectives are known only when teaching and learning has actually started.

**Check Your Progress - 1**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

1. What do you mean by Aim?

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2. Mention any five differences between aims and objectives.

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**2.4 CRITERIA FOR SELECTION OF AIMS AND OBJECTIVES**

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The aims and objectives of Economics teaching must have the following essential criteria:

1. The objectives should be based on psychological principles.
2. The objectives should be universally accepted as helpful for imparting democratic education.
3. The objectives should be able to change behavioural pattern of the students.
4. The objectives should be very much practical so that they can be achieved in normal conditions and circumstances.
5. The set objectives should be according to the needs and abilities of the students.
6. Objectives should be appropriate to fixed time duration.

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**2.5 AIMS AND OBJECTIVES OF ECONOMICS EDUCATION**

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The main aims of education in the subject of teaching of economics can be divided into two parts:

I. General Aims

## II. Specific Aims

The aims can be elaborately seen one by one.

### I - General Aims

The General aims are those which almost every subject strives to achieve, while general goals

**1. To provide knowledge:** To provide definite knowledge is very essential in every subject especially in economics. Definite knowledge is very essential for clear thinking and right judgement, such knowledge helps them for leading a successful life.

**2. To develop the power of logical thinking:** Economics presents solid truth before the students. Inspired by these truths, the students develop the habit of logical thinking and rational judgement, so in this way the teaching of economics develops the power of independent thinking and rational judgement.

**3. To develop the power of making rational use of leisure time:** In the modern age, leisure time is also as important as working time. Leisure time hours should also be properly made use. The teaching of economics develops appropriate habits among the students i.e. reading, writing, making outlines, love for appropriate and educative hobbies etc. By developing these habits, students can make the best use of their leisure time.

**4. Development of a sense of belongingness:** Economics helps in developing a sense of belongings towards the society; the nation and the world as the home of mankind belongingness is a motivating force for development.

**5. Development of economic insight:** Economics aims at helping students in development of an insight into human relations, values and attitudes.

**6. Development of problem solving ability:** Economics aims at developing problem solving ability among the students. We face any social, economics, industrial, political, cultural and religious problems. So economics provides opportunities for understanding them.

**7. Development of economic commitment:** Economics helps in developing a will and ability' in every student to participate in an important task of the reconstruction of society and economy with a sense of economic commitment

**8. Development of economics competence:** One of the important aims of teaching of economics is to build economics competence, by providing those elements of economics education, the faster is the development.

**9. Development of desirable qualities:** Teaching of economics develops many desirable qualities, such as self-reliance clear thinking, power of interpretations, power of taking decision, power of making judgement, power of tolerance, broad mindedness, social adjustment. So all these qualities help to develop the personality of students.

**10. Development of scientific thinking:** Economics is a subject of science, It contains scientific principles. These principles can be presented in a scientific manner through diagrams. In this way, economics develops the reasoning power, thinking power and observation power of students, so it is also develops the critical power of students. In this way, its main is development of scientific thinking among students.

**11. Foundation of specialisation:** Economics aims at laying the foundation for specialisation by giving unified and integrated knowledge of economics and allied subjects. A student can select any of these fields according to his interest for specialisation at a larger stage.

**II. SPECIFIC AIMS:** There are also some specific aims of teaching of economics as following:

**1. Development of spirit of economics consciousness:** The main aim of teaching of economics is development of spirit of economics consciousness. Teaching of economics also creates economics efficiency in students. They acquire the spirit of performing all economics responsibilities with firm determination. They also set a chance to manage the affairs of school co-operative bank, co-operative store and co-operative canteen. In this way, the students of economics are very efficient in managing all economics and financial affairs in life.

**2. Knowledge of economic structure of the Government and the society:** Teaching of economics in India should aim at acquainting the students with the economic structure of the govt. and the society. The students should be told about country's taxation potentialities and such other things.

**3. Knowledge of the economics conditions of the country:** The teaching of economics should aim at giving to the students the knowledge economic condition of the country and its various problems. So this will help him to solve these problems.

**4. To develop broad and international outlook:** Through economics the students should be acquainted with the economic problems of other countries. This would broaden their outlook and develop in them a spirit international understanding.

**5. Training in practical use of the money:** Students should be trained in practical use of the money. They should be taught that proper budgeting

well for a happy and peaceful life. They have also to be taught that should cut their coat according to their cloth and save for the rainy day.

**6. Development of Intellectual ability:** The main aim of teaching economics is imparting knowledge. This knowledge helps to develop these intellect and thinking powers. The students are given knowledge of principle of demand and supply, law of diminishing ability and principle of consumption etc. This knowledge develops their intellect and mental capacity. They become good trader, good consumers, and good citizens.

**7. Development of skills:** The knowledge of economics develops skills of special kind in students. While studying economics, the students prepare many charts, models, graphs and diagrams, so in this way, they learnt the skill of preparing useful things in the best possible way. Thus the students understand data, comparing and contrasting them and analysing them.

**8. Development of all round personality:** The main aim of teaching of economics is to help the students in the development of personality i.e. socially, physically, intellectually and emotionally. So economics aim at developing physical strength, intellectual qualities, intellectual maturity, emotional maturity, social maturity and social effectiveness.

**9. Development of national feelings:** Economics aims at helping the students in developing a feeling of nationally to preserve national unity and integrity. The students should develop a faith in the getting of our nation in terms of promoting a spirit of tolerance and assimilation, among different faiths different loyalties, different ideas and different ideals and culture.

**10. Develop the spirit of citizenship:** The main aims of teaching of economics to develop the spirit of citizenship. In its broad sense, citizenship is a state of feelings and attitudes coupled with certain rights and duties that individual is bestowed upon. So it can help inculcate attitudes and values like collective decision making, respecting others opinions, social awareness, collective decision making, respecting others opinions, social sensitivity co-operation, sense of national unity and faith in democracy etc.

**11. Formulation of habits and skills:** Habit has been defined as a relatively simple acquired tendency to act usually described in terms of outward conduct. In teaching of economics habits include a wide range, from the formation and text-books intelligently to the habit of controlling the motions under extreme provocation. The teacher should aim to include the other skills also as the use of all types of books including guides, dictionaries, encyclopedias, atlases as well as efficiency and independence in the use of libraries.

**12. Learning vocational activities:** Aim of teaching of economics to help the child learning vocational activities and vocational opportunities.

**13. Satisfaction of needs:** The student is to be taught to make his adjustment to keep his clothes and parts of the body neat and clean, to keep his things in order and to take his needs in time to time.

**14. Knowledge of economic equality:** We are living in a democratic country. Hence children should be encouraged to realise that they are all equal irrespective of caste, sex, creed, colour, religion and language. There are no superior or inferior people and we are to co-operate and organise ourselves to solve our problems.

**15. Development of international understanding:** Teaching of economic aims at developing an understanding at the interdependence of all people and the need for international co-operation for promoting world peace. It aims at developing the child's ability to understand the global relationships in the modern world and prepare him for the golden ideal of world peace.

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## 2.6 VALUES OF TEACHING ECONOMICS

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### Values of Economics Teaching

Teaching of Economics inculcates the students the following values:

**1. Knowledge of Country's Economic System:** The study of economy will help students to know about the economic system of the country they will know about country's wealth and resources, chief industries and occupations, as well as other related aspects. They will know which factors have influence on the country's economy, and thus, they will be able to adjust themselves in the society.

**2. Cultivation of Individual Qualities:** The study of economics helps students in cultivation of a number of individual qualities, such as logic, thinking, discussion, analysis and decision-making etc.-They will also learn the great qualities of cooperation and tolerance.

**3. Peaceful Life:** The study of economy will teach students to obtain maximum contentment from limited economic resources, and they will be able to solve their economic problems using fewer resources. They will not have to struggle on the economic front. This will make their life peaceful.

**4. Achievement of Economic Citizenship:** The study of economics will help them get economic citizenship easily.

**5. Becoming Good Producers:** The study of economics will help students know about different aspects and factors of production, such as merits and demerits of localization, decentralization and desirable conditions for success of an industry etc. They will also learn related factors such as market, pricing, banking, insurance and means of energy etc.

**6. Becoming Good Consumers:** The study of economics helps students to become good consumers. They will learn how to consume different

articles, how much to consume, and when to consume so as to get maximum satisfaction. Not only this, they learn how to determine prices of products.

Thus, we can see that economics is a very useful social subject. It occupies important place in economic development and progress of the modern life. The practical form of economic principles and theories helps to bring about economic prosperity; however it requires a conscious and developed attitude. We have to place before students those new attitudes, give them practical knowledge and tell them about latest methods of teaching that they can become successful in life. In fact, we can only then enjoy facilities in life, attain our aims and realize human and social well – being.

**Check Your Progress-2**

**Notes:** a) Write your answer in the space given below.  
b) Compare your answer with the one given at the end of the unit.

3. List out the General aims of Economics education.

.....  
.....

4. What are the values acquired by Economics students?

.....  
.....

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**2.7 LET US SUM UP**

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In this unit you have learnt meaning and definition of Aims and Objectives, difference between aims and objectives, criteria for the selection of aims and objectives, aims and objectives of Economics education and values of teaching Economics.

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**2.8 UNIT-END EXERCISES**

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1. What are the criteria to be kept mind while fixing aims and objectives of teaching economics?
2. Explain the specific aims of teaching economics.
3. Describe the values acquired by the economics students.

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## 2.9 ANSWER TO CHECK YOUR PROGRESS

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### 1. Aim – Meaning

An aim refers to some general and long term goal. An aim is a purposeful activity which is carried out to achieve some purposeful end.

### 2. Aims Vs. Objectives

Aims	Objectives
1. Aims are directions in education.	Objectives are end-point of possible achievement.
2. Aims are broad and general they are not of much use to a teacher.	Objectives are meaningful and useful to teachers as they are specific, clear and precisely defined.
3. Its attainment is beyond the scope of the school because it involves all round growth.	Objectives are specific, immediate can attain goals.
4. Aims are determined before the teaching starts.	Objectives are known only when teaching and learning has actually started.
5. An aim refers to sonic general and long term goal.	An objective indicates immediate and specific goal which can be achieved.

NOTES

### 3. General aims of Economics education

- ✓ To provide knowledge
- ✓ To develop the power of logical thinking
- ✓ To develop the power of making rational use of leisure time
- ✓ Development of a sense of belongingness
- ✓ Development of economic insight
- ✓ Development of problem solving ability
- ✓ Development of economic commitment
- ✓ Development of economics competence
- ✓ Development of desirable qualities
- ✓ Development of scientific thinking
- ✓ Foundation of specialisation

### 4. Values acquired by Economics students

- Knowledge of Country's Economic System

- Cultivation of Individual Qualities
- Peaceful Life
- Achievement of Economic Citizenship
- Becoming Good Producers
- Becoming Good Consumers

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## 2.10 SUGGESTED READINGS

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1. Aggarwal, J. C. (2005). Teaching of Economics. Agra: Vinod Pustak Mandir.
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# UNIT-3 AIMS AND OBJECTIVES OF ECONOMICS EDUCATION - II

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## Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Bloom's Taxonomy of Educational Objectives
  - 3.3.1 Cognitive domain
  - 3.3.2 Affective domain
  - 3.3.3 Psychomotor domain
- 3.4 Writing Objectives in Behavioural terms
  - 3.4.1 Need of Writing Objectives in Behavioural Terms
- 3.5 Let us sum up
- 3.6 Unit end exercises
- 3.7 Answer to check your progress
- 3.8 Suggested Readings

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## 3.1 INTRODUCTION

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The main educational aim is to the pupils so that they can become useful citizens in the society. The aims and objectives of any subject should thus be guided by this very consideration. Objectives are more precise statements of purpose. They may be seen as sub-goals as they indicate what should be taught if the objectives are to be achieved. A very common objective can be broken down into different kinds of objectives. Progress towards achievement of goals is retarded without clear statement of instructional objectives. This unit explains Bloom's taxonomy of educational objectives in detail.

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## 3.2 OBJECTIVES

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After going through this unit, you will be able to:

- know Bloom's taxonomy
- understand cognitive domain, affective domain and psychomotor domain
- Develop a skill to write educational objectives in behavioural terms

### 3.3 BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

The educational psychologists have stated that the meaning of attainment of educational aims and objectives is to bring about desired changes in the behaviour of the learners. They have classified the whole behaviour of persons into three classes -cognitive, conative and affective. They clarified that whatever the subject is taught or whatever the activity is made to learn to the students, it brings about some change in the cognitive, conative and affective aspects of the students. It is another thing that some of them effect more change in cognitive aspect, some of them effect more change in conative aspect and shine of them effect more change in affective aspect. They have also clarified that this change can be clearly observed and perceived and can be measured and evaluated. As a result, the educationists have come to emphasis to state the educational aims in the form of behavioural change.

Prof. B.S. Bloom of Chicago University, America worked in this area specifically. He has clarified that the direct relationship of educational objectives is with learning, and learning means behavioural change. He has classified this behavioural change into three domains (catagories) cognitive, affective and psycho-motor. His classification is another form of the classification done by other psychologists. He has only changed the serial and has used the word 'psycho-motor' for conative.

#### **Bloom's Taxonomy of Educational Objectives**

Cognitive Domain (B.S. Bloom)	Affective Domain (Krathwohl and Massia)	Psycho-motor Domain Dave
This is related with collecting and analysis of information(area of knowing)	This is related with heart and internal feelings and experiences(area of feeling)	This is related with practical tasks and practice. (area of doing)
1. Knowledge 2. Comprehension 3. Application 4. Analysis	1. Receiving 2. Responding 3. Valuing 4. Conceptualisation	1. Imitation 2. Manipulation 3. Precision 4. Articulation

5. Synthesis	5. Organisation	5. Naturalisation
6. Evaluation	6. Characterisation	

All of the above domains are elaborately discussed here.

NOTES

### 3.3.1 Cognitive Domain

The cognitive domain comprises the acquisition and manipulation of factual information. It is also concerned with intellectual skill and abilities of the students. There are several levels within the cognitive domains that are very important for formulation of instructional objectives in classroom teaching.

#### 1. Knowledge

This is the first and lowest level of cognitive domain. At this level, the students are expected to recall information asked in the provided questions. They have to recognize information presented in the form of questions or statements. This level gives more emphasis on remembering, concepts, facts, principles or words etc.

This level is also very important, because every aspect of learning must be applied in given situation so that learning may become permanent. Application is the act of applying some abstract to a new or unique concrete example, without prompting. Bloom described that “A demonstration of ‘Comprehension’ shows that the student can use the abstraction when its use is specified. A demonstration of ‘Application’ shows that he will use it correctly, given an appropriate situation in which no mode of solution is specified.

Example: Given a list of twenty people, the students underline all the names of famous economists.

#### 2. Comprehension

Most of the educators stressed that this level is more emphasised in the present teaching-learning process in schools by the teachers. They try to develop comprehension power in the students through three kinds of intellectual skills like translation, interpretation, and extrapolation.

Examples:

- (1) Given a law of demand and supply the students restate it orally in sentence form so that the restatement is logically correct.
- (2) Given a diagram showing export and import of the country over the past five years the students estimate orally the total amount of export and import over the past five years.

### **3. Application**

It refers to the breakdown of the material into its constituent parts and detection of the relationships of the parts and of the way they are organized. At this level, the student classifies the subject matter into its innate parts and establishes their interrelation. It includes analysis of facts, analysis of relationships and analysis of principle, etc. and looking for their interrelation

Example: Given the formula of mean and standard deviation, the students find out the average and standard deviation of the given data regarding Indian economy.

### **4. Analysis**

At this level, the students try to break an idea into its constituent elements or internal organizational principles. They perceive relationships among those elements or principles within one whole or between several wholes. Analysis is used to find out similarities and differences between various things.

Example: Given a series of means of transport, the students put them into different categories.

### **5. Synthesis**

This level indicates the creation of something new from previously existing elements or principles. The students must have the mastery of previously learnt material then they can make good analysis of the rules, principles and facts clearly because developing something is not easy.

Example: Given appropriate data regarding the census of New Delhi the students generate and write out the hypotheses that would reflect the factors for increasing population in city.

### **6. Evaluation**

It is the highest level of cognitive domain. This level means the formation of a judgment and the substantiation or justification of that judgment by reference to various facts, different examples or specific criteria. The assessment must be made on the basis of specific criteria.

Example:

The students give merits and demerits of the definition of economics given by Marshall.

#### **3.3.2 Affective Domain**

There is confusion among the educators whether this domain should be included in the curriculum or not. In fact, it is clear that

emotions, attitudes, interest, feelings, values and morals exist and affect – task all human behaviours. It is the school where various values and feelings of students are developed and shaped, through engaging students in the several activities in the rich social environment of the school. The teachers identify the different elements of this domain during their teaching-learning process and try to improve study understanding and performance of selected affective domain objective.

### **1. Receiving**

At this level, the student is sensitive to the activity (material) being taught to him. In other words, the will power of the student awakens at this level. It has three levels such as awareness of the phenomenon, willingness to receive the phenomenon and controlled attention.

### **2. Response**

At this level, active response to the activity received at the first level is expressed. This expression is done by acquiescence in responding, willingness to respond and satisfaction in responding.

### **3. Valuing**

At this level, the student expresses himself about the superiority of an object, fact, incident, rule, principle or behaviour regarding its value or attributes. This objective of valuing can be divided into acceptance of a value, preference for a value and commitment or conviction to a value.

### **4. Conceptualisation**

At this level, the student conceptualises by establishing equality, difference and relationship in above developed values.

### **5. Organisation**

At this level, the formed thoughts or concepts are orderly organised on the basis of suitable selected values. When the values are orderly organised, a principle of value is constructed to assimilate them.

### **6. Characterisation**

At this level, the student conducts his behaviour according to the above developed values and forms his lifestyle. These values affect the person so much that they become a part of his conduct and a permanent part of his life.

### **3.3.3 Psychomotor Domain**

#### **1. Imitation**

This is the lowest level of psychomotor objective, which refers to inner push or impulse and overt repetition.

## **2. Manipulation**

This behavior involves following directions, selection of certain actions in preference to others and beginning of fixation of operation.

## **3. Precision**

The objective at this level includes reproduction of operation with speed and refinement and ability to control (increase, decrease or modify) his actions in response to requirement.

## **4. Articulation**

The objective in this category includes ability to handle a number of actions in unison keeping their sequence and rhythm and coordination in action with right sequence in right proportion of time at the right movement.

## **5. Naturalisation**

This is the highest objective in this domain. This includes automatisation and interiorisation. Now behavior becomes more or less mechanical and without any conscious thinking and planning. It consists of physical ability objectives.

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## **3.4 WRITING OBJECTIVES IN BEHAVIOURAL TERMS**

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B.S. Bloom has shifted the emphasis from content to the objectives. According to him specification of objectives in a task of teaching learning may prove more effective and purposeful if they are written in behavioural terms. The following points should be kept in mind while writing the objectives in behavioural terms:

1. Relationship of objectives and expected behaviour or outcomes.
2. Mastery over subject matter.
3. Clarity of levels to be achieved in objectives.

Thus instructional objectives can be stated by identifying the product of instruction in terms of observable performance. These outcomes have been referred to as behavioural objectives or terminal performances. Thus when we formulate instructional objectives for students we have to ensure that they are observable or measurable.

An instructional objective certainly tells us about the change(s) proposed to bring about in the student but it will be still clearer if we isolate the critical aspects of a particular change. Statements of objectives in terms of the change in the behaviour of the students are called behavioural objectives. Instructional objectives can be transformed into behavioural objective.

An objective, when it is defined in terms of students' behaviour, becomes tangible and capable of attainment. It is clear from the above, illustration that a clearly formulated objective has two dimensions: one deals with the behaviour and the other deals with the content area in which the behaviour operates.

### **3.4.1 Need of Writing Objectives in Behavioural Terms**

As a matter of fact, the objective is meant to help us bring about changes in the individual in the desired direction. The achievement of objectives enables the individual to perform certain tasks, develop certain understanding, sustain thinking process, develop attitudes, and add to the stock of knowledge etc. and this lead a happy, productive and socially acceptable life. Now-a-days, it is important to write the objective in behavioural terms because the teacher has to do different activities as:

1. For effective learning the teacher can select teaching strategies and tactics on the basis of the objectives modified in behavioural terms.
2. Testing and evaluation can be made objective centered in the form of behavioural terms of the objectives.
3. Specification and delimitation of teaching activities becomes possible and it does not include undesirable activities.
4. The integration of teaching and learning activities can result in expected learning achievements.

Scaffold has given the following needs to write the objectives in behavioural terms.

1. To specify objectives.
2. To select test items for test construction.
3. To integrate learning experiences and changes in behaviour.
4. To select appropriate teaching strategies, tactics and teaching aids.
5. To distinguish between various aspects of learning.
6. To make learning functional.

The above are some of the reasons why we need to write instructional objectives in behavioural terms. The instructional objectives in behavioural terms help plan instruction. They tell us where we are going i.e. What the students will be able to know to do at the end of instruction. Proper statement of objectives will help the teacher plan the steps or procedure to reach the terminal outcomes/behaviours. The instructional objectives in behavioural terms also help in designing performance assessment procedures and help in test construction. The assessment of student performance reveals the gap between the expected outcomes and achieved outcomes. The students will also know in advance the areas of knowledge, attitudes or skills on which they will be tested.

We should remember that just writing objectives in behavioural terms does not serve the purpose unless we also know how to achieve them. Some experts or administrators may suggest various short cuts to reach the undertaken objectives but you may end up no where. You therefore should know the systematic way for evaluation! assessment of objectives.

Thus method also requires the structure of the content and the objectives are identified in taxonomic category considering entry behaviour of the students. Here we want to emphasize the mental process and the selection of the content so as to achieve the objectives i.e the modification of the behaviour or learning taking place in the students.

**Check Your Progress**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

1. Enlist the objectives in Cognitive domain.

.....  
.....

2. List out the objectives in Affective domain.

.....  
.....

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**3.5 LET US SUM UP**

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In this unit you have learnt Bloom’s Taxonomy of educational objectives like Cognitive, Affective and Psychomotor domains and writing objectives in behavioural terms were also discussed.

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**3.6 UNIT-END EXERCISES**

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1. Explain Bloom’s taxonomy of educational objectives.
2. Why do we need writing objectives in behavioural terms?

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**3.7 ANSWER TO CHECK YOUR PROGRESS**

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**1. Cognitive Domain**

- (i) Knowledge
- (ii)Comprehension
- (iii)Application
- (iv)Analysis
- (v)Synthesis
- (vi)Evaluation

## 2. Affective Domain

- (i)Receiving
- (ii)Responding
- (iii)Valuing
- (iv)Conceptualisation
- (v)Organisation
- (vi)Characterisation

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## 3.8 SUGGESTED READINGS

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1. Aggarwal, J. C. (2005). Teaching of Economics. Agra: Vinod Pustak Mandir.
2. Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
3. Babu Muthuja, Usharani, R. and Ashwani Mahajan. (2009). Teaching of Economics-II. New Delhi: Centrum Press.
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## UNIT-4 LESSON PLANNING

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### Structure

- 4.1 Introduction
  - 4.2 Objectives
  - 4.3 Lesson Planning
    - 4.3.1 Meaning of Lesson Plan
    - 4.3.2 Definition of Lesson Plan
  - 4.4 Advantages of Lesson Planning
  - 4.5 Limitations of Lesson Planning
  - 4.6 Steps involved in Lesson Planning
  - 4.7 Principles of Lesson Planning
  - 4.8 Model Lesson Plan
  - 4.9 Let us sum up
  - 4.10 Unit end exercises
  - 4.11 Answer to check your progress
  - 4.12 Suggested Readings
- 

### 4.1 INTRODUCTION

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Planning is undoubtedly an important aspect in all the spheres of life. If we talk about teaching then all depends on the efficiency and intelligence of the teacher how she\he plans. Teaching involves careful planning. Lesson plan is actually a plan of actions. It is the core, the heart of effective teaching. The teacher should know beforehand what to teach and how to teach. A teacher may know his subject well, may be acquainted with all methods necessary for successful teaching, may have a dynamic personality and yet may fail because he has neglected the map out the road towards the goal for which he is striving. If the teacher wants successful results in the form of all round development of personality of the child, then his teaching needs greater planning and deeper thinking.

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### 4.2 OBJECTIVES

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After going through this unit, you will be able to:

- know the meaning and definition lesson plan
  - understand the steps of lesson planning
  - understand the merits and limitations of lesson planning
  - develop skill to write a lesson plan
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### 4.3 LESSON PLANNING

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#### 4.3.1 Meaning of Lesson-Plan

The word 'Lesson Plan' consists of two words: Lesson' and 'Plan'. 'Lesson' means the subject matter which is to be taught by the teacher and 'Plan' means a set of decisions about how to do. Thus lesson plan means

outline of the important points of a lesson arranged in the systematic order in which they are to be presented to the students by the teacher. Thus lesson planning is a plan of actions which includes the objectives, strategies, subject matter, methods of teaching and tactics for achieving the objectives of the lesson.

#### 4.3.2 Definition of Lesson Plan

1. Davis: "Lesson plan must be prepared before going to the class, for there is nothing so fatal to a teacher's progress as unpreparedness."
2. Reborn: "To teach we must use experience already gained as starting point of our work."
3. Carter V. Good : "A lesson plan is a teaching outline of the important points of a lesson arranged in order in which they are to be presented, it may include objectives, points to be made, questions to be asked, references to materials, assignments etc."
4. Lester B. Sands: "A lesson plan is actually a plan of action. It, therefore, includes the working philosophy of the: teacher, her knowledge of philosophy, her information about arid understanding of her pupils, her comprehension of the objectives of education her knowledge of the material to. be taught, and her ability to utilise effective methods."
5. Bining and Binning: "Daily planning involves defining the objectives, selecting and arranging the subject-matter and determining the methods and procedure."
6. N. L. Bossing: "A lesson plan is an organised statement of general and specific goals together with the specific means by which these goals are to be attained by the learner under the guidance of the teacher on a given day."
7. Department of Education, NCERT (1974): "A lesson plan is a verbal statement of the utilization of educational theory, content and techniques or devices of teaching to achieve the stated purpose of schooling,, both general and specific. It is a device to help children learn creatively and thoroughly.

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#### 4.4 ADVANTAGES OF LESSON PLANNING

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The following are the advantages of lesson planning:

1. It makes lesson interesting and simple through selecting the relevant methods, devices and strategies in advance.
2. It delimits the field of work of the teacher as well as of the students and provides a definite objective for each day's work.
3. It helps in managing teaching material in a proper manner.
4. It helps in developing reasoning power and imagination power in the evaluation in the form of feedback.

5. It enables the teacher to prepare pivotal questions and illustration.
6. It provides opportunities for an adequate checking of the outcomes of instructions.
7. It ensures a proper connection of new lesson with the previous lesson.
8. It makes the teacher more competent in dealing with various difficulties and problems of students in the class.
9. It helps the teacher to correlate various aspects of the subject matter in the class.
10. It helps to save time and energy of both teacher and students.

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## 4.5 LIMITATIONS OF LESSON PLANNING

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### Limitations of Lesson Planning

The limitations of Lesson planning are given below:

1. Lesson Planning makes the teaching process more difficult due to complicated lesson planning process.
2. It has no flexibility and puts the fresh teacher in new helpless situations.
3. Teacher cannot teach a lesson independently.
4. More time is always needed by a teacher to plan a lesson.
5. Sometimes, simple subject-matter becomes more complicated due to various steps involved in lesson planning.

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## 4.6 STEPS IN A LESSON PLAN

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Before developing the script for a lesson plan as a written record for use, the teacher has to decide upon all the relevant details of the various aspects to tie taken care of Also, the order and the way in which these are to be presented should be planned Then only this written script is an authentic aid for effective instruction This planning should consider the steps discussed below.

**1. Introduction:** It is the most important part of the lesson plan. It pertains to preparing and motivating students to the lesson content by linking it to their precious knowledge, by arousing curiosity and by appealing to their senses. For this he uses the method of questions and answers having a bearing on the previous knowledge of the students.

**2. Presentation:** It involves stating of the object of the lesson. The teacher should state the object in such a way that it may not pose a problem before the students, the statement should be short, definite and attractive. The teacher should expose the students to the new information. While writing this pat he may divide his plan in two parts. In one part should be presented in systematic manner the subject or topic to be taught. In the second part

may be stated the method of teaching aids should be made during presentation of learning material along with students' participation of learning material along with students' participation in the lesson through question. An attempt should be made to associate the learning material to daily life situations by citing examples and by drawing comparison with the related concepts.

**3. Generalisation:** When the topic has been made clear to the students, the teacher should make an effort to draw generalization with the help of definition, principle etc. The students may be encouraged to draw generalizations themselves. They must realize that they have got new knowledge and are able to apply it.

**4. Application:** Now an effort is made to apply the knowledge gained to certain situations. This is likely to result in reinforcing the new knowledge on students.

**5. Recapitulation:** It is assessing the effectiveness of lesson by asking the students questions on the contents of the lesson. The questions should be pointed ones.

**6. Blackboard Summary:** After finishing the topic, the teacher should write down the summary of the topic or the lesson on the blackboard with the help of the students. Summary should be short and definite.

**7. Home Assignment:** In order to strengthen the knowledge and the experiences, the students should be given some home assignment. The students should be asked to write down certain things or do some experiments.

#### **Check Your Progress-1**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

1. Define-Lesson Planning.

.....

2. What are the Steps in Lesson Plan?

.....

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## **4.7 PRINCIPLES OF LESSON PLANNING**

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### **Principles of Lesson Planning**

The lesson begins with solid doses of comprehensible input, builds up on students' background knowledge, offers multiple opportunities for interaction, and provides a communicative goal and appropriate scaffolding to prepare the students for meaningful interaction. The careful design of the activities also creates opportunities for the teacher to conduct ongoing

assessment and thus to adjust, add or remove activities as the lesson is being delivered. Thus, the lesson presented here follows these principles:

1. The lesson is guided by clearly specified objectives.
2. Activities in the lesson follow a logical sequence.
3. Comprehensible input is provided.
4. There are multiple opportunities for communicative practice.
5. Scaffolding and strategies are provided to enable students to perform at a higher level.
6. Ongoing assessment informs lesson design and implementation.

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## 4.8 MODEL LESSON PLAN

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### Model Lesson Plan - Economics

Name of the Teacher	:	R. Vendhan
School	:	Govt. Hr. Sec. School Trainee
Subject	:	Economics
Std. & Sec.	:	XI - C
Unit	:	Indian Economy
Topic	:	Meaning of Growth and Development, Indian Economy, Features of Indian Economy, Weakness of Indian Economy
Date	:	
Period	:	
Strength	:	
Duration	:	45 minutes

#### **I. General Instructional Objectives / Non-behavioural Objectives:**

The student

1. acquires knowledge of the concept of growth and development
2. understands the concept of Indian economy
3. develops skill in preparing graph of GDP
4. develops interest in the collection of data relating to growth and development of other countries
5. develops desirable positive attitude towards Indian Economy

#### **II. Specific Instructional Objectives / Behavioural Objectives:**

The student

1. recalls the meaning of Gross Domestic Product
2. recognizes the meaning of Gross National Happiness Index
3. enlists the strengths of Indian economy
4. Lists out the features of developed economy
5. understands the reasons for weakness of Indian economy
6. observes a diagram of GDP growth rate

7. writes the list of developed nations on the black board

### III. Teaching Aids

1. Chalkboard, Duster, Colored Chalk

2. Charts showing the GDP growth rate and strengths of Indian economy

Specifications	Content	Learning Experiences	Evaluation
The recalls student	The Gross Domestic Product is the total monetary value of the goods and services produced by that country over a specific period of time, usually one year.	What is GDP?	
Recognizes	Meaning of GNHI The term Gross National Happiness was coined by the fourth king of Bhutan, Jigme Singye Wangchuck, in 1972. It is an indicator of progress, which measures sustainable development, environmental conservation promotion of culture and good governance.	The teacher explains the term Gross National Happiness Index.	What is GNHI?
Enlists	Strength of Indian Economy 1. India has a mixed economy 2. Agriculture plays the key role. 3. An emerging market 4. Emerging economy 5. Fast growing economy 6. Fast growing service sector 7. Large domestic consumption 8. Rapid growth of urban areas 9. Stable macro economy 10. Demographic dividend	The teacher shows the chart enlisting strengths of Indian economy and explains it in detail.	List out the strengths of Indian economy.
Lists out	Features of a developed economy 1. High national income 2. High per capita income 3. High standard of living 4. Full employment of resources 5. Dominance of industrial sector 6. High level of technology 7. High industrialisation 8. High consumption level 9. High level of urbanization 10. Smooth economic growth 11. Social equity, gender equality and low levels of poverty 12. Political stability and good governance	Discussion is made to explain the Features of a developed economy.	Mention the features of a developed economy between and
understands	Weakness of Indian economy 1. Large population 2. Inequality and poverty 3. Increasing prices of essential goods 4. Weak infrastructure 5. Inadequate employment generation 6. Outdated technology	The teacher explains the reasons for weakness of Indian economy.	Why do we need warehousing?
Observes	Charts	The teacher displays charts showing the GDP growth rate and it is observed by the students.	
Writes	List of developed countries USA, UK, Canada, Norway, Ireland, Switzerland, Germany, Sweden, Netherlands.	The teacher asks the students to write some developed countries on the blackboard and students write one by one.	<i>Self-Instructional Material</i>

**IV.Review**

1. What is GDP?
2. What is GNHI?
3. Enlist the strength of Indian economy.

**V.Assignment**

1. Collect a list of developing countries.
2. Write an essay on GNHI.

**Check Your Progress-2**

**Notes:** a) Write your answer in the space given below.  
b) Compare your answer with the one given at the end of the unit.

3. How many principles in lesson planning?

.....  
.....

4. Which is the last main component in lesson plan?

.....  
.....

---

**4.9 LET US SUM UP**

---

In this unit you have learnt definition of lesson plan, advantages of lesson planning, limitations of lesson planning, writing instructional objectives, steps involved in lesson planning, principles of lesson planning and preparation of model lesson plan.

---

**4.10 UNIT-END EXERCISES**

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1. What are the advantages of lesson plan?
2. List out the limitations of lesson plan.
3. What are the principles of lesson planning?
3. Write a Lesson plan for any one topic in Eleventh standard Economics.

---

**4.11 ANSWER TO CHECK YOUR PROGRESS**

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**1. Lesson Plan**

Carter V. Good defines “A lesson plan is a teaching outline of the important points of a lesson arranged in order in which they are to be presented, it may include objectives, points to be made, questions to be asked, references to materials, assignments etc.”

## 2. Steps in Lesson Plan

- (i) Introduction
- (ii) Presentation
- (iii) Generalisation
- (iv) Application
- (v) Recapitulation
- (vi) Blackboard Summary
- (vii) Home Assignment

3. There are six principles in lesson planning.

4. Assignment is the last main component in lesson plan.

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## 4.12 SUGGESTED READINGS

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# UNIT-5 UNIT PLANNING

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## Structure

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Unit Plan
  - 5.3.1 Meaning and Definition
  - 5.3.2 Criteria of a Unit
- 5.4 Steps involved in Unit Planning
- 5.5 Advantages of Unit Plan
- 5.6 Preparation of Unit Plan
- 5.7 Model Unit Plan
- 5.8 Let Us Sum Up
- 5.9 Unit-End Exercises
- 5.10 Answer to Check Your Progress
- 5.11 Suggested Readings

---

## 5.1 INTRODUCTION

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It is quite common that we all know that success of any activity depends mainly upon its planning. Proper planning of activities leads to anticipated fruitful results. As an Economics Teacher he/she has to plan for certain class well in advance. Economics teacher has to cover the given course in the available time span and also ensure effective learning among the students. In this unit, you are to be taught unit plan in detail.

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## 5.2 OBJECTIVES

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After going through this unit, you will be able to:

- know the meaning of unit plan
- explain the steps involved in unit plan
- enlist the advantages of unit plan
- develop a skill to write unit plan

---

## 5.3 UNIT PLAN

---

### 5.3.1 Meaning and Definition

The planning for a unit is known as unit plan. It is generally planned by the teacher after the year plan. A detailed plan on how a

particular topic will be conducted, including pupil activities, and to meet the objectives.

### 5.3.2 Criteria of a Unit

A unit may be defined as a large sub division of subject matter wherein a principle of a topic is at the centre of the well organized matter.

A unit should signify the following criteria:

1. It should signify the unity or wholeness of learning activities related to some problem or project
2. It should emphasize the psychological principle of learning by whole.
3. It should be given importance to integrated learning outcome.
4. It should not represent only the subject matter but learning experience well.
5. It should organize a similar type of content and
6. It should be organized in which a way that it achieves certain set of specifications and objectives.

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## 5.4 STEPS INVOLVED IN UNIT PLANNING

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The teacher should have thorough idea about the subject matter of the unit before he makes an attempt to write the unit plan.

**1. Content analysis:** This analysis helps the teacher to provide the subject matter in an orderly sequential manner, that is, from simple to complex or abstract to concrete. It also helps the teacher to have a full awareness of the teacher to enter the class, since he has mastery over the subject matter. It helps the teacher to remember all the points at the same time of teaching.

**2. Objectives and specifications:** The second step is to find out the objectives and specifications which can be realised through the particular unit to be taught.

**3. Learning activities:** Third step is to organize the activities which help us achieve the listed objectives. In order to provide good learning experiences the teacher must choose the best method of teaching suitable for that particular unit. The teacher should bear in mind the following points in order to provide good learning experience: individual differences psychology of the pupils, objectives and content portion.

**4. Evaluation :** The last step by which the teacher know whether the listed objectives are achieved or not It is the evidence of the achievement of the objective on the part of the pupils Here the teacher can adopt the various types of evaluation tools and techniques.

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## 5.5 ADVANTAGES OF UNIT PLAN

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The unit plan helps the teacher for attaining the desired objectives in a stipulated span of time. It will give him/her freedom that will enable the teacher to become a better teacher. The advantages of unit plan are as follows;

- Unit plan assists the teacher in arranging the content of the unit in a meaningful way.
- Teacher can utilize, the time and periods available for each unit in an effective and balanced manner.
- Unit plan helps a teacher in achieving the expected learning objectives effectively.
- The methods, techniques and teaching aids to be used for the particular unit can be planned in advance.
- Unit plan provides a basis for evaluating student performance.
- Unit plan provides a basis for the preparation of lesson plans.
- Unit plan saves the time and energy of both the teacher and the learner.
- Unit plan helps, teacher in arranging the topics according to the individual needs of the learner so that each learner gets an opportunity to make worthy contributions.
- It helps a teacher in providing information regarding the books and learning materials that could be effectively used in instruction.

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## 5.6 PREPARATION OF UNIT PLAN

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If the teacher knows the subject matter of each and every unit very well, he can prepare the unit plan after preparing the year plan. Availability of the period is very important aspect for the preparation of unit plan. The teacher comes to know the period available for each unit only after the preparation of year plan. Therefore a teacher, who is experienced and competent enough in the subject matter, can prepare the unit plan after preparing the year plan But he should prepare the year plan bearing in mind in and outs of the units of the subject.

When planning a unit, the following factors to be kept in mind

- i) Objective and specification - i.e. why aspect of the unit.
- ii) Content analysis - i.e. what aspect of the unit.
- iii) Learning activities - i.e how aspect of the unit.
- iv) Testing procedures - i.e. achievement aspect.

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## 5.7 MODEL UNIT PLAN

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A model of the unit plan is given below:

Subject: Economics

Unit : Tamil Nadu Economy

Standard: Higher Secondary I year

Number of Periods: 17

Content Analysis	Objectives	Learning Experience	Evaluation		Periods Required
Introduction Highlights of Tamil Nadu Economy Performance of Tamil Nadu Economy	Knowledge Comprehension	Discussion and explaining by blackboard and lecturing	Asking questions	oral	2
Natural Resource Water resources, Mineral resources	Knowledge Comprehension	Explanation by showing charts, model for natural resources and Discussion	Asking questions	oral	2
Population Density, Urbanisation, Sex ratio, Health indicators, Infant Mortality rate, Maternal mortality rate, life expectancy at birth, literacy	Knowledge Comprehension Comparison	Explanation by showing diagrams and Discussion	Asking students to come front and present		3
Gross State Domestic Product, Sectoral contribution, Per capita income	Knowledge Comprehension	Explanation and showing the charts SDGP growth rate.	Asking questions	oral	2
Agriculture Industry	Knowledge Comprehension	Explanation and showing models and discussion.	Asking questions group discussion	oral and	3
MSMEs Energy Services sector Tourism	Knowledge Comprehension	Explanation and showing models and discussion.	Asking questions group discussion	oral and	3  <i>Self-Instructional Material</i>

Seminar/ Quiz	Skill analysis			1
Unit test				1
<b>Total</b>				<b>17</b>

**Check Your Progress**

**Notes:** a) Write your answer in the space given below.  
 b) Compare your answer with the one given at the end of the unit.

1. What is Unit Plan?

.....  
 .....  
 .....

2. Write any five advantages of Unit Plan.

.....  
 .....  
 .....

**5.8 LET US SUM UP**

In this unit you have learnt the meaning and definition of unit plan, criteria of a unit, and steps in unit plan such as content analysis, objectives and specifications, learning activities and finally evaluation. You have also learnt advantages of unit plan for a teacher and preparation of unit plan with model in higher secondary first year economics subject.

**5.9 UNIT-END EXERCISES**

1. Define - Unit Plan.
2. What are the steps involved in unit plan?
3. Prepare a Unit plan for a unit in higher secondary second year economics subject.

**5.10 ANSWER TO CHECK YOUR PROGRESS**

**1. Unit Plan**

The planning for a unit is known as unit plan. It is generally planned by the teacher after the year plan. A detailed plan on how a particular topic will be conducted, including pupil activities, and to meet the objectives.

**2. Advantages of Unit Plan**

- Unit plan assists the teacher in arranging the content of the unit in a meaningful way.
- Teacher can utilize, the time and periods available for each unit in an effective and balanced manner.

- Unit plan helps a teacher in achieving the expected learning objectives effectively.
- The methods, techniques and teaching aids to be used for the particular unit can be planned in advance.
- Unit plan saves the time and energy of both the teacher and the learner.

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### **5.11 SUGGESTED READINGS**

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# UNIT-6 CURRICULUM DESIGN-I

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## Structure

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Curriculum
  - 6.3.1 Meaning
  - 6.3.2 Relationship between Syllabus and Curriculum
  - 6.3.3 Characteristics of Curriculum
- 6.4 Types of Curriculum
- 6.5 Importance of Curriculum
- 6.6 Secondary Education Commission on Curriculum
- 6.7 Principles of Curriculum Construction
- 6.8 Criteria of Selection of Content Matter
- 6.9 Let us sum up
- 6.10 Unit end exercises
- 6.11 Answer to check your progress
- 6.12 Suggested Readings

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## 6.1 INTRODUCTION

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The Secondary Education Commission Report (1952-53) says that in ancient period, the objective of education was just to develop 3 R' S (Reading, Writing and Arithmetic) in the children, while now, the objective of education is to develop 3 R's + 4 H's (Head, Heart, Hand and Health) in the children. Since last few decades, many changes have been taking place in the curriculum of schools and the changes are due to the need of society and demand of time. So, we can say that our educationists along with our society demand for harmonious development in the children. Therefore, development of suitable curriculum is of vital importance in the present day.

---

## 6.2 OBJECTIVES

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After going through this unit, you will be able to

- know the meaning and definition of curriculum
- understand the characteristics and types of curriculum
- understand the views of Secondary Education Commission on curriculum

---

## 6.3 CURRICULUM

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### 6.3.1 Meaning

The literary meaning of curriculum is a particular course of study in one subject. The word curriculum is derived from Latin word ‘Curricere / Currere’ which means- A Race Course.

In the field of education, curriculum is like a race course for children who run to win the race / educational prize in the limited time duration. Thus, we can say that curriculum is like, a race course for children to reach a certain set goal.

#### **Curriculum: Old Concept**

According to old concept, it is confined only to the course of study or syllabus.

**Cunningham** defines “It (Curriculum) is a tool in the hands of artist (teacher) to mould his material (pupil) according to his ideal (objective) in his studio (school).”

Carter V. Good:”Curriculum is a general overall plan of the content or specific material of instructions that the school should offer to the students, by way of qualifying them for graduation or certification for entrance into professional-or vocational field.”

#### **Curriculum: New Concept**

In new concept of curriculum includes all ‘those activities and experiences which a child enjoys / undergoes in and outside the classroom according to his needs and interests.

**1. Kilpatrick:** “It (Curriculum) is the whole living of the pupils or students so: far as the school aspects: responsibility for its quality”

**2. Rudyard and Kronberg Henry:** ‘Curriculum in its broadest sense includes the complete school environment, involving all the course, activities, reading and association furnished to the pupils in the school.

**3. The Secondary Education Commission Report (1952-53):** “curriculum does: not mean only academic subject traditionally taught in the school, but it comprises ‘the totality of experiences that a pupil receives through the manifold activities that go in the school, in the classroom, library, laboratory, workshop, play-grounds and in the numerous’ informal contact between teachers and pupils. In this sense, the whole life of the school becomes the curriculum which can touch the life of students at all points and help in ‘the evaluation of a balanced personality.

**4. Crow and Crow:** Curriculum includes all those experiences of the child which he receives inside the school and outside of the school. These experiences are arranged in such a programme which leads to the

development of social, intellectual, physical, emotional and spiritual aspects of his personality.

### 6.3.2 Difference between Syllabus and Curriculum

The difference between syllabus and curriculum is the same as in the old concept and new concept. The difference can be described according to the following criteria:

Criteria	Syllabus	Curriculum
Scope	Syllabus is the part of the curriculum, its scope is limited.	Curriculum is a complete teaching process, its scope is wider.
Knowledge Imparted	Syllabus provides theoretical knowledge.	Curriculum includes theoretical knowledge as well as practical based on interest, aptitude of the student.
Preparation	Educationists, NCERT, CBSE prepare syllabus.	Curriculum is prepared by teachers.
Aspect	Syllabus lays emphasis on theoretical aspect i.e. cognitive.	Curriculum lays emphasis on all round development of the personality i.e., it includes cognitive, affective and psychomotor aspect.
Importance	It gives importance to the subject matter.	It provides importance to students.

### 6.3.3 Characteristics of Curriculum

On the basis of above definition, the curriculum has the following characteristics:

1. It is more than teaching and learning.
2. It includes content, methods of teaching and purpose of education.
3. It is an ever-changing product.
4. It caters to the individual differences of the learners.
5. It includes social, physical and psychological environment.
6. It includes the totality of the experiences.
7. It is a medium to achieve the objectives of education.
8. It is framed and reframed according to the needs of the society.
9. It is the mirror of the prevailing educational system.

**Check Your Progress-1**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

1. Define - Curriculum.

.....  
 .....  
 .....

2. Enlist any five characteristics of curriculum.

.....  
 .....  
 .....

---

## 6.4 TYPES OF CURRICULUM

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### Types of Curriculum

The dictionary of education (Good, 1945) defines 12 patterns of curriculum design based on the type of learning situations. These 12 curriculum patterns mentioned are as follows:

1. Activity curriculum
2. Broad field curriculum
3. Child-centered curriculum
4. Community-centered curriculum
5. Core curriculum
6. Correlated curriculum
7. Experience curriculum
8. Fused curriculum
9. Integrated curriculum
10. Pupil-teacher curriculum
11. Planned curriculum
12. Subject (Traditional) curriculum

Among above-mentioned types of curriculum designs, there are four types of curriculum usually followed:

1. The subject-centered curriculum
2. Child-centered curriculum
3. Activity-centered curriculum
4. Core curriculum

### 1. The Subject-Centred Curriculum

Alberty writes-“Subject-centred curriculum is a plan in which students are taught various subjects in order to give them the knowledge of

same and the subject-matter is organised in such a manner that the child may learn it, in order to enhance his knowledge. It is of no consequence if the other aspects of his personality remain undeveloped.”

Subject-centered curriculum is also called as teacher-centered curriculum or content-centered curriculum. It is widely used type in Indian schools in spite of several continuous criticisms because this type of curriculum is unpsychological as it does not consider the student’s need, interest and abilities and also does not help in developing democratic outlook of the students.

Report of Zakir Hussain Committee stated-“Today when quick and far-reaching changes are reshaping both national and international life and making new demands on its citizens, the existing system of education continues to function listlessly and apart from the real current of life, unable to adapt itself to the changed circumstances. It is neither responsive to the realistic elements of the present education, nor inspired by any life giving and creative ideals”.

Albert further stated -“They learn to recite definitions from the text-book glibly without having the slightest notion of the real meaning”.

In subject-centered curriculum, each subject has its own independent teaching area. Time is allotted to each subject and it touches only cognitive level of students, not affective and psycho-motor levels of student. Usually, it is revised and modified according to the needs of society and educational requirement/thinking. Despite of its demerits it is preferred by teacher, students and parents.

## **2. Child-Centered Curriculum**

Dr. S.S. Mathur writes. ”When the curriculum is organised according to the nature of the child and when its development at every stage takes place by keeping in view his needs and interests, such a curriculum is known as child-centered curriculum”.

It is also called as learner-centered curriculum and is based on the nature of child and his needs, interests and abilities. In fact, it is based on psychological approach and this type of curriculum was advocated by naturalists.

Montessori and Kindergarten education always follow this type of curriculum where ‘stage of growth and development’ of children is their prime concern.

## **3. Activity-Centered Curriculum**

John Dewey has suggested this type of curriculum. He states, “Activity curriculum is a continuous stream of child’s activities, unbroken by systematic subjects and springing from the interests and personally felt needs of the child”.

In activity-centered curriculum, subject-matter is translated in terms of activities and teachers try to impart requisite knowledge, skills and attitudes through the required activities.

Main advocators of this activity-centered curriculum are:

Rousseau, Pestalozzi, Montessori, Comenius, Kilpatrick, Sir Aurobindo, Mahatma Gandhi, Tagore, Dewey, Froebel

Regarding this, Rousseau stated, 'Instead of making the child to his books, I keep him busy in the workshop where his hands will work to the profit of his mind'.

The framers of the Wardha Scheme of Education stated, "We have attempted to draft an activity curriculum which implies that our Schools must be a place of work experience and discovery, not of passive absorption of information imparted as second hand".

Views of Comenius regarding activity-centered curriculum, whatever has to be learnt, must be learnt by doing".

Thus, we can say that project and problem-solving methods of teaching are employed while imparting the knowledge to students.

### **Types of Activities**

The main activities which are usually performed in schools are as follows:

**i) Physical Activities:** These activities will impart physical education to children through the following activities:

- Manual work Craft work
- Games and athletics
- Care of the body

**ii) Productive Activities:** These include such activities, as follows:

- Cooking
- Basket making
- Paper making
- Toy making
- Weaving
- Carpet making
- Carpentry
- Gardening
- Poultry
- Tailoring

**iii) Aesthetic Activities:** These cover such activities that are as follows:

- Dance, drama and music
- Art
- Painting
- Cottage work

- Wire works
- Simple arrangements

**iv) Community Activities:** These include such activities that are as follows:

- Control of epidemics
- Adult education
- Surveys about the needs of the community
- Health education programme

**v) Environmental Activities:** These cover such activities that are as follows:

- Sanitary programmes
- Nature study
- Ecology
- Field trips
- Excursions

#### **4. Core Curriculum**

A new type of programme has emerged known as ‘CORE CURRICULUM’. The core curriculum indicates the compulsory courses which are studied by every student are related to both the society and student’s need. In fact for achieving social emotional integrations, a core curriculum is proposed by educationists.

Some writers define the term ‘core curriculum’ as follows:

1. Pierce (1942): “The core programme consists of the activities of living, necessary for all as worthy members of our social order”.
2. Leonard (1960): “The core refers to that part of the curriculum which takes as its major job the development of personal and social responsibility and competency needed by all youth to serve the needs of a democratic society”.
3. Faunce and Bossing (1967): “In modern education the term: core has come to. be applied to that part of the, experience curriculum, which is concerned with those types of experiences thought necessary for all learners in order to develop certain behaviour competencies; considered necessary for effective learning in our democratic society.”

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### **6.5 IMPORTANCE OF CURRICULUM**

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Curriculum plays an important role in education process because without it the teacher can’t imagine what to teach and the students can’t imagine what to learn. The knowledge is so vast that we can’t teach/learn everything at once. So, we are to divide it in different parts according to the mental level of the students. Education is a tri-polar process which has important three elements:

- The Teacher
- The Child
- The Curriculum

It is the curriculum which makes possible the interaction between teacher and student. The following points will demonstrate the importance of curriculum:

- It helps in all round development of a child.
- It helps in selecting the appropriate method of teaching.
- It can help in satisfying the educational, vocational and psychological needs of the students.
- It helps the child in providing various opportunities to prove himself.
- It helps in achieving the aims and objectives of education.
- It helps in providing the limits to teachers and students both for teaching and learning.
- It helps in developing self confidence in the child.
- It helps in developing the thinking, understanding, reasoning of the child to achieve his maximum mental growth.
- It helps in bringing uniformity in educational system throughout the whole country.
- It helps the students in solving real life problems.
- It helps in achieving the educational and instructional objectives in school.
- It helps to maintain the good relation between school and community.

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## **6.6 SECONDARY EDUCATION COMMISSION ON CURRICULUM**

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The Secondary Education Commission (1952-53) has recommended the following basic principles for curriculum construction which are as follows:

1. Curriculum does not mean only the academic subjects traditionally taught in the schools but it includes the totality of experiences. The students receive these experiences through the manifold activities that go in the school, in the classroom, library, laboratory, workshop and playground and in the numerous informal contacts between teachers and students.
2. There should be enough variety and elasticity in the curriculum to allow for individual differences and adaptation to individual needs and interests. Any attempt to force uncongenial subjects and studies in children, unfit to take them up, is bound to lead to a sense of frustration and to hinder their normal development.

3. The curriculum must be vitally and organically related to community life, interpreting for the child, its salient and significant features and allowing him to come into contact with some of its important activities.
4. The curriculum should be designed to train the students not only for work but also for leisure.
5. It should not stultify its educational value by being spilt up into a number of isolated, uncoordinated watertight subjects. Subjects should be inter-related with each other, the contents should be so far as possible, envisaged as 'broad field' unit which can be correlated better with life rather than narrow items of information.

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## 6.7 PRINCIPLES OF CURRICULUM CONSTRUCTION

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While constructing the curriculum of Economics at higher secondary level or degree level, these principles should be followed:

- Principle of conformity with aims of education.
- Principle of totality of experiences in human life.
- Principle of child centeredness and activity.
- Principle of different subjects activities.
- Principle of correlation with other subjects.
- Principle of utility.
- Principle of flexibility and adjustability
- Principle of continuity in learning experiences.
- Principle of community centeredness.
- Principle of conservation of culture.
- Principle of forward looking and future oriented curriculum.
- Principle of creativity.
- Principle of development.
- Principle of individual differences among students.
- Principle of linking with everyday life.
- Principle of not over ambitions.
- Principle of rationalistic.

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## 6.8 CRITERIA OF SELECTION OF CONTENT MATTER

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The following seven criteria guides in selection of content matter:

### 1. Self-sufficiency

Economy of learning refers to less teaching effort and less use of educational resources; but students gain more results. They are able to cope

up with the learning outcomes effectively. This means that students should be given chance to experiment, observe, and do field study. This allows them to learn independently.

## **2. Significance**

The subject matter or content is significant if it is selected and organized for the development of learning activities, skills, processes, and attitude. It also develops the three domains of learning namely the cognitive, affective and psychomotor skills, and considers the cultural aspects of the learners. Particularly, if the students come from different cultural backgrounds and races, the subject matter must be culture-sensitive. In short, select a content or subject matter that can achieve the overall aim of the curriculum.

## **3. Validity**

Validity refers to the authenticity of the subject matter or content the experts selected. Make sure that the topics are not obsolete. For example, do not include typewriting as a skill to be learned by college students. It should be about the computer or Information Technology (IT). There is a need to check regularly the subject matter or contents of the curriculum, and may be replaced it if necessary.

## **4. Interest**

This criterion is true to learner-centered curriculum. Students learn best if the subject matter is meaningful to them. It becomes meaningful if they are interested in it. But if the curriculum is subject-centered, teachers have no choice but to finish the pacing schedule religiously and teach only what is in the book. This may somehow explain why many fail in the subject.

## **5. Utility**

Next criterion is the usefulness of the content or subject matter. Students think that a subject matter or some subjects are not important to them. They view it useless. As a result, they don't study. Students only value the subject matter or content if it is useful to them.

## **6. Learnability**

The subject matter or content must be within the mental caliber of the learners. It should be within their experiences. Teachers should apply theories on psychology of learning in order to know how subjects are presented, sequenced, and organized to maximize the learning capacity of the students.

## **7. Feasibility**

It means that the subject matter can be fully implemented. It should consider the real situation of the school, the government, and the society, in general. Students must learn within the allowable time and the use of resources available. Further, feasibility means that there should be teachers who are experts in that area. Also, there is a need to consider the nature of

the learners. The organization and design of the subject matter or content must be appropriate to the nature of students.

**Check Your Progress**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

3. What is child-centered curriculum?

.....  
.....

4. List out any five principles of Curriculum construction.

.....  
.....

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**6.9 LET US SUM UP**

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In this unit you have learnt meaning and definition of curriculum, relationship between syllabus and curriculum, characteristics of curriculum and types of curriculum. Principles for the determination of Economics curriculum and criteria for selection of content matter were also studied elaborately.

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**6.10 UNIT-END EXERCISES**

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1. Analyse the old and new concepts of curriculum.
2. Explain various types of curriculum.
3. What are the importances of curriculum?
4. What are the criteria of selection of content matter?

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**6.11 ANSWER TO CHECK YOUR PROGRESS**

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**1. Curriculum**

Cunningham defines “It (Curriculum) is a tool in the hands of artist (teacher) to mould his material (pupil) according to his ideal (objective) in his studio (school).”

**2. Characteristics of Curriculum**

- It is more than teaching and learning.
- It includes content, methods of teaching and purpose of education.
- It is an ever-changing product.
- It caters to the individual differences of the learners.

- It includes social, physical and psychological environment.

### 3. Child-centered Curriculum

Dr. S.S. Mathur defines, "When the curriculum is organised according to the nature of the child and when its development at every stage takes place by keeping in view his needs and interests, such a curriculum is known as child-centered curriculum."

### 4. Principles of Curriculum Construction

- Principle of conformity with aims of education.
- Principle of totality of experiences in human life.
- Principle of child centeredness and activity.
- Principle of different subjects activities.
- Principle of correlation with other subjects.

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## 6.12 SUGGESTED READINGS

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1. Aggarwal, J. C. (2005). Teaching of Economics. Agra: Vinod Pustak Mandir.
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## **UNIT-7 CURRICULUM DESIGN-II**

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### **Structure**

7.1 Introduction

7.2 Objectives

7.3 Organisation of Subject Matter

7.3.1 Unit Approach

7.3.2 Topical Approach

7.3.3 Concentric Approach

7.4 Economics Curriculum at Higher Secondary Level

7.4.1 Economics Curriculum Higher Secondary - First Year

7.4.2 Economics Curriculum Higher Secondary - Second Year

7.5 Let us sum up

7.6 Unit end exercises

7.7 Answer to check your progress

7.8 Suggested Readings

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### **7.1 INTRODUCTION**

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Selection of subject-matter is not enough it has to be organized in some proper way. Without proper organization, the purpose will not be achieved. Proper effort should be made to present the subject-matter, before the students, in such a way that they feel interested in the study of economics. The subject-matter should be arranged more comprehensive and organised in accordance with the age and mental capacity of the students. This unit deals with organization of the subject matter and the Curriculum in Economics at higher secondary school level state board of Tamil Nadu.

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### **7.2 OBJECTIVES**

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After going through this unit, you will be able to:

- Understand various approaches to organization of subject matter
- Know the elements of a unit
- Compare merits and demerits of various approaches
- Analyse the contents of higher secondary economics subject

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## 7.3 ORGANIZATION OF SUBJECT MATTER

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### 7.3.1 Unit Approach

The unit approach is based upon the assumption that the learner reacts to the situation as a whole and not to parts in isolation unit approach is based upon this principle that the learning or teaching which is based on wholeness is more lasting and effective. It is based on the growing acceptance of the gestalt-organismic field theories of learning which emphasis the 'wholeness' nature of learning. So unit approach is generally used in the modern times.

### Elements of Teaching Units

The main elements of teaching units as follows:

- 1. Teaching objectives:** The teacher should have a clear teaching objectives regarding teaching of a unit.
- 2. Motivation:** Element of motivation of teaching unit is concerned with the creation of motivation, situations of facilitate learning.
- 3. Entering behaviour of the students:** The element is concerned with exploring the entering behaviour of the students. The teacher is required to establish the behaviour repertoire by linking the new knowledge with previous knowledge of the students.
- 4. Presentation:** Presentation is concerned with providing new experiences to the students It implies an analysis and presentation the of elements of teaching units in a logical sequence so that they are helpful to the students.
- 5. Summary of the unit:** This element is concerned with providing a summary of the unit.
- 6. Drill:** Element of drill provides an opportunity to the students for practice which enables them to retain the learner material for a longer time.
- 7. Instructional and Supplement any material:** Instruction and supplement any material can include teaching aids. The teacher should also be ' given best of references, which should be of relevant form.
- 8. Teacher's activity:** The teacher, at this state, can take part in needed activities, which are useful for teaching purpose.
- 9. Students' activities:** The teacher should keep the students busy in activities, which can be individual as well as collective.
- 10. Organisation:** It involves giving assignments to the pupils to organise their learning experience.
- 11. Maintain subject-matter:** To maintain subject matter- should be proceed from 'Simple to complex', 'Known to unknown' -
- 12. Evaluation:** The successful in achieving the objectives of the lesson i.e. to what extent students have understood the content and developed meaningful behaviour.

### **(i) Merits of Unit Approach**

The merits of the unit approach as follows:

1. Unit approach is psychologically sound. This unit is based on the psychological principle of individual differences in terms of interests, needs, abilities and attitude etc.
2. Unit approach is more suitable for democratic skills and ideas.
3. The unit approach is well suited for the development of abilities, skills, ideas and process. Unit planning provide many opportunities for the development of critical thinking, problem solving attitude, free expression, respecting other's view point and new experiments.
4. The unit approach is helpful in understanding, arrangement and active involvement of students. Therefore the students easily understand and acquire the desired knowledge.
5. The organisation of experiences and materials into units facilities the student's learning significant relationship's concepts and processes.
6. Learning concepts easy Unit approach is makes the learning concepts easy.
7. The unit approach focuses attention upon significant results. Therefore it avoids the confusion and discouragement which comes from long attention to insignificant results.
8. Unit is a logically useful division. It is impossible to study everything at once. Unit cuts out field or phase of study and useful division.
9. In a unit approach the content material is organised keeping in mind the abilities needs and interests of the students. It provides them many opportunities for various kinds of activities and experiences which help in their personality development.

### **(ii) Demerits of Unit Approach**

The demerits of unit approach as follows:

1. Unit approach is an Unpsychological approach. It is not based on psychological principle of learning.
2. Some units may be too short and some others may be too long. It may be impossible to distribute the topics and units evenly.
3. The unit wise organization of all the content material requires skills and experienced teachers which are generally not available.
4. All the content material may not be amenable to categorisation classification into compact and homogenous units.
5. The unit approach is not suitable for democratic ideas.

### 7.3.2 Topical Approach

Topical approach is a system of arrangement of subject-matter than a method of teaching. Topical approach connects the topics of teaching of economics round some topic. It implies the revolving of contents of economics around a series of topics connected together. This approach involves the breaking up of a topic into suitable portions, whereas topical method aims at keeping it intact. A topic is taken as a unified whole or as an unbreakable unit. The students tell what-ever they know about the subject matter. The student develops the topic by mutual discussion. They tell their disabilities also and get them removed. The other approach to this method is that a topic is selected.

According to this approach the organization of content matter is done on the basis of topics. All topics of economics are divided class wise according to the capacities, mental abilities, needs and interests of the students of a particular class. These topics are called, "linked lessons". Each topic is independent in itself. So the teacher establishes links among them and teacher establishes the material in simple topics, such as distribution of materials, classification of demands, utility etc.

For example, at the primary class those topics are taught with which they are familiar i.e. food, shelter housing, clothing, health, income. It means of transport and communication. At the middle stage, they are taught somewhat difficult topics from economics.

#### (i) Merits of Topical Approach

The main merits of topical approach as follows:

1. Students are given proper knowledge.
2. Topical approach arouses interest and motivation of the students.
3. Topical approach is related to life because learning is related to life and our environment.
4. Topical approach continuous teaching of a topic saves the students from divided attention and proper attention of the students.
5. Topical method is psychologically sound because the topics are arranged according to the age, ability needs, interests and aptitudes of the students
6. Topical approach is a meaningful teaching. As the study of economics a sense of purpose of pupils, they are clear about what they are studying.
7. This approach is correlated with other subject. It illustrates the advantages of correlation.
8. Topic wise organisation of material makes the teaching of economics more purposeful teaching learning process because every topic proceeds from easy to difficult.

9. In this approach the content matter is very easily. organised according to the difficulty level of the students which is easily understood by them.
10. This approach enabled the needs to the students.
11. This approach enables the students to understand the subject matter in a serial order.
12. In this approach the content matter rational arranged acc. to the difficulty level of the students.

### **(ii) Demerits of Topical Approach**

The demerits of topical approach as follows:

1. Many topics require detailed study. If a topic is not presented in detail, it may become difficult for the teacher to handle it which may result in developing wrong notions and concepts among pupils.
2. This approach is not suitable for initial stage i.e. primary stage.
3. Topical approach is only based on bookish knowledge. It is very difficult to include various kinds of practical activities.
4. Topical approach pre-supposes library facilities.
5. Topical method is not so useful in developing the desired social skills
6. Topical approach requires very competent and resourceful teachers, which are generally not available.
7. This approach is leather difficult to be adopted. It is difficult to present and discuss all the topics from all the angles.
8. This approach is lose interest in the subject matter in the subject,
9. Topical method does not help m developing the sense of time and space
10. This approach does not provide any opportunity for year to year revision
11. This approach requires very able and experienced teacher, which are not available sufficiently.

### **7.3.3 Concentric Approach**

In concentric approach efforts are made to finish the whole course in a single stage and to repeat it again and again in the next stages. The process being more detailed-in the higher stages. In this approach only simple concepts are taught at first. Then complex and different concepts are introduced on later stages. The degree of difficulty increases in this approach. This approach is based on the psychological principles that children come to know things in the first instance as ‘wholes’ and gradually learn to analyse them. It implies widening of knowledge just as concentric circles go on extending and widening. The subject matter of teaching of economics at each succeeding stage gradually increases in difficulty but the; growing and developing child seems to be ready for comprehending each new aspect. So this method resolves, to some extent, the problem of adaptation of the teaching material to the age and

understanding of the pupil. For example, in the first year, the review of the entire subject-matter is very sketchy. Energy subsequent year means the provision of greater detail. In the initial stages, thinking is at simpler level. As the pupil advances in age and understanding he develops his capacity of thinking in abstract terms and greater detail, the learning sequence progress from the simple to the more detailed sequence. This approach proceeds to parts from complex whole and helps the students help at every step as needed and to create interest in students.

### **(i) Merits of Concentric Approach**

The following are the merits of concentric approach:

1. Psychologically, concentric approach is sound basis for the study of the subject. It takes into consideration the mental level of the students.
2. Concentric approach is based upon the principles of teaching i.e. principle of student-centredness, principle of community centeredness and activity centeredness etc.
3. Concentric approach is based on maxims of teaching i.e. 'simple to complex' to proceed from 'whole to parts', 'known to unknown' concrete to abstract and 'easy to difficult' etc.
4. This approach helps to the students need at every step.
5. This approach arouses interest of students in teaching of economics.
6. The revision of the subject of economics is very easy.
7. The whole course of the study continues for man) years in this approach.
8. This approach development o intellect values i.e. Power of imagination, Power of thinking, and reasoning are developed to the fullest extent.
9. This approach pays full development of mental powers of the students and mental: progress of the students.
10. This approach is very suitable for learning of economics students.
11. This approach provides basis for specialisation.
12. Concentric approach follows a very easy and simple path.

### **(ii) Demerits of Concentric Approach**

The demerits of concentric approach as following:

1. Concentric approach is Unpsychological. It is not based on child-centred. It repeats same facts again and again. It is devoid of new and psychological things.
2. This approach is not helpful in understanding the complex problems. There are many topics in economics which require detailed study. But in concentric approach, the teacher is not able to go into details.
3. In this approach as a result the concepts involved, are not clarified. It leads to confusion in the minds of students.

4. Concentric approach is uninteresting and very difficult.
5. This approach is based on repetition and boredom. So some facts are repeated again and again. A sense of boredom and dullness is inherent as the students go through the whole course more than one.
6. Concentric method lacks novelty and freshness. It fails to arouse curiosity and sense of wonder in pupils.
7. Concentric approach is a short cut approach. It is not able to cover various topics of economics in a detailed and comprehensive manner.
8. This approach requires very able and experienced teachers which are not available easily.

**Check Your Progress-1**

**Notes:** a) Write your answer in the space given below.  
b) Compare your answer with the one given at the end of the unit.

1. List out the elements of a Unit.

.....  
.....

2. Mention any three merits of Concentric Approach.

.....  
.....

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## **7.4 ECONOMICS CURRICULUM AT HIGHER SECONDARY LEVEL**

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### **7.4.1 Economics Curriculum Higher Secondary - First Year**

The State Government of Tamil Nadu prescribed the economics curriculum for the first year higher secondary level with the following contents:

1. Introduction to Micro Economics
2. Consumption Analysis
3. Production Analysis
4. Cost and Revenue Analysis
5. Market Structure and Pricing
6. Distribution Analysis
7. Indian Economy
8. Indian Economy Before and After Independence
9. Development Experiences in India

10. Rural Economy
11. Tamil Nadu Economy
12. Mathematical Methods for Economics

#### **7.4.2 Economics Curriculum Higher Secondary - Second Year**

The State Government of Tamil Nadu prescribed the economics curriculum for the second year higher secondary level with the following contents:

1. Introduction to Macro Economics
2. National Income
3. Theories of Employment and Income
4. Consumption and Investment Functions
5. Monetary Economics
6. Banking
7. International Economics
8. International Economic Organisations
9. Fiscal Economics
10. Environmental Economics
11. Economics of Development and Planning
12. Introduction to Statistical Methods and Econometrics

#### **Analysis of Economics Curriculum at Higher Secondary Level**

The presentation of the subject matter, after the facts and data have been collected and organised in a systematic manner, is an important step in the education process. In this step of presentation our aim is to impart knowledge to the students and to achieve this aim the presentation is guided by certain principles and aims so as to be in conformity with the psychological requirements of the students at that stage of education. The following principles have been followed the presentation of subject matter:

##### **(i) Principle of Simplicity and Intelligibility**

The subject-matter is presented in such a way that students can easily understand it and grasp it.

##### **(ii) Psychological Principles**

Psychologically it is desirable to present the syllabus to the students in accordance with the mental age of the students. Teacher should always keep an eye on the interests, aptitudes, needs and requirements of the

students. If the teacher shall not bear all these things in mind, his teaching shall go waste.

**(iii) Principle of Practical Utility**

As in any subject so also in Economics the knowledge should be presented to the students in such a way that the students understand its practical value. Teachers should try to avoid the teaching of worthless things.

**(iv) Principle of Correlation with Life**

Teacher should see that the subject matter is presented to the students only after its correlation with problems and real life situations has been established. Education is expected to serve the needs of the life and the society and this consideration should guide the presentation of subject-matter.

**(v) Principle of Needs and Objectives of Society**

One of the guiding principles of presentation of subject matter of Economics should be the satisfaction of needs and objectives of society. Without it the syllabus will neither be valuable nor useful.

This knowledge of Economics helps the students to find solutions to many social and individual problems. They make an endeavour to solve these problems in their own way and thus it develops a capacity of original thinking in the students. This can be considered as a great utility of teaching of Economics.

The knowledge of Economics given to students at this stage of education develops in them the capacity to relate the knowledge about many things. It also develops in them a capacity to propound new theories and to understand the inspiration of a new theory. It may be considered as an important utility of teaching of Economics at this stage of education. The knowledge of Economics also develops in students the curiosity to acquire more knowledge and so it encourages them to go ahead with further study of the subject.

**Check Your Progress-2**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

3. State the principle of correlation with life.

.....  
.....

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## 7.5 LET US SUM UP

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In this unit you have learnt various approaches of organization of subject matter like unit approach, topical approach and concentric approach with their respective merits and demerits. You have also learnt to analyse the curriculum in economics at higher secondary school level in Tamil Nadu State board.

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## 7.6 UNIT-END EXERCISES

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1. Explain the main elements of a unit.
2. Mention the merits and demerits of topical approach of subject matter.
3. Analyse the contents of economics subject at higher secondary level.

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## 7.7 ANSWER TO CHECK YOUR PROGRESS

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### 1. Elements of a unit

- Teaching objectives.
- Motivation
- Entering behaviour of the students
- Presentation
- Summary of the unit
- Drill
- Instructional and Supplement any material
- Teacher's activity
- Students' activities
- Organisation
- Maintain subject-matter
- Evaluation

### 2. Any three merits of Concentric Approach

- (i) This approach helps to the students need at every step.
- (ii) This approach arouses interest of students in teaching of economics.
- (iii) The revision of the subject of economics is very easy.

### 3. Principle of Correlation with Life

A Teacher should see that the subject matter is presented to the students only after its correlation with problems and real life situations has been established. Education is expected to serve the needs of the life and the society and this consideration should guide the presentation of subject-matter.

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## 7.8 SUGGESTED READINGS

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1. Aggarwal, J. C. (2005). Teaching of Economics. Agra: Vinod Pustak Mandir.
2. Babu., Usharani, R. and Ashwani Mahajan (2009). Teaching of Economics-II, New Delhi, Centrum Press.
3. Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
4. Joyce., & Well., (2004). Models of teaching. U.K: Prentice hall of India.
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6. Kumar, J. J. (2001). Encyclopedia of teaching of economics.(Vol.1-3). New Delhi: Anmol Publishers.
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# UNIT-8 RESOURCES FOR TEACHING ECONOMICS

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## Structure

8.1 Introduction

8.2 Objectives

8.3 Text book

8.3.1 Meaning of Text book

8.3.2 Definition of Text book

8.4 Qualities of a Text book

8.5 Reference books

8.5.1 Meaning

8.5.2 Forms of Reference Books

8.5.3 Ideal Reference Book

8.6 News Paper

8.7 Information and Communication Technology (ICT) Resources

8.8 Community Resources

8.9 Let us sum up

8.10 Unit end exercises

8.11 Answer to check your progress

8.12 Suggested Readings

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## 8.1 INTRODUCTION

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A text book is a prescribed book for the students of a particular age group. It is a manual of instructions, a book containing a presentation of the principles of the subject used as a basis of instruction. It is equipped with the usual teaching devices. Text books are the most important tools in the hands of a teacher. It is highly desirable and essential for efficient teaching to see that this tool works well. Besides, they store learning. Students know about different writers and topics. It is like an asset for both teachers and students. Students save their time and energy by it. Thus, a text book helps to simplify learning.

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## 8.2 OBJECTIVES

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After going through this unit, you will be able to:

- Know the meaning and definition of text book
  - Understand the qualities of a text book
  - Know the meaning of reference book and its forms
  - Utilise various community resources for learning economics
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## 8.3 TEXT BOOK

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### 8.3.1 Meaning of Text book

The word 'Text-book' consists of two words:

- i) 'Text' means 'Written or Printed Material'
- ii) 'Book' means 'A set of pages that have been fastened together inside a cover, to be read'

Thus, we can say that Text-book is a book that comprises detailed information about a subject for those people who are studying that subject.

### 8.3.2 Definition of Text book

**Hall quest** defines "The Text-book is a record of racial thinking organized for instructional purposes."

**Bacon** defines "Text-book is a book designed for class-room use."

International Dictionary of Education "Text-book is basic book used in particular course of study."

**Lange** defines "Text-book is a standard book for any particular of branch of study."

American Text-book Publishers Institute defines "A true Text-book is one specially prepared for the use of pupil and teacher in a school or a class presenting a course of study in a single subject or closed related subject."

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## 8.4 QUALITIES OF A TEXT BOOKS

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Qualities of a Text Book may broadly be classified under two heads. They are:

1. Physical (Outer Domain)
2. Academic (Internal Domain)

Let us see one by one.

### 1. Physical (Outer Domain)

The physical qualities of a text book are as follows:

**a) Size of the Book:** Size of the text-book should according to with age and mental age of the student. The large size with bold letters and pictures should be for small children, while small size will do for the adult students

**b) printing Layout:** Length of the line, should be such as the students can easily read it. Type size should be suitable for the age group of the students. There should be proper arrangement H of spacing between lines and paragraphs the left hand, right hand, top and bottom margins

**c) Durability:** Durable paper, suitable and attractive binding should find a place in the text book.

**d) Price:** Price should be so fixed that economical backward children can also buy it easily.

## 2. Academic (Internal Domains)

The academic qualities of a text book are as follows:

**(i) Selection of the Content:** The selection of the content for the text-hook should have the following qualities:

- ✓ Relevant to the instructional qualities. Coverage of the prescribed syllabus.
- ✓ Authentic and up to date content for course.
- ✓ Integrated from the preceding to the succeeding class or stage.
- ✓ Linking with practical life situations.

**(ii) Organization of Content:** The organization of content should be divided into units and selection properly. The subject matter of the text-book should be developed in a psychological manner.

**(iii) Presentation of the Content:** Each chapter or unit should begin with an introduction- and end, with a summary. The title of the chapter should be appropriate and motivating. The relevant terminology to the syllabus should be used to make knowledge of the students tip to date.

**(iv) Verbal Communication:** Language should be according to the level of class standard. Sentences in the text-book should be simple and not ambiguous, correct spelling, correct punctuation and lucid language grammatically correct.

**(v) Visual Communication:** Illustrations used in the textbook for demonstrating the purpose of content should be authentic, proper in size, suitably captioned. There should be varieties in illustrations used in the-text-book.

**(vi) Assignment:** Each chapter should contain assignment of the end. During treatment of the subject matter, numerical instances should find

place where necessary. These exercises should be for both the above average and below average learners.

**(vii) Prelims and Back Pages:** On the title page, there should be suitable title, author's name and publisher's name, place of publication with year. The text-book should have suitable preface and effective introduction, table of contents, bibliography, suitable glossary and index.

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## 8.5 REFERENCE BOOKS

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### 8.5.1 Meaning

A reference book is not designed to cover a prescribed course of study for a particular examination conducted by a Board, or a University or any other examining body. It is not for a compulsory study by all the students undergoing a course. It is not prescribed by any institution or organisation. It is a book of consultation. It provides a wider exposure to the students and teachers.

### 8.5.2 Forms of Reference Books

1. It may just include the meaning of a difficult word like a dictionary of Economics.
2. It may deal with a particular topic only, say banking.
3. It may include articles on the same topic by experts.
4. It may cover several topics. Usually a book of this type is called an encyclopaedia. Bibliographies also come under the category of reference books.
5. Reference material includes Rules and regulation pertaining to trade, banking, foreign exchange, etc., made by the Central Government. Government Gazetteers including government notifications fall under this category. Commercial atlases are also referred to as reference publications. Government documents and reports also supply the needed information.
6. Bulletins issued by the Reserve Bank, Reports of the Planning Commission, and Reports of the Financial Commission, etc. have to be constantly referred to keep one in the know of things.
7. Ready reckoners relating to income tax calculation, and payment of wages, etc. are also needed for reference purposes.

### 8.5.3 Ideal Reference Book

Reference books should be selected very carefully. Usually one copy each of these reference publications is kept in the library and is not issues to students or teachers for use at home. Reference material can be consulted in the library.

1. They should be up-to-date.
2. They should indicate careers to be pursued.
3. They should cover key areas in Economics.
4. They should be in the context of one's country as far as possible.

### **Check Your Progress-1**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

1. Define - Text book.

.....  
 .....

2. What is Reference book?

.....  
 .....

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## **8.6 NEWS PAPER**

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It is a printed in the format of few large sheets, devoted mainly to news and other materials of general interest. It is numbered serially and published at stated intervals, usually daily or weekly in the commercial field. It contains all things reflecting people and place. It contains news, stories from the community and around the world. It also consists of stories, sports, entertainment, events and schedule, editorials, classified adds and photographs. It is a source of learning experiences suitable to any subject and any age. It helps to develop skills of knowledge, comprehension, application, analysis and evaluation and to bring to the gap between information contained in the books and changing developments in movements, trends, ideas and changes in facilities, international relations and economic and civic life. The teacher should encourage the students to develop the habit of reading newspapers, especially on Economics such as Business Line, Economic Times, etc. The students should be encouraged to make the collection of important newspaper cuttings based on business related events. This will help the students to supplement the learning material from the books or other sources. The most important advantage of newspaper reading is that it motivates readers i.e students to write articles regarding various problems of business and economy of the country.

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## 8.7 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) RESOURCES

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There are plenty of e-resources available for students and teachers in the website in free and payment basis. These materials are available in various formats such as video lecturing, text books, reference books, modules, etc. E-resources are also available in DVDs, VCDs, CDs, etc. Interactive video CDs make students very attentive by eliciting response from the students.

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## 8.8 COMMUNITY RESOURCES

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### Community Resources

School is a social institution set up by the society to serve its ends. It is charged by the society with the duty of training and bringing up the students so that they may be able to take part effectively, harmoniously and efficiently in the group to which they belong. With the emergence of progressive education, a new doctrine came into being that the surrounding community is the best teacher. It presents lively and interesting material for learning. In the words of Clark and Starr: "Extending the classroom into the community can make a course exciting and forceful, for every community is a gold mine of resources for teaching." Whatever experiences a child gets in the community are very important from educational viewpoint. He gets real experiences in the community. Bookish knowledge of government, finance, factories, rivers, dams, agriculture, crops etc. is not enough. In the capacity of an able citizen, he should possess knowledge of all these in practical terms. Several vague economic problems become clear when seen in practical context in the community, because they are present in their concrete form. Factories, shops, office etc. located in the community are effective means of acquiring knowledge. Students become aware of their actual circumstances and can resolve their doubts by speaking to those working in them. An Economics teacher should make a file for all those community resources which he can mobilize for learning in economics. These resources can be used in economics teaching in the following two ways:

1. Taking school to community and
2. Taking community to school

We can see one by one in detail.

**1. Taking School to Community:** An Economics Teacher can take school to community in order to make use of different teaching aids available there and provide students an opportunity to come into direct touch with

them. There are several such resources such as excursion, field trip and library.

### **(i) Excursion:**

An excursion is arranged by the school and undertaken for educational purposes in which students go to places where the materials of instruction may be observed and studied directly in their functional settings. The Economics Teacher can make an excursion to the factory, market, industries, industrial towns, places, multipurpose projects, conducting, and marketing survey in the villages, important trade centres and agricultural farms and conducting population survey. It is an important aid in teaching economics that establishes some concepts and learning the firsthand experience to the usual context of classroom teaching. The Economics Teacher must make careful planning of excursion if the experience is to be educationally worthwhile. The students should be encouraged to have definite ideas about what they want to see. They should also be encouraged to write a report about the whole excursion.

### **(ii) Field Trip**

Field trips help in real learning. Students learn about real objects on teaching spot, therefore, their learning becomes real and lifelong. These are very important in Economics teaching. Students can be taken on a visit to industries or production centres and give them real time experiences on industries, trades, banks, insurance company, share market, mandis etc.

While undertaking a field visit, the following points should be kept in mind by a teacher:

- ✓ A teacher must accompany students.
- ✓ A teacher should know about the place of visit and related environment.
- ✓ He should give necessary instructions to students.
- ✓ Students should be asked to carry diaries to note down any points they observe.
- ✓ A critical discussion should be held after the trip.
- ✓ Students acquired knowledge should be evaluated.
- ✓ A field trip should be planned well.
- ✓ Approval of officials, means of transport and meals should be arranged well.
- ✓ The places of visit should be selected informally.
- ✓ All formalities should be carried during and after the field trips, such as thanking the concerned people, submission of report to Principal etc.

**(iii) Library**

The library plays an important role in our academic and social lives. Library is an organized collection of information resources made accessible to a defined community for reference or borrowing and this collection of information may be in the form of books, newspapers, CD’s, journals and research papers etc. library provides us physical or digital access to material, and may be a physical building or room, or a virtual space, or both containing collection of informative material. Library can be used to teach economics subject to the students.

**2. Taking community to school**

Lectures by members of the community are an important method of taking community to school. Other means can be teacher-guardian unions, fairs, local festivals, national festivals etc.

**Lectures**

Lectures can be invited from prominent people of the community in order to acquaint students with the actual conditions in the community. These people can introduce students with different aspects of the community. From the viewpoint of economics teaching, these people can belong to different occupations, such as ironsmith, goldsmith, weaver, banker, industrialist, etc. They can tell students how to succeed in their occupations and other aspects. Secondly, teachers from other colleges and universities can be invited for lectures. These lectures are very important.

**Check Your Progress-2**

- Notes:** a) Write your answer in the space given below.
- b) Compare your answer with the one given at the end of the unit.

1. Mention two news papers on economics.

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**8.9 LET US SUM UP**

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In this unit you have learnt meaning of a text book, definition of a text book and qualities of a text book. Then you have learnt about Reference books, Newspapers, Information and Communication Technology (ICT) resources in teaching economics and Community resources like excursions, field trips and library.

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## 8.10 UNIT-END EXERCISES

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1. Explain the qualities of a text book.
2. What are the community resources available for economics teaching?
3. Write an essay on field-trip.

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## 8.11 ANSWER TO CHECK YOUR PROGRESS

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### 1. Text book

A true text-book is one specially prepared for the use of pupil and teacher in a school or a class presenting a course of study in a single subject or closed related subject.

### 2. Reference Book

A reference book is not designed to cover a prescribed course of study for a particular examination conducted by a Board, or a University or any other examining body. It is not for a compulsory study by all the students undergoing a course. It is not prescribed by any institution or organisation. It is a book of consultation. It provides a wider exposure to the students and teachers.

### 3. Economics News papers

- (i) Economic Times
- (ii) Business Line

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## 8.12 SUGGESTED READINGS

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1. Aggarwal, J. C. (2005). Teaching of Economics. Agra: Vinod Pustak Mandir.
2. Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
3. Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
4. Joyce., & Well., (2004). Models of Teaching. U.K: Prentice hall of India.
5. Karthick, G. S. (2004). Teaching of Economics. New Delhi: Discovery publication house.
6. Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.

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# UNIT-9 METHODS OF TEACHING ECONOMICS

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## Structure

9.1 Introduction

9.2 Objectives

9.3 Methods of Teaching

9.3.1 Lecture method

9.3.2 Demonstration method

9.3.3 Discussion method

9.3.4 Problem solving method

9.3.5 Project method

9.3.6 Inductive method

9.3.7 Deductive method

9.4 Modern Techniques in Teaching Economics

9.4.1 Seminar

9.4.2 Symposium

9.4.3 Workshop

9.4.4 Team teaching

9.4.5 Brainstroming

9.4.6 Supervised study

9.4.7 Tutorial system

9.4.8 Programmed learning

9.4.9 Computer Aided Instruction (CAI)

9.5 Let us sum up

9.6 Unit end exercises

9.7 Answer to check your progress

9.8 Suggested Readings

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## 9.1 INTRODUCTION

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A successful teacher should be equipped with several methods and techniques. Some of them are very effective, while others are not. No one of them can be called the most suitable. Different methods and techniques can prove to be very suitable under different circumstances. Therefore, it is the duty of a teacher to study them all and use the most feasible one under

a given situation. In the words of Clark and Starr “The teacher should have many strings to his bow, so that he can select techniques and methods suitable to his personality, the pupils in his class and to the subject he is teaching”.

But, present is an age of psychology which tells that study of any particular subject cannot be successful unless it is based on something because of knowledge utility in the life. As we know that Economics education is provided to the students of different stages and ages, so according to different stages and ages of the students and nature of content, the teacher should try to adopt suitable teaching method.

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## 9.2 OBJECTIVES

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After going through this unit, you will be able to:

- know the meaning and definition of different methods of teaching
- understand the merits and demerits of different methods of teaching
- apply suitable methods of teaching to teach different topics in Economics
- differentiate deductive method from inductive method
- differentiate programmed instruction from traditional instruction

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## 9.3 METHODS OF TEACHING

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### Meaning

The ‘method’ word has been derived from Latin word which implies way mode. So, method is a particular and systematic way of doing something. In the field of education, method denotes the way/style of transmitting knowledge/skills to pupils by the teacher.

### Definition

**Saligman Johnson** defines “The term method denotes any procedure which applies some rational order or systematic pattern to diverse objectives.”

**Binning and Binning** define “The method is the techniques used by the teachers for teaching a classes; some subject or topic. It denotes the logical process utilised in discovering or in demonstrating the truth. It should be conceived a dynamic function of education and not as static aspect of the process of teaching.”

**Brondy (1963):** “Method refers to the formal structural of the sequence of acts community denotes by instruction. The word/term method covers both strategies and techniques of teaching and involves the choice of what is to be taught”.

The analysis of the above definition of method give us a few characteristics related to it. These characteristics areas as follows:

1. To stimulate the desire in. the pupils for further exploration.
2. To inculcate desirable attitudes and habit of works in the students.
3. To discourage the habit of cramming.
4. To provide opportunities to students for personal initiatives and independent working habits.
5. To emphasis on the development of abstract thinking in pupils.

### **Method of Teaching Economics**

For the achievement of above mentioned principles the following methods of teaching economics have been developed and widely utilized:

#### **9.3.1 Lecture Method**

Lecture is a method of teaching in education from ancient days. The term ‘Lecture’ has been derived from the Medieval Latin lecture to read aloud. In this method the teacher delivers a lecture on a particular topic actively and the students listen to him as passive listeners. This is the reason Binning and Binning called it telling method. According to Binning and Binning: “Lecture method is the only practical procedure that can be followed in large classes; and this, no doubt, is the chief reason why it is so used at the present tith.” As L. Ohanshyam Das rightly stated, that “The lecture method is an attractive and easy method of teaching. It gives both teacher and pupils a great sense of satisfaction with their progress.”

The following situations are very suitable to use lecture method

1. To give an over view: Before presenting a lesson or a unit in Economics, the students can be motivated through giving an over view of large unit.
2. To clarify: Lecture method can be utilised to explain terms, techniques, concepts, principles involves in economics. Teacher should try to clarify them in simple words.
3. To save time: On the one hand through lecture method, a large syllabus can be completed in a short span of time. Now, the students have a great amount of time for self- preparation, on the other hand, a large number of children can be taught at the same time.
4. To present additional information: As Economics is a practical subject, additional material except that material which is in the text-book is always needed by the student to cope with too brief matter. Keeping in the mind

the level of the pupils, a teachers, is required to impart additional information.

5. To give assignment: While giving homework, the teacher should provide a brief description with regard to the topic so that the students may be related to it and can complete the home work in the right direction. Otherwise, it would be unpsychological to provide homework saying ‘write a short note or an essay on the topic-Bank and its Functions’ without delivering any lecture on the topic.

### **Advantages of Lecture Method**

1. It saves both time and money.
2. It simplifies fact based knowledge.
3. A huge number of students can be taught by a single teacher at the same time.
4. It is useful for teachers to introduce new topics, in the higher classes
5. More information can be imparted by the teacher in a short time period.
6. It develops the habit of concentration and taking rapid notes in the students.
7. Bright students can be promoted for further ‘self-study at home through well, delivered lectures.’
8. It helps the teacher to clarify the concepts of economics and give more stress on important ideas.

### **Disadvantages of Lecture Method**

1. No scope for students’ activities and participation, as we know that economics is a practical subject and needed a lot of involvement of students. But lecture method does not provide such-kind of opportunities to the students.
2. Only teacher will be active and alert while students will be passive listeners.
3. The development of expression, power will be beyond the reach of students.
4. No care for individual differences, a single lecture is delivered to the whole class.
5. Due to one way teaching-learning process, it is not helpful in, developing the logical and-analysis and analytical power in the student.

### **9.3.2 Demonstration**

The lesson demonstration strategy classroom method is widely used in technical school and training colleges. It is widely utilised by teacher – educators during teaching practice. As a technique it is less autocratic than a lecture but considerably permissive than a discussion.

Focus-It is utilised to achieve the psychomotor and cognitive objectives.

**Structure**

It contains three successive steps: (a) introduction (b) Development and (c) Integration. In the first step of introduction the aims are stated. The second phase involves a good deal of question answers and other class activities the last step in which the lesson material is rehearsed, revised and evaluated.

Chief; it is based on the following assumptions

- (1) The skill may be developed by imitation
- (2) The perception helps in imitation.

**Uses**

It is mainly used as a teaching strategy for average students or untrained and inexperienced teacher. The cognitive and psychomotor objectives can be realized. It is more useful for pupils-teachers to develop their own lessons for classroom teaching.

**Demerits of Demonstration:** It has the following limitations

1. It does not provide any opportunity to develop the originality of pupil – teachers.
2. They make effort to limit the model lesson on their teaching.
3. Teacher – educator cannot demonstrate the lesson correct and effectively.

Advise for Important The following precautions should be taken for and effective lesson demonstrations:

1. The following precautions should be taken for effective lesson demonstrations.
2. An effective or skilled teacher should be followed by lesson.
3. The pupil-teacher should be provided an opportunity to seek the clarification of his problems.
4. The lesson-demonstration should be used as a supplementary technique in stimulated social training.

**9.3.3 Discussion Method**

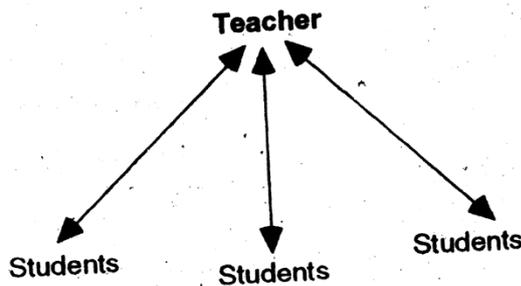
According to Yoakam and Simpson “Discussion is a special form of conversation.” It is an exchange of ideas of a more reasoned detailed kind than that found in ordinary conversation and generally involves the conversation of important ideas and issues.”

Discussion is one of the most valuable methods of teaching economics in which teacher chooses a topic or problem and develops the lesson through exhaustive logical discussion. It creates the curiosity in students to express their views on the selected topic freely. That is why, there is always ample amount of interaction between teacher and the

students or between student and student. As a result of such type of interactions, a change occurs in the student's

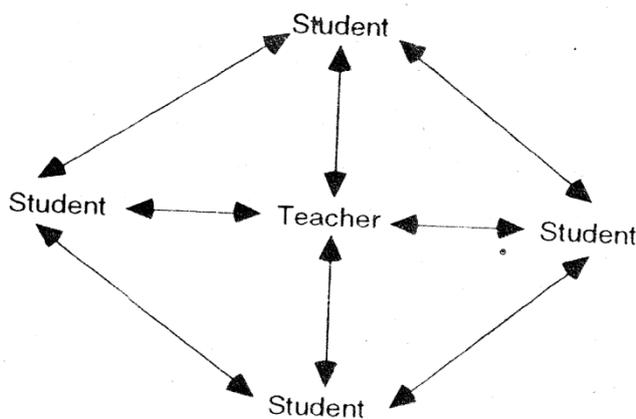
- Ideas and opinions
- Feelings and motivations
- Attitude and acquisition of knowledge
- Language fluency
- Presentation of one's ideas

#### Situation—A



Above diagram shows that inter-action between the teacher and the students.

#### Situation –B



Above diagram shows that interaction between teacher and student or between student and student.

#### Characteristics of Discussion Method

The following characteristics of discussion method:

1. It is based on the exchange of ideas and opinions among the teacher and the students
2. It develops the clarity of ideas while presenting the ideas and facts in the group.
3. Full freedom is given to the students for expressing their ideas.

4. Teacher during the discussion process has the control over the situation.
5. It is an active oral method.
6. It is a systematic process of collective decision-making among the teacher and the students through competitive.

**Essential Components of Discussion Method**

1. **The Leader:** The teacher himself is the leader in discussion. So, he should come to classroom after a lot of practice, i.e., what topic will suit to the class standard and mental level of the student, how to present it (topic) before the students, how to arouse the curiosity in the students to take part in the discussion willingly.

**Qualities of a Good Leader in Discussion**

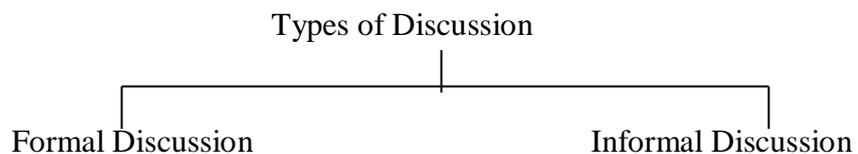
1. He should give others, opportunities of speak.
2. He should be a good listener
3. He should ask others to do the work in a polite way.
4. He should be very expert in speaking skills

**2. The Group:** In the group, there are pupils having the different intelligence. So, the teacher should encourage those students who are of low intelligence. He should rebuke those bright students who make fun of low intelligent children.

**3. The Contents and the Topic (Problem):** The teacher and the pupils should co-operate each other while deciding the topic for discussion. The problem/topic should be in accordance with the understanding and class level of the students. So that, each student can participate comfortably.

**4. Evaluation:** When the discussion for the problem is over, its evaluation is made. The teacher should provide additional information if he has, for bringing the desirable changes in the personality of the students.

**Types of Discussion**



**Formal Discussion**

When objectives and principles are pre-determined, each student will have to follow these principles in every condition. The types of formal discussion are: panel discussion, symposium, forum, debate and interview.

**Informal Discussion**

When objectives and principles are not pre-determined, no one is bound to follow any kind of principle to participate in the informal

discussion. It is clear that the classroom discussion is a kind of informal discussion.

### **Merits of Discussion Method**

1. It encourages the students to clarify issues through collective decision on the problem.
2. It helps in developing the brotherhood, tolerance and cooperative competition in the students.
3. It avoids the rote-learning and helps in being a good leader.
4. It helps the teacher in judging the potential of the students for becoming a genuine leader.
5. It develops the habit of respecting others' ideas.
6. It lays emphasis on the self-direction and arouses the imagination power in students.
7. It guides the students how to select and organise the study material.

### **Demerits of Discussion Method**

1. It is suitable for higher classes only.
2. It does not provide much opportunity to dull and shy students in developing their potential.
3. It is a time consuming process.
4. It is not applicable to all the topics of economics.
5. It requires a highly qualified and experienced leader to organise the discussion successfully.
6. It encourages meaningless discussion.
7. It cannot complete the curriculum in time.
8. It does not encourage the dull children to participate in the discussion. So, they feel themselves isolated.

### **9.3.4 Problem Solving Method**

Thomas M Risk defines "Problem Solving teaching procedure is a process of raising a perplexity, difficulty or problem of the minds of pupils, in such a way as to stimulate purpose reflective thinking in arriving at a solution of the perplexity, difficulty or problem."

Problem means a thing that requires attention and needs to be solved. Every human being right from his birth has a keen curiosity in himself to find out the solution of the unsolved problems. Naturally, problem solving is not only required for all the subjects of curriculum but also needed for leading a better life. In fact, problem solving is a planned attack to encourage the difficulties or obstructions in the teaching-learning situations.

## Definition

**Hammonds Carise:** “Problem solving in teaching refers to the task making decisions or doing things that learner wants to make or to do, the nature of which he is’ able to understand but for which at the time he has no solution”.

**Ausubel:** “Problem solving involves concept formation and discovery learning.”

**James M. Lee:** Problem solving is an educational device where by the teacher and pupils attempt in a conscious, planned, purposeful effort to arrive at an. explanation of solution to some educationally significant difficulty.

**Carter Good:** “Problem method is a method of instruction by which learning is stimulated by the creation of challenging situation that demand solution.

## Step of Problem-solving method

John Dewey suggested the certain steps that, should be followed by the teacher, if he uses problem-solving method in his, teaching. Those suggested steps are:

1. Problem Selection: The teacher should introduce the problem in such a way, so that it can arouse the curiosity in the students to find out the solution for the problem.
2. Problem, Presentation after selecting a problem, the teacher’s next step is to present it before the student’s in very simple language. So that there would be no misunderstanding regarding the scope and limitation of the problem among the students.
3. Judging Fact and Data at this step, validity and reliability of the collected data are judge through employing various statistical techniques.
4. Drawing Conclusions At this stage, rejection of the formulated hypothesis are made on the basis of collected data and information after a careful analysis.
5. Collection of the Data: Through cooperative group decision about the problem and its various parts, the teacher can easily suggest the students to refer extra books and literature for obtaining the necessary additional information.
6. Formation of Hypothesis it means a guess, supposition or tentative inference as to the existence, condition or relationship relation to problem. It gives encourages the students to think and apply their reasoning power for the formulated hypothesis. Thus, ‘the’ formulated hypothesis must be testable.

As Panton says, “Teacher’s aim’ should be to secure that as far as possible, the inevitable thinking is done by the pupils themselves and that their educative process the particular solution, formulation or generalization at stake.”

7. Evaluation and Generalization At this step, the pupils apply the derived solutions in the life collectively or individually after the critical verification of the drawn conclusions.

8. Recording: At this step, recording of all the activities performed in previous steps are made.

### **Advantages of Problem Method**

1. It encourages the students to evaluation about what is the solution for the problem.
2. It develops or arouses the insight in the future business problem of the student.
3. This method keeps the student active because they take active participation in solving the problem.
4. There is no place for rote-learning everyone learns through his own active participation.
5. Very helpful in encourage the students to develop the initiative power to encounter and solve the problem by their own endeavour.
6. It develops the habit of self-study in the student.
7. It is a psychological method because it cares for individual differences of the children.
8. It gives full opportunities to the students for developing their independent views.
9. Students can easily use their previous knowledge in new reference and can easily draw inferences.

### **Disadvantages of Problem Method**

1. It is not suitable to junior classes because of their less development of maturity.
2. In this method only more talented and experienced teachers can teach the students, since the average teacher cannot Use it properly.
3. It imparts the fragmentary knowledge of the subject, which cannot correlate with other subjects easily.
4. It is for the dull children because they do not have much abstract thinking power.
5. It does not help in getting important factual information and understanding of the economics subject.
6. It is time concerning process and always satisfactory results cannot be arrived at.

7. The whole economics subject cannot be taught through this method.
8. To study the economics subject in a regular serial order is not feasible because it cannot be used for every topic.
9. That's why the whole prescribed syllabus cannot be completed in definite time duration.
10. Very tough to find out the concerned review of literature for the right, solution of our selected problem.
11. There is always a possible of drawing out a wrong conclusion.

### **9.3.5 Project Method**

The project method of teaching is the result of the-John Dewey's Philosophy of Pragmatism. Prominent American exponent Dr. William Hear Kilpatrick of Colombia University published his paper on 'the Project Method' in 1981 and developed unique method-project method. In fact this method was developed to eradicate the defects in Traditional Agriculture Education of American.

#### **Meaning**

Project is an activity willingly undertaken by the pupils in which emphasis is put on learning by doing The role of teacher will be like a guide or a helper In this method, teaching methods and syllabus are decided from the points of view of pupils. The student work according to his interest and willingly.

It comprised such activities like drawing maps, models of several machines, arranging exhibitions, preparation of economics newspaper, organization of debates, preparing scrap-book which help the students in learning the economics education in a practical manner.

#### **Project's Definitions**

Kilpatrick, W. H. "Project is: defined as any unit of purposeful experience, and instance of purposeful activity where the dominating purpose as an inner urge: (1) fixes the aim of the action, (2) guides its process, (3) furnishes its drive, its inner motivation."

Prof. Stevenson "A project is .a problematic act carried to completion in its natural setting"

Thomas and Lang: "Project is voluntary undertaking which involves constructive effort, or thought and eventuates into objectives results."

Snedden: "Project is a unit of education work in which the most prominent feature is some from of positive and concrete achievements.

Ballard: "A Project is a bit real life that has been imparted into the school".

### **Advantages of Project Method**

1. It is a psychological method because it provides the activity centred education and child centred education.
2. The child can easily develop the qualities of independent thinking, creative thinking and a sense of cooperation through this method.
3. The child remains active throughout the execution of the project and receives the stable and permanent knowledge
4. It develops the good feeling in children about the values of dignity of manual.
5. It declines the habit of rote-learning and develops the reasoning power through mutual exchanges of ideas.
6. It establishes the correlation between the subject and the real life of the child and also establishes co-ordination in the knowledge of different subjects.
7. No place of rote and monotonous learning in the classroom.
8. It provides the opportunities to children for getting the incidental knowledge through practical and experimental work.
9. It is based on 'Learning by Doing' and the principles of individual differences. That's why, it is very helpful in developing the self discipline and self-confidence among the children.
10. It develops the power of tolerance in child because he has to work, in group develops the habit of proper interaction among the children.
11. As a child executes a project in group and its result is the full development of democratic qualities.

### **Disadvantages of the Project Method**

Leaving aside the merits, there are a few demerits of the project method.

1. It is time consuming process due to unsystematic teaching.
2. As economics education requires planned teaching process, this project method cannot be applied in economics education purely.
3. It is based on activity and child-centered education and neglects the time table of the school.
4. It is very expensive method due to the requirement of many books, newspapers and equipment etc.
5. Because of collective and individual activities, the pupils fail to complete the whole syllabus in time.
6. An inexperienced teacher cannot use this method because he has to work as a careful guide at every step of the project.
7. It is fit for a small group of students, not for large number of students in the classroom.
8. To collective project neglect the individual differences of the children.

9. It provides the scattered and disorganized knowledge to the child which he cannot correlate with other objects easily.

10. For executing the project successfully, it requires the highly qualified teacher, but there is a shortage of highly qualified teachers in India even today.

### 9.3.6 Inductive Method

Two general approaches to problem-solving are termed as inductive and deductive and both are complimentary and supplementary.

#### The Inductive Method

The inductive method is a method of development. In this method, the child is led to discover truth for himself. The various processes in the inductive method are: (i) Observation of the given material; (ii) Discrimination and analysis noting differences and similarities; (iii) Classification; (iv) Abstraction and generalization; and (v) Application or verification.

In the inductive method, the pupils are led from particular instances to general conclusion. Concrete examples are given and with their help students are helped to arrive at certain conclusions or principles. In the teaching of science including geography, mathematics and languages, this method is very helpful. The students by examining a number of examples in science, conclude that heat expands and cold contracts.

In a geometry lesson the students by measuring the angles of a triangle come to the conclusion that their sum is equal to two right angles.

In a geography lesson the students by examining the heights of the places located at high places conclude that temperature decreases as height increases. The students may examine the heights and temperatures of places like Shimla, Nainital, Dalhousie, Darjeeling, etc:

In a lesson in economics the students by examining a number of cases, may conclude that agriculturists in India are in debt. The process runs like this, Ram is in debt, Sham is in debt, Krishna is in debt and so on. Ram is an agriculturist. Sham is an agriculturist. Krishna is an agriculturist and so on. From this, it will be concluded that all these persons are agriculturists and are in debt. In a language lesson, the teacher while teaching preposition may give examples, like 'Ram is in the room'. 'The cat is under the table'. 'The book is on the table' and may lead the students to find out the definition of 'preposition'. We find that a crow is black; we find another crow also black; still another crow black and so on and say that all crows are black. This method is more useful in lesson where rules, definitions, generalisations, laws and casual connections between facts are to be established.

### **Merits of Inductive Method**

Following are the merits of inductive method:

1. Knowledge is self-acquired and is soon transformed into 'wisdom.' 'General truths in order to be learned must be earned 'As a famous saying and the inductive method is true to it.
2. It promotes mental activity on the part of the pupils and makes them active participants in the learning teaching process.
3. It makes the lesson interesting by providing challenging situations to the students.
4. The method affords opportunities to the students to be self- dependent and develops self-confidence.
5. The student's curiosity is well-kept up till the end when generalisations are arrived at.
6. This method is very natural because the knowledge in possession of man has been acquired in this way from the practical side of experience.'
7. The child learns how to tackle problems. He not only acquires more facts but also learns the way of acquiring facts which proves him useful for practical life.
8. The method is based on sound psychological principles. Learning by doing is the basis of this, method.

### **Demerits of Inductive Method**

Following are the demerits of inductive method:

1. There is every possibility that the students may draw conclusions very hastily and these may be based on insufficient data and, therefore; may be wrong.
2. The method is very slow and lengthy.
3. It is not very helpful in the case of small children.
4. It is not suitable in the teaching of subjects in which there is more stress on the teaching of facts. It is not possible for us to experience facts in history and so many other subjects.
5. The inductive method is not a complete method in itself: It has been said, "Induction does not prove but only provides the material to prove, it only discovers." When we have discovered a Principle, we have to apply it again on some concrete instances for its verification. Therefore, we need deductive method to ensure the value of inductive process.

#### **9.3.7 Deductive Method**

This method is the other way round. In the deductive method rules, generalisations and principles are provided to the students and then they are asked to verify them with the help of particular examples. The students

are told that places situated at these altitudes are cold and then: particular examples are taken to prove it. Such examples can be multiplied.

**Advantages of Deductive Method**

1. The teacher’s work is simplified. He gives general principles and the students verify them.
2. This method is very economical. It saves time and energy both of the students and the teachers. Efforts and pains taken by mankind for discovery of principles can be told to the students easily.
3. It-is very suitable for small children who cannot discover truths for themselves. They get ready-made material.

**Disadvantages of Deductive Method**

1. Knowledge is not self-acquired and, therefore, not assimilated properly.
2. The child is deprived of the pleasure of self-activity and self-effort as ready-made formulae, principles and rules are given to him.
3. It encourages memorisation of facts which are soon forgotten and, therefore, knowledge is rendered useless.
4. This method is unnatural and unpsychological for the students who do not possess ability to appreciate abstract ideas in the .absence of concrete examples.
5. It fails to develop motivation and interest in the learning as the truths are not of much value to them.
6. It fails to develop self-confidence and initiative in the students.

Combination of Deductive and Inductive Method According to I.E. Miller, induction is the making of the tools of thought and deduction is the using of tools Both supplement each other and are not opposite things Both are wanted for the discovery of truth as both legs are wanted for walking.

The only method for the teacher is the method by which minds add to its knowledge.

Induction should be followed by deduction and deduction by induction. Our approach should be inductive-cum-deductive.

**Difference between Inductive and Deductive Method**

<b>Inductive</b>	<b>Deductive</b>
1. First particular cases are dealt with and then definitions, principles and rules are derived from them.	First general definitions, principles and rules are stated and particular cases are taken as examples to prove them.
2. It leads to new knowledge.	It does not lead to new knowledge.
3. It is a method of discovery and,	It is a method of verification and

<p>therefore, it is a method of teaching.</p> <p>4. The child acquires first-hand information and knowledge by actual observation.</p> <p>5. This method is rather slow.</p> <p>6. This method provides training to the child to depend upon himself and he develops self-confidence and initiative.</p> <p>7. It is an upward process of thought and leads to principles.</p> <p>8. This method is full of activity.</p>	<p>explanations and, therefore, it is a method of instruction.</p> <p>The child gets ready-made information and makes use of information acquired by others.</p> <p>This method is comparatively quick.</p> <p>This method encourages dependence upon others as it is based on borrowing from others.</p> <p>It is a downward process of thought and leads to more comprehension.</p> <p>This method provides comparatively less scope for activity.</p>
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**Check Your Progress-1**

**Notes:** a) Write your answer in the space given below.  
 b) Compare your answer with the one given at the end of the unit.

1. Two types of Discussions are:  
 .....  
 .....

2. What is a Project?  
 .....  
 .....

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## 9.4 MODERN TECHNIQUES IN TEACHING ECONOMICS

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### 9.4.1 Seminar

Seminar technique is usually practicable in higher education programmes. In this technique a person presents a readymade paper or lecture on a specific subject before a group. Now-a-days audio visual aids are also used while presenting the matter. The paper presenter can either be an expert or one of the members of the group. Sometimes, the copies of the paper being presented are distributed to the audience in advance. After the presentation, there is a general discussion in which all participants can participate. Here, the participants get an opportunity to clear their doubts. The various actions are taken according to an appropriate time schedule.

Dressel defines the term seminar as, “the structured group discussion that may proceed or follow a formal lecture, often in the form of an essay or a paper presentation”.

### **Objectives of seminar**

1. To help the students get an in-depth study of the subject matter.
2. To develop the habit of tolerance and co-operation among the students.
3. To help the students overcome the problem of stage fear.
4. To help in developing the ability for keen attention and to present ideas effectively.
5. To help in acquiring proper ways of raising questions and answering the questions from others effectively.

### **Advantages of Seminar**

1. The learner is helped to develop analytical and critical thinking.
2. The presenter can be assessed with respect to his skill in organizing and presenting subject matter in a systematic way.
3. Develops self-confidence in the learner.
4. Develops the ability to comprehend major ideas by listening.
5. Develops the ability to raise relevant and pin-pointed questions.

### **Disadvantages of Seminar**

1. Lack of preparation on the part of the paper presenter may defeat the purpose of the seminar.
2. The formal structure of seminar restricts the participants from asking questions as and when needed.
3. The success of the seminar fully depends on the ability of the person who is presenting the topic. His inability will create unnecessary confusions.

### **9.4.2 Symposium**

Symposium is a group discussion in which subject experts or speakers holding different points of view about the subject under discussion participate. Each speaker presents his ideas in a short speech. Generally the moderator or the chairperson and speakers discuss the various aspects of a theme in the symposium. The chairperson coordinates the different speakers' presentation. The total number of speakers usually does not exceed five excluding the chairperson. The audience very seldom participates as the chairperson and the speakers anticipate possible questions and incorporate these in their presentation.

The tendency among educators in India is to use the term seminar and symposium synonymously.

We can organise a symposium on business organisation with 3 speakers, each outlining a particular type i.e. the partnership, joint stock company and cooperative organisation, with a moderator coordinating the symposium. We can also have a 'symposium in which experts on business

organisation participate-a bank executive, a registrar of cooperative organisation and a leading partner in a business.

### **Symposium in Economics**

In it each member of a group reads his paper on a pre-specified subject.

### **Some Subjects for Symposium**

- Use of television for trade and transactions related to economics.
- Scope of distance education in Economics Education.
- Use of essay and objective type tests in Economics Teaching.
- Semester system in Economics Education.
- Causes of decline in Trade and money value.
- Quality control of trade research
- Use of micro-teaching in Economics Education
- Use of team-teaching in Economics.
- Use of action research in classroom Economics Teaching
- Scope of Economics Teaching in our Education

### **Characteristics of Symposium**

1. It provides broad understanding of a topic or a problem
2. It provides opportunity to the listeners to take decision about the
3. It is used for higher classes to discuss, specific themes and problems.
4. It develops the sense of co-operation and adjustment.
5. In it synthesis and evaluation are achieved.
6. It provides different views on the subject of the symposium: problem.

### **Limitations of Symposium**

1. The chairman has no control over the speakers who have full freedom to prepare the theme for discussion. They can present any aspect of the theme or problem.
2. There is probability of repetition because every speaker prepares them as a whole. If different aspects of them are not prepared separately it creates difficulty of understanding to the listeners.
3. If different aspect of them are presented simultaneously the listeners are not able to understand the theme correctly
4. As they are not given opportunities to seek clarification and put questions listeners remain passive in the symposium.
5. The discussion and presentation of theme is summarized at the end. As the participants take decision according to their own, only nature persons can make use of this technique
6. While technique is employed to achieve the higher objective of cognitive domain, affective objectives are not emphasized properly.

### 9.4.3 Workshop

Workshop procedure is a type of group procedure of teaching-learning where 'work' or 'doing' is the essence. In group discussions 'lecturing' or 'talking' is the key-note. A workshop is an activity-centered technique. It involves directly the skills of both cognitive and psychomotor domains.

Making teaching and learning aids, charts and models, etc., preparing assignments, instructional designs, syllabi, manuals and critical reviews are the important activities of a workshop session under the guidance of experts. The participants work collectively and produce plans, solve problems, collect and organise resources, develop tests and find out ways and means of solving classroom problems faced by them. The experts help the participants to draw on their own experience.

#### Workshop on Economics

Educational process is both theoretical and practical. Instructional techniques are used to develop the theoretical aspects of the students. The conference and seminars are organised to achieve higher cognitive and affective objectives. The psychomotor aspect is developed through training. Teaching is a continuum from conditioning to indoctrination including training in it. Innovations and practices of education are introduced by organising workshop in which persons are trained to use new practices in their teaching-learning process. Workshops are organised to develop the psychomotor aspects of the learner regarding practices of new innovations in an area of education. The participants have to do some practical work to produce instructional, teaching and testing material.

#### Definition of Workshop

The word, workshop has been borrowed from engineering. There are usually workshops in engineering, where persons has to do some task with their hands to produce something. e.g., Railway workshop, Roadways workshop, etc. Under these workshops railway engines are repaired and manufactured. Similarly, workshops are organised in education to prepare questions on the subjects such as in Question Bank Workshops. The participants of the workshop prepare questions on his subject. They are given knowledge and training for preparing questions in the workshop. The word workshop has been borrowed from technology.

Workshop is an assembled group often to twenty-five persons who share a common interest or problem and meet together to improve their individual skill of a subject through intensive study, research, practice and discussion.

### **Advantages of Workshop**

1. It is used to realise the higher cognitive and psychomotor objectives.
2. It can be effectively used for developing understanding and proficiency for the approaches and practices in Economics.
3. It is used for developing and improving professional efficiency.
4. It provides opportunities and situations to develop the individual capacities of an Economics teacher.
5. It develops co-operation and group work.
6. It provides the situation to study the vocational problems.
7. New practices and innovations are introduced to in service teachers.

### **Disadvantages**

1. The in service teachers do not take interest to understand and use the new practices in their classrooms.
2. Workshops cannot be organised for large group to a large number of persons.
3. Teachers do not take interest in practical work or to do something in productive form.
4. Effectiveness of a workshop depends on the follow-up programme which are generally not organised in workshop technique.
5. It requires a lot of time from participant and staff.
6. A large number of staff members are needed to handle participation.
7. It demands special facilities and materials. Participants must be willing to work both independently and co-operatively.

#### **9.4.4 Team Teaching**

Like lecture and demonstration, team teaching also provides teachers controlled instructional experiences to the students: It is an instructional technique used by many teachers to improve teaching learning process in the classroom.

It is an innovation in teaching in which two or more teachers plan, execute and evaluate the learning experiences of a group of students. This group is benefitted by the expertise of different teachers.

#### **Definition**

The term team teaching has been defined by many people, they are:

Carlo Olson defines “An instructional situation, where two or more teachers are possessing complementary teaching skills, cooperatively plan and implement the instruction from a single group of student using flexible scheduling and group techniques to not the part of the instruction of the same group of student.”

David Warwick defines “Team teaching is a form of an organisation in which individual teacher decides to pool resources, interests and expertise in order to devise and implement a scheme of work suitable for the needs of their pupils and the facilities of their schools.”

### **Characteristics of Team Teaching**

1. It involves two or more teachers to teach a class.
2. It is based on cooperation. All the teachers plan and work cooperatively and utilise their abilities, experiences and resources in order to make teaching effective.
3. It is an instructional strategy rather, than training strategy.
4. It removes isolation among teachers.
5. Every individual teacher gets an appropriate instruction space and length of time.
6. It develops the administrative and leadership qualities among teacher.
7. A group of teachers shares responsibility of planning, organising, learning, controlling and evaluating the teaching of the same class of students.

### **Advantages of Team Teaching**

1. The team teaching utilises the competencies of the teachers. It has been devised to make best use of the expertise of subject matter.
2. It creates the learning environment to the comprehension or mastery over the subject among learners.
3. It provides an opportunity for free discussion in classroom teaching.
4. It is flexible and economical method of teaching.

### **Disadvantages of Team Teaching**

1. It is difficult to seek cooperation among teachers and enables them to work jointly in teaching4earning situation.
2. It is not feasible in practice to assign powers and responsibilities to the group of teachers.
3. The teachers do not have time to deviate from the routine method of teaching and they do not prefer change in system of education.

### **9.4.5 Brainstorming**

It is a completely permissive style of teaching strategy. It is based on assumption that a student can learn in a group rather than in individual study.

It is a problem oriented strategy of teaching. The higher order of cognitive and affective objectives can be achieved. This strategy consists of a problem solving Situation which comes to their mind. The group

encouraged to provide even unusual suggestions. They have to analyse and evaluate the workability of their own suggestions of the problem.

Osboro has suggested the following steps for this strategy of teaching:

1. Plan all phases of the problem about the sub-problems which may emerge.
2. Select sub-problems to be attached.
3. Think about the data or differences which may help involving them.
4. Select the probable sources of data and collect most relevant data.
5. Decide the possible ideas through Free Wheeling with suspended hints to the solution.
6. Select ideas most likely to lead to the solution.
7. Consider the possible way to test these ideas.
8. These ideas are tested in terms of relevance, adequacy and sufficiency.
9. Imagine all possible contingencies and ways of meeting them.
10. Take decision about the final solution of the problem.

### **Advantages of Brainstorming**

1. It has both psychological and educational basis of teaching.
2. It is a more creative strategy of teaching and encourages for the original ideas.
3. It provides more ideas of good quality.
4. It creates the situation for more independent thinking among learners.

### **9.4.6 Supervised study method**

**Binning and Binning:** By supervised study we mean the Supervision by the teacher of a group or a class of pupils as they work at their desks or around their tables. In this procedure we find pupils busy at work that has been assigned to them by the teacher when they meet a difficulty that they cannot overcome they ask the teacher for direction and assistance. The teacher when not called upon, walks quietly up and down the classroom or remains at his desk watching the pupils do their work, continuously on the ale for any wrong procedures that the pupils may follow. He is always ready to direct and aid them.”

Supervision means observation; thus, this method refers the supervision of the predetermined tasks in the classroom by the teacher. In fact, this method is not complete in itself but it is used along with other methods. Under this method students are assigned the tasks. Later on, they get busy in their work and the teacher supervises and guides them when required.

## Definition

Clark and Star said “Pupils working under the supervision of the teacher and offer to the teacher equal opportunity to instruct.”

Maxwell and Kiljar said “Supervised study is that alone in which pupils carry out activities relating to laboratory work, and in which the only function of the teacher is to guide.”

## Characteristics of the Supervised Study Method

The following characteristics of the supervised study method:

1. It is based on close relationship between the teacher and student.
2. It helps the backward children because it is a systematic process and follows the psychological approach of individual differences.
3. It emphasizes on the direct supervision of teachers on the students.
4. Students concentrate more on their studies under the direct supervision of the teacher.

## Steps for Supervised Study Method

Prof. A. C. Binning and D. H. Binning have laid down the following steps for its use:

**1. Conference Plan:** The backward children can be educated properly because there is a proper arrangement of education in this method. These backward children are taught by the teacher after the classroom and the teacher tries to remove the individual difficulties.

**2. Special Teacher Plan:** It is also related to conference plan. Additional special teachers other than the teacher who is teaching the students, are appointed to provide the guidance for study to the students.

**3. Period Division Plan:** In it students are assigned certain tasks and instructions by one teacher whereas another teacher supervises them.

**4. Double Period Plan:** The subject matter is assigned to the students into two parts. One part is for the teaching purpose, while another one is for the supervision of the task. Mobel divided 90 minutes for the study as under:

- (a) Review Instruction - 25 minutes
- (b) Activities Assigned - 25 minutes
- (c) Physical Exercise - 5 minutes
- (d) To Study Allotted Task - 35 minutes

**5. Periodical Plan:** Under this system, the supervised and instructed study is not used continuously but is used periodically, i.e, once or twice in a week or in a month.

### **Advantages of Supervised Study Method**

1. The most prominent merit of this method is that it helps the students to overcome their individual mistakes.
2. Cordial relationship can be developed between the teacher and the students through this method.
3. No problem of discipline in the classroom because all the time, the teacher remains in the classroom and supervises them seriously.
4. It helps in cultivating the various qualities like good study habits, basic skills and virtues etc. for group learning.
5. It can help teacher to teach the backward children as well in the classroom.
6. Student's interest in the study is kept intact.
7. It is convenient for teacher because he has not to teach everything to the students while students themselves try to solve the problems.

### **Disadvantages of Supervised Study Method**

1. It is very time and energy consuming method.
2. The students do not get the opportunities for self-dependence and imitativeness through this method, they always depend on the teacher.
3. Due to time consuming method, the curriculum cannot be completed in time.
4. It is applicable only in higher classes and for its application the teacher has to do several special preparations.
5. It requires a good laboratory and a good library in the school. In fact, they are not easily available in the schools.

#### **9.4.7 Tutorial System**

It is the fundamental right of every person to get education in democracy. Therefore, in democracy, instead of industrial teaching, group-teaching is emphasized so that the large group may be educated at the low rate of expenditure. But it is also true that in group-teaching, a general teacher cannot solve the 'personal' problems of every pupil. Its reason is that if he does this, he cannot finish his fixed syllabi in a time-hound manner. To remove this drawback of group-teaching. Pupils are divided into small groups so that the personal problems which come across during group teaching may be solved successfully. Hence, a tutorial is a sub-part of the class in which a teacher tries to solve the problems of the small groups of the pupils through individual leaching.

#### **Types of Tutorials**

Tutorials are of three types, they are:

**(i) Supervised Tutorial**-In the supervised tutorials, the talented pupils and the teachers discuss the problems time to time. The pupils put up their

difficulties. Then the teacher tries to solve those problems. In this way, after a discussion between a teacher & the pupils, the solutions to some problems come up.

**(ii) Group Tutorial**-Group Tutorials are conducted to solve the problems of the grown up pupils of average level. It should be remembered that the group tutorials can only be organized successfully by a teacher who possesses the full knowledge of Group Dynamics & Social Psychology.

**(iii) Practical Tutorial**-Practical tutorials are conducted to develop the physical skill and to achieve the objectives of psychomotor skill. Pupils have to work in the laboratory for this. Such tutorials are more useful for younger and pupils of lower- classes.

Some people consider the teacher as primary & pupils as secondary in conducting the tutorials. In such a situation, if a tutorial acquires the form of a lecture, then this will be considered as autocratic strategy. Contrary to this, if the pupils are more active instead of the teacher, then it will definitely occupy its main place in democratic strategies. Prof. Bloom's view is that the discussion should be based on the problem & the teacher should help the pupil to the maximum to solve the problem.

#### **9.4.8 Programmed Learning**

In the field of education programmed instruction or learning represent the important innovation. It is completely individualized. It emerged out of the research conducted by B.F. Skinner in operant conditioning. The Law of effect propounded by E.L. Thorndike has direct relevance to programming. According to this law, learning which is associated with satisfaction is likely to be more permanent. Satisfaction in the form of reward reinforces the behaviour of the student to take interest in learning. In 1926, Pressey devised a teaching machine which required students to press keys to answer multiple-choice questions and the next question was presented only after the correct key had been pressed by the student. The idea behind such a teaching machine was that after being exposed to instruction the student would go through a test presented by a machine and achieve mastery on all the questions (content) till she/he ceased making mistakes.

The real landmark in the development of programmed learning was the work of B.F. Skinner. According to this theory of operant conditioning, behaviours are learned only when they are immediately reinforced. By applying the principles of operant conditioning in teaching, Skinner developed an instructional model which is popularly known as programmed instruction. The term 'Programmed' is used for arranging learning experiences or

events in the most logical and psychological sequence so that the student gets minimum benefit from instruction.

**Meaning of Programmed Learning:** G.O.M. Leith (1966) provides a very comprehensive definition of programmed learning. According to him programme is a sequence of small steps of instructional material (called frames), most of which require a response to be made by completing a blank space in a sentence. To ensure that expected responses are given, a system of cueing is applied, and each response is verified by the provision of immediate knowledge of results. Such a sequence, is intended to be worked at the learner's own pace as individual self-instruction."

Essential-elements of programmed instruction are as under:

(a) an ordered sequence of stimulus items to teach (b) of which a student responds in some specific way, (c) his responses being reinforced by immediate knowledge of results, (d) so that he move by small steps, (e) therefore, making few errors and practicing mostly correct responses, (f) from what he knows by, a process successively closer approximation, toward what he supposed to learn from the programme.

### **Principles of Programmed Learning**

1. Principle of small steps.
2. Principle of active responding.
3. Principle of reinforcement.
4. Principle of self-pacing.
5. Principle of self evaluation and self testing.

### **Difference between Programmed Instruction and Traditional Instruction**

<b>Programmed Instruction</b>	<b>Traditional Instruction</b>
1. It presents the instructional matter step by step in logical, order.	It presents the instructional matter as a whole
2. It is based on the teaching principles that have been known for years.	It becomes difficult to apply teaching principles in crowded classrooms.
3. The size of the unit of information presented to the pupil is a small bit of information,	The unit is a lengthy one. There is no provision for response from the students in the form of answer to questions.
4. Immediate feedback is given to the learner	The learner does not get immediate

*Self-Instructional Material*

## NOTES

	feedback.
5. Objectives are defined very clearly in operational terms.	Objectives are not well-defined and are usually vague.
6. The programmer prepares his programme with care and precision.	Little preparation is made
7. Programmed Instruction Programme is prepared in such a way that the student automatically participates actively by making responses continually.	The student usually remains a passive listener and the teacher himself does the summarising and reviewing.
8. A programme is developed empirically through a series of tryouts and refined gradually. Effective sequences of frames are retained and ineffective ones discarded.	It is usually found to be very difficult to modify traditional instruction on the basis of student reaction.
9. It is an individualised technique of instruction.	It is a group technique.

### Styles of Programmed Instruction

There are mainly three styles of programmed instruction:

1. Linear Programming
2. Branching
3. Mathematics

**Linear Programming:** The linear style of programming developed by B.F. Skinner is otherwise known as Skinnerian style. According to this style, the subject matter is broken into small pieces of information (steps) and is presented in a logical reference of small steps. These small steps are called frames. The student is required to go through these frames containing a bit or bits of information and respond to the question given at the end of each frame. The feedback in the form of correct answer is provided in the next frame. The frames are so designed and arranged that students' errors are kept to a minimum. In other word programmed instruction ensures that the student commits minimum errors.

**Branching Programming:** The branching programming was developed by Norman, A. Crowder. His intention was to use the errors to direct the students to an appropriate explanation or remedial sequence. Therefore, he gave students some informations followed by a multiple-choice question and provided a different response for each apparently correct answer choice. Students proceed through such a programme, following different

routes or branches and care, is taken to ensure that they understand each point before they proceed to the next.

Types of Branching: The branching programming is of two types:

**(i) Backward Branching:**

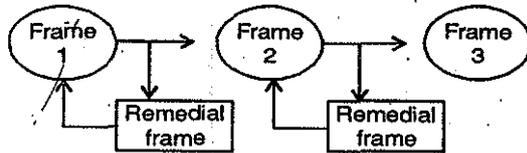


Fig. Structure of Backward Branching

In this programme the student proceeds from frame I to frame 2 if he response rightly. If his response is wrong than he will proceed to remedial frame and then again to frame I and try to give right response. Thus the student reads the same frame twice if the responds wrong.

**(ii) Forward Branching:**

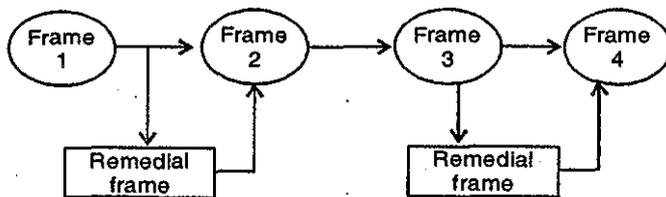


Fig. Structure of Forward Branching

In this style the student always proceed to next frame either he responds wrong. If his response is incorrect then he will proceed to the remedial frame and then to the next frame.

Thus branching programming provides remedial instructions to the learner simultaneously. The research findings have revealed that it is effective for realizing higher cognitive objectives of learning. It is used as adjustive device to facilitate the individual variations. The branching mainly concerned with teaching and instruction rather than learning. It works as a tutorial strategy. It gives emphasis to difficulties and needs of each and every learner. Branching programming is presented in the form book. These books are known as scrambled books because the pages in these books are not in a sequence. The students are directed to different pages according to their response.

**Advantages of Programmed Learning**

Programmed learning is considered to be a more efficient method of teaching-learning. It is increasingly being used in the advanced countries of the world. It is realised that the programmed instruction has

potentialities to revolutionise the theory and practice of teaching. Following are the main advantages of programmed learning.

1. A well-programmed instruction is a great thrust in the direction of individualised instruction, as it is tailored to the needs of the individual learner in class. It permits individual learner to progress at his own speed.
2. Since a programme requires continuous response from the learner, it overcomes the inertia and passivity on the part of the learner.
3. The teacher can give explanation in the classroom if the error is common or he may arrange individual conferences on specific points.
4. Learning material in a programmed instruction is presented in such a way that learning becomes an interesting game and the learner is motivated to meet the challenges set by his own capabilities.
5. Programmes are developed by experts. They are empirically tested and modified till they are standardised. A number of learners can use a single good programme and thus save test books.
6. In programmed instruction the learner is immediately reinforced to correct his response and this reinforcement sustains the motivation of the learner.
7. The self-instructional technique presents material in which its complexity is simplified through the analysis of the subject matter into small and more easily assimilated segments of information.
8. The introduction of programmed instruction is of great significance for developing countries which are, set on the path of educating millions of learners and are short of teachers.
9. Good teachers are freed from the boredom of routine classroom teaching and they are in a position to devote more time to more creative activities.
10. The programmed instruction has been used more successfully in teaching the discernment of the logic of various disciplines and inspiring students to creative thinking and judgment.
11. Certain motor skills and intellectual abilities normally taught by frequent drills and rote memorisation can be very efficiently taught by self-instructional devices.
12. Programmed instruction enables the teacher to diagnose the problems of the individual learner.
13. The introduction of programmed instruction is very helpful in certain situations where human instructors are not easily available in the required number, for instance small schools in the isolated or hill areas.

### **Limitations of Programmed Learning**

Though programmed learning has many advantages, it has some limitation. They are under:

1. Programmed materials have been severely criticised as a threat to replacing the teacher.
2. It is also argued that there is too much emphasis in learning facts and very little, emphasis on the mastery of principles and concepts.
3. Some critics of programmed instruction maintain that the user of a programme does not know where he is headed to. They also point out that the learners are not aware of the organisation and programmed instruction is unrelated to other aspects of instruction.
4. It is also argued that the programmed instruction material is very costly and only rich nations can afford it.
5. It is also stated that the development and use of programmed instructional material require expert knowledge and training. An average teacher finds it very difficult to make use of this device.

#### **9.4.9 Computer Assisted Instruction Technique**

In the beginning the computer service administration and industry. But the computer has also influenced the education process. It can be used effectively for imparting more information and facts to the students according to their abilities. Stolurow and Davis (1965) have employed it in more complex teaching. The teacher has been replaced by the computer. The cognitive objectives may be achieved by this teaching strategy. The teaching process has been organised in two steps: (1) Pre-tutorial phase and (2) Tutorial phase.

The main objective of pre-tutorial achieve the objectives by using a specific type of instructions. The purpose of tutorial phase is to select appropriate instruction and present it before the learner. It also controls the learner's responses.

The computer selects the suitable instruction on the basis of learner's entering behaviour. There may be three possibilities in selecting the instruction.

- (a) The instruction can be selected.
- (b) More than one instruction may be selected.
- (c) No instruction can be selected and computer will reject the learner.

It shows:

- (i) The learner does not possess the required entering behaviours.
- (ii) The learner possesses more than the required entering.

When more than one instruction is available, more economical instruction may be preferred (less time consuming). When the computer does not select any instruction, it shows that the learner does not have the required entering behaviours. The computer can be helpful only when the learner obtains the required entering behaviours.

### Advantages of Computer Assisted Instruction Technique

It has the following advantages:

1. It is a highly individualised teaching and instruction. On the same topic 32 types of instructions may be provided for 32 different types of learners to study on the computer.
2. It provides immediate reinforcement to each correct response of the learner.
3. It can be effectively used for achieving cognitive objectives.
4. It involves psychological principles of learning.

#### Check Your Progress-2

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

3. Two types of branching are:

.....  
.....

...

4. CAI stands for .....

### 9.5 LET US SUM UP

In this unit you have studied meaning, definition, merits and demerits of lecture method, demonstration method, and discussion method, problem solving method, project method, inductive method, and deductive method. Then you studied modern techniques of teaching economics like seminar, symposium, workshop, brainstorming, tutorial method, programmed learning and Computer Aided Instruction (CAI).

### 9.6 UNIT-END EXERCISES

1. What are the merits of lecture method?
2. Explain problem solving method.
3. What is symposium?
4. Differentiate Inductive method from Deductive method.
5. Write a note on Brainstorming.

### 9.7 ANSWER TO CHECK YOUR PROGRESS

**1. Two types of Discussions are:**

- (i) Formal discussion (ii) Informal discussion.

## 2. Project

Thomas and Lang define “Project is voluntary undertaking which involves constructive effort, or thought and eventuates into objectives results.”

## 3. Two types of branching are:

(i) Backward branching (ii) Forward branching

4. CAI stands for Computer Assisted Instruction.

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## 9.8 SUGGESTED READINGS

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# UNIT-10 INSTRUCTIONAL AIDS FOR ECONOMICS

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## 10.1 INTRODUCTION

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In earlier days, the teaching work was done by the teacher by word of mouth without any aids for teaching. Modern education is child-oriented and the prime aim of education is to effect all round development of the child. For realization of this aim, the ability, interest, aptitude, capability, need and the like of the child are taken as the basis. So, in order to make teaching process simple, lively and effective, it is inevitable that new material aids are so used as to make the student acquire knowledge in a clear and simple manner. A Chinese proverb says that it is better to look once than tell a hundred times. So all the educationists emphasize upon this fact that such means should be used in the teaching process by which students beget adequate opportunities to use their senses of perception.

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## 10.2 OBJECTIVES

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After going through this unit, you will be able to:

- Know the meaning, definition and importance of teaching aids
- Understand the characteristics of various teaching aids
- Compare merits and limitations of different teaching aids
- Understand the Criteria to select instructional aids
- Apply the knowledge to select suitable teaching aids
- Develop a skill to prepare simple teaching aids

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## 10.3 INSTRUCTIONAL / TEACHING AIDS

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### 10.3.1 Meaning

The word Teaching Aids comprises two words:- (i) Teaching and (ii) Aids.

**Teaching:** To give the knowledge to train or instruct someone.

**Aids:** Something that provides help or support. Thus, we can say that teaching aids are those aids, which help the teacher to make all kinds of concepts, ideas or thoughts clear and create coordination in them by inter relating them.

Other names of teaching aids are Audio-Visual aids, Learning Resources and Instructional or Education Media, Audio-Visual Media, Educational Communication Technology.

### 10.3.2 Definition

Many scholars and educational technologists have defined teaching aids in terms of their nature and uses. Many authors made the meaning of teaching aids or audio-visual aids clear through their definitions which are given below:

1. Burton defines, "Audio-Visual Aids are those objects or images which initiate or stimulate and reinforce learning."
2. E. C. Dent: "All material used in the class-room or in other teaching situations to facilitate the understanding of the written or spoken word."
3. Binning and Binning: "Visual devices of many kinds may serve in making 'the abstract concrete and in arising interest in studies that would otherwise be unreal and dull.'"

### 10.3.3 Characteristics of Good Teaching aids

1. They should be meaningful and purposeful.
2. They should be accurate in every respect.
3. They should be simple.
4. They should be cheap.
5. As far as possible they should be improvised.
6. They should be large enough to be properly seen by the students for whom they are meant.
7. They should be up to date.
8. They should be easily portable.
9. They should be according to the mental level of the students.
10. They should motivate the learners.

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## 10.4 IMPORTANCE OF INSTRUCTIONAL MEDIA IN ECONOMICS

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Like any other subject economics can be taught easily by an economics teacher with the help of instructional aids easily and effectively. Instructional media are anything that carries information between a source and a receiver with an instructional purpose. The purpose of media is to facilitate communication and learning. The most common media used in economics teaching are printed materials, diagrams, video, television, computer programs and instructors. The traditional classroom set-up is now slowly changing, upgrading into a more sophisticated learning area with all the advanced technology, electronic equipment and facilities present. The following are the importance of instructional media:

- Instructional materials concretize abstract phenomena making learning more realistic and sticky.

- They afford a high degree of retention of content over a period of time.
- They enable individualisation of instruction.
- They support learning by persons of varied learning styles.

Moreover, the following facts justify the importance of teaching aids:

Psychology of using teaching aids/audio visual' aids in teaching  
Research done by Cobun (1968) indicated that:

1 per cent of what is learned is from the sense of taste

1.5 per cent of what is learned is from the sense of touch

3.5 per cent of what is learned is from the sense of smell

11 per cent of what is learned is from the sense of hearing

83 per cent of what is learned is from the sense of sight

Retention of what is learned is likewise related to sense experience.

Observation and research by Cobun tended to show, holding time as nearly constant as possible, that people generally remember:

10 per cent of what they read

20 per cent of what they hear

30 per cent of what they see

50 per cent of what they hear and see

70 per cent of what they say

90 per cent of what they do as they

Popular saying on Audio-Visual Aids

I hear, I forget.

I see, I remember.

I do, I understand.

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## 10.5 CRITERIA FOR SELECTION OF INSTRUCTIONAL MEDIA

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The Economics teacher should keep in mind the following criteria while selecting instructional media or audio-visual aids teaching economics:

**1. Teaching aids should be in accordance with the topic chosen for teaching:** Teacher should select the teaching aids according to the content. i.e. relevant to topic, which should represent the things being taught by the

teacher. There is no use of that chart having diagrams or information other than being taught to the students.

**2. Easily available teaching aids:** Those Teaching aids should be used, which are extensively used because if they get out of order, then they easily can be repaired in the nearest market. When a teacher gets equal results by using chart or using film, he should try to use chart in place of using film. The reason is very apparent, it is not good of spending on the expensive film projector.

**3. Aids in accordance with intelligence and previous experience of the learners:** Teaching aids used by teacher for teaching economics should be in accordance with previous experience, age, intelligence and class standard of the learners. If teacher selects the A-V aids then students should be very familiar with language in which the programme being delivered.

**4. Keeping the environment of students in mind:** Such teaching aids cannot meet the needs of the students, which are not in accordance with the environment of students. For instance, if a teacher wants to teach about Indian market systems, the film prepared about the market systems in the foreign countries is not quite appropriate for Indian context.

**5. Teaching aids should have attractive appearance:** To arouse the curiosity in the students, the teacher should try to select the teaching aids having attractive features.

**6. Realistic teaching aids:** Teacher should select that teaching aid which is replica of the thing or is a substitute for reality, i.e. in natural existence.

**7. Up-to-date teaching aids:** Teacher should try to select the most recent aids in place of outdated aids, because most of the students are familiar with the up-to-date aids. Because of technology the most recent teaching aids have also good physical appearance and attractiveness.

**8. Easy to handle, operate and use the teaching aids:** Those teaching aids should be used for which no expert is needed, even a simple teacher can handle, operate and use them easily without any effort.

**Check Your Progress-1**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

1. List out any three characteristics of good teaching aid.

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2. What are the other names of teaching aids?

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## 10.6 TEACHING AIDS FOR ECONOMICS

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### 10.6.1 e-learning

There are plenty of e-resources available for students and teachers in the website in free and payment basis. These materials are available in various formats such as video lecturing, text books, reference books, modules, etc. E-resources are also available in DVDs, VCDs, CDs, etc. Interactive video CDs make students very attentive by eliciting response from the students.

### 10.6.2 Epidiascope

It is also known as opaque projector. This device displays opaque materials by shining a bright lamp onto the object from above. In this a system of mirrors, prisms or imaging lenses is used to focus an image of the material onto a viewing screen. This projector requires brighter bulbs and larger lenses than overhead projectors.

### 10.6.3 Overhead projector

Projector is a device for showing films' images on a screen or other surface so as to produce an enlarged image, for group use/purpose. Because overhead projector is the latest modern projector whose lenses are not at a much distance and it is decorated with many mirrors all round.

**OHP as an Aid:** Any school may have projector. This is because it permits any flat, non-transparent material to be flashed on a screen in enlarged form. Any picture from text-book or magazine can be shown easily, on the screen in enlarged form for group use. Thus, single teaching can be shared by all the group students at same time.

#### Advantages of Overhead Projector

Following are the advantages of Overhead Projector:

1. OHP can be used even in the undarkened room.
2. Teacher can write, draw or erase on projector surface as generally they write or draw on the chalkboard.
3. Transparencies preparation different sequences can be placed one over another to teach the whole lesson on the screen.
4. Transparencies' size should be between 5" x 5" to 10" x 10".

#### Educational Value of Overhead Projector in Economics Education

The teacher can employ overhead projector to display maps, graphs, pictures and diagram in bigger size. Economics teacher always prefers to use overhead projector in place of picture, map and graphs etc.,

when his intention is to impart knowledge about market situations, export import of a country or a factory, amount of crop production.

#### 10.6.4 Blackboard

David defines “Blackboard is a real friend of the teacher.”

**Meaning:** A dark surface on wall or frame on which a teacher writes with chalk. Due to its black colour, it is called as black-board. Board of green colour is also available in-the market. So, that’s why, it is called Chalkboard.

**Blackboard as an Aid:** Blackboard plays a very important role in the fields of education. It is most convenient and cheapest aid in teaching aid, Blackboard size is 48”x 36” and is placed on a table. It can be used either inside the classroom or outside the classroom. Now-a-days Cemented blackboard on the walls having the size of 72” x 48 are being used in the classroom. No one can find any school without this teaching aid. The teacher of economics takes help of it to illustrate and exemplify the theoretical and abstract concepts of economics. Teacher can write main points of the lesson on blackboard and can make the students understand easily about the summary of the lesson.

#### Types of Blackboard

There are many types of blackboard as follows:

1. Wall Blackboard
2. Wooden blackboard
3. Roller blackboard
4. Sliding wall blackboard
5. Magnetic blackboard

Let us see one by one in detail.

**1. Wall blackboard:** Such blackboard is made in the wall facing the class. They are generally made of slate stone or cement. After blackboard construction, it is painted black. Its standard size is 72” x 48”. It should be constructed on such a height, so that each student of classroom can see it clearly. It is also called as fixed blackboard.

**2. Wooden Blackboard:** They are portable and adjustable, and are generally put on a wooden easel. Whenever teacher takes the class in the open, it has a great advantage over wall blackboard he can write on both the sides of it.

**3. Roller Blackboard:** There are different types of portable cloth board available in the market which can be rolled up. Such type of blackboards are light in weight and cheap in price. It is usually good for higher class teaching.

**4. Sliding Blackboard:** Such type of blackboard can be moved higher or lower at teacher's will and need. When writing is over on one pan of the blackboard. It is moved up and the teacher starts writing on the second half of the board. Such types of blackboard are very much-useful for Mathematics, Physical Sciences, Commerce and Economics especially.

**5. Magnetic Blackboard:** Magnetic blackboard is made of steel fitted with magnets and is very useful for primary classes. On these blackboard; we can, easily fix various types of aids with the help of magnetic filled on it. Small magnets are used to hold suitable objects fixed wherever they are put on this vertical surface.

### Uses of Blackboard

Following are the uses of blackboard

1. Students' interests in the classroom can be stimulated by blackboard writings and drawings.
2. Teacher can write the explanation of the lesson on the blackboard. In this way, he can catch the attention of all the students towards lesson being taught.
3. Teacher can write brief summary on the blackboard and then he can start explaining them one by one.
4. Drawing maps graphs and diagrams on the blackboard is not so difficult task as to make the student understand them verbally.
5. With the help of blackboard, teacher can make the full review of the lesson and can enable all the students to understand the lesson thoroughly.
6. Teacher can erase his/het writings and drawings and then starts writing a fresh.

### 10.6.5 Bulletin Board

Bulletin Board consists of two words : (i) Bulletin. (ii) Board.

(i) Bulletin : A short news programme on T.V. and Radio often about something that has just happened.

(ii) Board : A thin flat piece of cut wood or other hard material.

Thus, Bulletin Board refers to the informations regarding country's political, geographical, economical and social issues along with their pictures, graphs, diagrams, articles and necessary information, displayed on the bulletin board.

### Precautions to be kept in mind while using Bulletin Board

The following points should be taken into account while using Bulletin board:

1. The material being displayed on bulletin board should be in accordance with the interests, age, class-mental-age and class.
2. Information to be displayed should be in proper sequence.
3. Enough large material should be displayed, so that students can see it from a long distance.
4. Bulletin board should be fixed at appropriate place and height in the school.
5. The students should have right or opportunity to display their collected material on the bulletin board.
6. Every information should have its own heading.

### **Educational Value of Bulletin Board in Economics**

On bulletin board, important issues related to economic problems inventions of news machines, accounting, advertisement etc. are displayed with proper heading so that each student can avail of it fully.

#### **10.6.6 Flannel Board**

**Meaning:** Flannel Board consists of two words: (i) Flannel and (ii) Board.

**(i) Flannel:** A light cloth usually made from wool and specially used for making clothes.

**(ii) Board:** A thin flat piece of cut wood or other hard material.

Thus, flannel board or flat board means a 36" x 48" piece of plywood or hard board over which a flannel cloth is mounted tightly Sandpapers are pasted on the back of the pictures, maps, graphs or sketches etc. which make them stick to the flannel board easily. These flannel boards are very useful for higher classes in teaching economics.

#### **Precautions**

Following are the precautions to be kept in mind while using flannel board

1. The teacher has to write the sequence number at the back of the picture before demonstrating it.
2. Pictures to be displayed should be of superior quality.
3. Flannel of dark colour should be used because it gets lesser dirty even in a long span of time.
4. The cuttings and:, pictures should be according to the selected topic.

### **Educational Value of Flannel Board in Economics**

Through flannel board, teacher can demonstrate the present condition of various industries arid trades in different states. Thus, he can stimulate the children to learn more and more about concerned topic.

### 10.6.7 Charts

It refers to the information given in the form of graph, diagram or picture, often intended to display the information more clearly.

D. E. Dale has rightly stated- “A chart may be defined as a visual symbol summarising or contrasting or performing other helpful services in explaining subject matter.

#### Chart as an Aid

Chart is a combination of graphic, numerical, pictorial and vertical material presentation. It is a very important teaching aid because it helps the teacher to explain and elucidate the difficult points easily, which otherwise would be difficult to explain. Thus, we can take the advantage of chart in the following:

- Export-import
- Trade
- Income and Expenditure
- National Income
- Agriculture Production
- industrial Production

A Chart is generally used for

- Classification
- Comparison
- Organizational Process
- Showing Relationship and Inter-relationship

In teaching of economics subject, a chart plays a significant role in creating a suitable subject atmosphere in the classroom and in elucidating the relevant points of topic. The pre-drawn diagrams can save the time of teacher and students both, if teacher Uses charts instead of drawing the diagrams on the blackboard.

#### Types of Charts

There are many kinds of charts to satisfy different needs. They are as follows :

##### (a) Table Chart

As the name suggests the chart is divided into table with proper head, which shows the ideas, facts and details in order of left to right or from top to bottom. For example : The Railway time table is a good example of table chart on which the movements of trains are analysed Under such heads as the name, number of the train, the name of stations through which it runs, time of arrival and departure etc.

##### (b) Circular Chart

This type of -chart is divided into various segments. Each segment stands for a certain percentage in the chart.

**(c) Flow Chart**

The flow chart is a diagram which shows stages of a process. It can be depicted most effectively with the help of arrows, lines, rectangles and symbols.

**(d) Time Chart**

These charts are used to depict chronology of a series of events such as:

- Struggle of Freedom
- Reign and Battle of various kings
- Description of the progress of Banking System
- Increase in Population
- Increase in National Income
- Increase in Demand and Supply of a particular goods.

**(e) Graph Chart**

These charts are very useful if Statistical figures are to be depicted for following :

- Increase in employment
- Increase, in the price of Commodity etc.

**(f) Pictorial**

Dr. Otto Meurath and Dr. William C. Brit developed pictorial chart to depict the statistical figures through pictures. In these types of chart, small pictures are collected and pasted on one chart in systematic way and then shown to the students in the classroom.

**10.6.8 Map**

**Meaning:** It depicts a drawing of (part of) the earth's surface showing the shape and position of different countries, political borders, natural features such as rivers and maintains and artificial features such as roads and buildings.

**Map as an Aid:** Maps are very useful teaching aids both for elementary and secondary school children. With the help of maps, teacher can teach Geography easily otherwise he will have to face a lot of problems while teaching it. So, it is well said that 9/10 of Geography is taught with the help of maps. In addition to geography, maps can also be used in the subjects of Commerce, Economics, Political Science or History etc.

**Type of Maps:** Maps are of many types, but mainly the following. maps are employed in common teaching process :

- (i) Relief Maps
- (ii) Flat Maps
- (iii) Sketch Maps

**(i) Relief Maps:** These maps are used to depict the dissimilarities of earth, and known as relief maps.

**(ii) Flat Maps:** These maps are used to depict the natural or political arrangement of various countries, and are known as flat maps.

Example: Through these types of maps, we can effectively depict the economically developed countries.

**(iii) Sketch Maps:** Such types of maps have only outlines which are filled by both teacher and students or a student/teacher.

**Uses of Maps:** Following are the uses of maps as an effective teaching aid:

1. Maps motivate the students.
2. Maps make the lesson very interesting.
3. Students remain quite active while teaching through maps and students pay more attention to whatever they are taught.
4. Maps develop the curiosity of student.
5. The use of maps increases logic and reasoning power among students.

### 10.6.9 Graph

**Meaning:** A picture, which shows how two sets of information or veritable amounts are related, usually by lines or curves.

#### Uses of Graphs

Following are the educational uses of graphs:

1. Graphs are readily understood even by those unaccustomed to reading charts or those who are not chart minded.
2. Graphs possess the outstanding advantage that they are the simplest and the easiest to be made.
3. When a large number of items are to be compared, they are the only form that can be used effectively.
4. Useful for students of lower intelligence.
5. Useful for junior classes.

### 10.6.10 Diagram

Diagram is a simple pictorial representation of what a thing looks like or how it works. The following are the types of Bar diagram:

**(a) Simple Bar Diagrams:** Simple bar diagrams are also known as component bar diagrams. A simple bar diagram is used to represent only one variable. For example to represent birth rate per thousand of different countries through simple bar diagram can be shown.

**(b) Sub-divided Bar Diagrams:** In a sub-divided bar diagram, each bar representing the magnitude of a given phenomenon further sub-divided in its various components. Each component occupies a part of the bar proportional to its share in the total. Sub- divided bar diagrams should not be used where the number of components is more than 10 or 12 because in that case it would be overloaded with information, which cannot easily be understood and compared.

**(c) Multiple Bar Diagrams:** In a multiple bar diagram, two or more sets of interested data are represented. This technique of drawing such a diagram is the just as that of simple bar diagram where as two or more variables are to be made. Multiple bar diagram should be preferred.

**(d) Percentage Bar Diagrams:** Percentage bars are particularly useful in statistical work which requires: the portrayal of relative changes in data, when such diagrams are prepared, the length of bars is kept equal to 100 and segments are cut in these bars to represent the components (%) of an aggregate.

**(e) Deviation Bar Diagram:** Deviation bars are mostly used for representing net quantities excess or deficit, i.e. net profit, net export or import, net loss, etc. such bars can have both positive and negative values. Positive values are shown above the base line and negative values below it.

### **10.6.11 Pictures**

It is a description of a situation or a representation of someone/something produced by drawing, painting or taking a photograph.

#### **Pictures as an-Aid**

The pictures are important aids for imparting effective information to the students when neither the real objects nor their models are easily available. Even though these pictures are useful in learning process of economics subject despite of having no real touch of the real object. Pictures are very important when to show comparisons and contrasts in different topics. They are hung on the front wall of the classroom or may be projected on a screen. The teachers should ask the relevant questions concerned with the presented/projected pictures.

Someone has rightly said that simply showing a picture is several times more effective in comparison to the oral lecture delivered by the teacher. Suppose, Economics teacher has to impart a comparative knowledge of budgets of different years planned by Central and State Governments.

A big advantage of pictures is that these pictures are cheaper than models and real objects. They are easily available in the market. The Economics teacher may also take help of pictures published in a magazine or a newspaper like Business Line and Economic Times.

#### **The Significance of Pictures**

The significance of Pictures is much more in teaching learning process of Economics. They are as follows:

1. To make the students active in the classroom.
2. To make the knowledge permanent employing the maximum senses of students.
3. To develop the reasoning and logic among Students.
4. Much more clarity in educational process.
5. Very much useful for backward and slow learners.
6. Good substitute to direct experiences.

### **10.6.12 Power Point Presentation**

Power Point Presentation is very powerful and widely used tool to present the concept in an easy manner.

**Advantages:** The following are the advantages of power point:

- Engaging multiple learning styles
- Increasing visual impact
- Improving learners focus
- Analysing and synthesizing complexities
- Increasing spontaneity and interactivity
- Increasing wonder
- Reinforce traditional teacher-centred approaches.

### **10.6.13 Slide and Film Strip**

**Meaning:** Slide means photographic film or a small piece of photographic film when light is passed through it, shows a larger image on a screen or plain surface.

**Film Strip Means:** It is a length of film with a set of pictures which are shown one at a time. For example - An Adult Education film strip.

**Where to Employ Slide and Film Strip :** When a picture or diagram which takes a long time to: be drawn on the blackboard/ Chalkboard during the teaching process slide should be used For the slide projection complete dark room arrangement is not necessary but with the help, of high watt bulbs, students own notes of projected material.

When several drawings, photographs or diagrams related to one concept, theme or story are to be projected, film strip can serve the purpose.

Basic facility for filmstrip is proper power and dark room arrangements.

### **Educational Value of Slide and Film Strip in Economics Education**

Through these aids, knowledge or information related to typing or sale and purchase might be imparted easily by teacher.

### 10.6.14 Model

**Meaning:** A representation of something as a physical object which is usually smaller or larger than the real object.

**Model as an Aid:** Model is three dimensional representation of an object, i.e., the replica of an object. Models are generally used when the real object is big in size, or not possible to show in the classroom, then models are always preferred to use. In the classroom, the students can get opportunities to manipulate models and can learn easily more than normal learning.

#### When to Employ Models

1. When actual things are so big in size that can't be taken to the classroom.
2. When it is difficult to get first-hand information of the object.
3. Suppose, the teacher wants to give knowledge of valleys or mountains, then he can use model in place of taking the students there.
4. We can use workable model when we want to make the students understand actual processes and phenomena. Workable models are steam engine, Davy's lamp and aeroplane, etc.

#### Educational Value of Models in Economics Education

In commercial field, very precious machines and tools are often used in factories and companies. We cannot buy or bring them into the classroom, but the teacher can impart real knowledge of that item by showing model of that to the students. For example a model of computer, or a big sophisticated machine.

### 10.6.15 Specimens

**Meaning:** Specimen is a small amount of something used for testing, i.e. as a sample or we can say that it represents a class group of similar objects.

**Specimen Copy as an Aid:** In Economics teaching, there is a great importance of specimen. There are a number of specimens generally used for teaching purposes as aid coins, foreign currency, precious book, budget copies, etc.

When teacher wants to make his students acquainted with foreign currency, goods, it is enough to use small quantities of those in the form of same in the class, instead of presenting the huge quantities.

#### Educational Value of Specimen in Economics Education

In Economics education, teacher can make the students familiar with the actual production of a particular factory or any crop talking the help of specimen. He can show the sample of wheat in place of taking them

to the fields of wheat, where the crop is cultivated if the intention of teacher is to provide the knowledge of discriminating only.

### **10.6.16 Radio**

**Meaning:** A device for receiving the sound messages that travel in the form of electromagnetic waves.

**Radio as an Aid:** The radio can present a comprehensive courses in economics, commerce and other teaching. The radio has various advantages over other media except television, which combines both the sight and sound. The proper utilization of radio broadcasting in the area of teaching includes the broadcasting radio programmes by educators. There should be close co-operation between the educational and broadcasting authorities. Much of success of commerce or economics broadcasting depends on the close co-operation of teachers in planning and assessment of broadcast service. By radio, students can improve their speaking, writing, listening and critical thinking skills. Teacher should arouse the curiosity among the students to learn more.

Radio is a potent aid, R.G. Rajnolds writes “Radio is the most significant medium for education in its’ broadest sense that has been introduced since the turn of the century. As a supplement to classroom teaching are not confined to the five or six hours of the school day. It is available from early morning till long after midnight. But utilising the rich educational and cultural offerings of the radio, children and adults in communities however, remote have access to the best of the world’s stores of knowledge and art. Someday, its use as an educational instrument will be as common place as text-books and blackboard.

### **Uses of Radio’s Educational Broadcasting**

The following are the advantages of Radio Educational Broadcasting:

1. People of remote area through radio broadcasting can receive information knowledge regarding the various business issues.
2. Radio can give the information of commodities prices in a country or in foreign countries.
3. Radio broadcasting can root out the existing defects in education and can also bring the uniformity in the education.
4. Educational radio programme is generally broadcast by educators and higher authorities.
5. Radio programmes are very interesting and knowledgeable far each learner.
6. With the explosion of student population they can receive knowledge from radio broadcasting.

### **Limitations of Radio**

Use of radio broadcasts in education suffers from a lot of limitations and shortcomings.

1. No visual experience, continuous listening on the part of student can make them bored.
2. Impossible to broadcast the educational programmes in all the school subjects which need also visual experiences along with audio experiences as science requires demonstration and individual practices. So only hearing the radio will not serve the purpose.
3. It is only one way communication. The problems of listener will remain unanswered even after hearing the whole programme on radio.
4. Some schools have not even good furniture for students to sit on so, they cannot sit by radio easily.

### **Educational Value of Radio in Economics Education**

Through radio, we can get the knowledge of economic policies, industrial policy export-import policy, plans for development, information related to share market or National/International trade.

#### **10.6.17 Television**

**Meaning:** A box like device with a screen which receives electrical signals and changes them into moving images and sound.

**Television as an Aid:** Television is a powerful mass communication medium that captures both our auditory and visual senses. Television when utilized for educational purposes, is known as instructional educational television and it has been attracting the attention of educationists since its invention, It has an advantage over radio that it employs both the auditory and visual senses.

The teacher should encourage the students to make critical interpretation of the current events being telecast on T V. particularly based on economics. Other educational programmes can be seen through national television network.

For instance, UGC programmes, the announcement of central budget five yearly as well as annually could be telecast. The teacher should himself watch the T. V. programmes and should encourage the students to watch and try to note down the important points, the teacher should discuss the main points of the programme just after the programmes telecast Television being an improvement over radio, can bring the world into the classroom and capture the eyes 'and ears of each student in effective manner.

## Merits of Teaching through Television

Following are the merits of teaching through television:

1. As we know Television employs both senses of children eye and ear, they acquire permanent or long lasting learning as compared to other aids.
2. At a single time, many students can be taught, So, even the rural students can take the advantage of Television lessons being telecast just same as urban students.
3. The students living in remote areas can take the benefit of experienced teachers' lecture through Television educational programmes.
4. Television generally imparts knowledge over the current issues of economics, commerce and others. By this way, students can widen their, mental horizons by watching the current affairs of the world in a direct way.
5. Television helps in bringing equality of opportunities for all students living in the different parts of the country.
6. Such Television programmes can also help the teachers in their own personal growth. They learn the skills and art of their profession.
7. Through Television programmes which are well pre-planned can upgrade and enrich the present curriculum of schools/ colleges.

## Limitations in the Use of Television

There are some limitations in the use of television as follows:

1. Teacher cannot repair television when it gets out of order in our villages, or remote areas, there is an acute shortage of T. V. repairers.
2. Television educational programmes once telecast will not be repeated at the same time. If any of the taught comes late a few seconds, he cannot see his unwatched portion of programme easily.
3. TV has an adverse effect on eyes because, students have to focus their eyes on the T V set only to acquire accurate knowledge This results in adverse effect on eyes.
4. There is no direct contact between teacher and taught So, both the teachers and taught suffer from it, teacher does not get any feedback from the students as he does not know that the students are following him or not. On the other hand, students are riot in the position to ask various types of questions to the teacher directly even in closed circuit television.
5. The problem becomes more acute when shcools: have double shifts We know that there is a fixed time of telecasting T V Programme

So, both the shifts cannot enjoy the same knowledge that, is. telecast through. Television Programme.

- 6. Very tough to evaluate the students learning through the medium of television.
- 7. The psychology has proved that even two twins are not identical in every aspect. So, it is not good to teach the same content with same method to its audience.

**Educational Value of Television in Economics Education**

Television lesson can enhance the knowledge of students about economic development, industrial development, production centres, share market and their working systems, Bank, Insurance companies, Post office, Agriculture, transportation and Communication means etc.

Group discussion among specialists can be telecast on the television Telecasting. The information of new researches can enhance the knowledge of both the student and the teacher.

**10.6.18 Computer**

Computer is an electronic machine which can perform many functions like calculation, simulation, designing, programming, etc. Innovation in Computer technology has a profound impact on education. It forms a part of the school curriculum as it is an essential part of every individual today. Computer education in schools plays a major noteworthy role in the career development of young children. It helps in teaching statistics applications to the economic students.

**Check Your Progress-2**

- Notes:** a) Write your answer in the space given below.  
 b) Compare your answer with the one given at the end of the unit.

3. What is Graph?

.....  
 .....

4. What is a Model?

.....  
 .....

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**10.7 LET US SUM UP**

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In this unit you have learnt meaning, definition, importance and criteria for selection of instructional aids. Then, that you have learnt important teaching equipments and materials for economics teaching like

pictures, charts, maps, graph, blackboard, bulletin board, Flannel board, Over-head Projector, slide and film strip, model, specimen copy, Over-head Projector, Radio, Television and Computer.

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## 10.8 UNIT-END EXERCISES

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1. Define - Instructional Aids.
2. Explain the Criteria to be considered while selecting instructional aids.
3. Write a note on Bulletin board.
4. What are educational uses of graphs?

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## 10.9 ANSWER TO CHECK YOUR PROGRESS

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### 1. Characteristics of Good Teaching Aids

- They should be accurate in every respect.
- They should be simple.
- They should be cheap.

### 2. Other Names of Teaching Aids

Audio-Visual aids, Learning Resources and Instructional or Education Media, Audio-Visual Media, Educational Communication Technology.

### 3. Graph

A picture which shows how two sets of information or veritable amounts are related, usually by lines or curves.

### 4. Model

A Model is representation of something as a physical object which is usually smaller or larger than the real object.

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## 10.10 SUGGESTED READINGS

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1. Aggarwal, J. C. (2005). Essentials of Education Technology: Teaching learning innovations in education. New Delhi: Vikas Publishers.
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4. Mangal, S. k., & Mangal, S. (2005). Essentials of Educational Technology and Management. Meerut: Loyal Book Depot.
5. Patil, V. T. (2005). Virtual education: Dimension of educational resources. New Delhi: Authors press.

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# **UNIT-11 EVALUATION APPROACH IN ECONOMICS**

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## **Structure**

- 11.1 Introduction
- 11.2 Objectives
- 11.3 Evaluation
  - 11.3.1 Meaning and Definition
  - 11.3.2 Nature and Scope
- 11.4 Difference between Measurement and Evaluation
- 11.5 Characteristics of a good test in Economics
- 11.6 Objective Test
  - 11.6.1 Types of Objective
  - 11.6.2 Merits of Objective Type Tests
  - 11.6.3 Demerits of Objective Type Tests
- 11.7 Types of Evaluation
  - 11.7.1 Formative evaluation
  - 11.7.2 Summative evaluation
- 11.8 Norm-Referenced Test
- 11.9 Criterion-Referenced Test
- 11.10 Achievement test
  - 11.10.1 Meaning
  - 11.10.2 Definition
  - 11.10.3 Characteristics of an Achievement Test
- 11.11 Construction of an Achievement Test
- 11.12 Preparation of Blue print
- 11.13 Let us sum up
- 11.14 Unit end exercises
- 11.15 Answer to check your progress
- 11.16 Suggested Readings

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## **11.1 INTRODUCTION**

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Evaluation has been concerned with human's curiosity since the time immemorial, by which he went on assessing the result of his

performed actions through various devices of evaluation. During the last five decades of examination reform programmes in India and abroad, the concept of examination has changed with that of evaluation, because of the changing emphasis in the nature, purpose and scope of examination. This has led to the emergence of new term related to the process of examining student and certifying them in a more meaningful manner.

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## 11.2 OBJECTIVES

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After going through this unit, you will be able to:

- Know the meaning and definition of evaluation
- Know the meaning and definition of evaluation
- Understand the aims of evaluation
- Differentiate evaluation from measurement
- Construct an achievement test

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## 11.3 EVALUATION

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### 11.3.1 Meaning and Definition

The word 'Evaluation' means-value judgement or are observation When we use evaluation term in education it implies to evaluate the teacher's teaching and to inform him whether the behavioural changes occurred in the pupils are with the reference to the pre-determined learning objectives or not. If suitable desirable changes occurred, then upto what levels. If desirable changes not occurred then what steps should be taken to achieve the predetermined objectives of education. Thus; teaching and testing go on side by side.

According to Quillen and Hanna, "Evaluation is the process of gathering and interpreting evidences on changes in the behaviour of the students as they progress through school".

James M.Lee defines "Evaluation is the appraisal of pupil's progress in attaining the educational goals set by school, the class and, himself. The chief purpose of evaluation is to guide and further the, student's learning. Evaluation is thus a positive rather than a negative process."

John U. Michaells defines "Evaluation is the process of determining the extent to which objectives have been achieved. It includes all of the procedures used by the teacher, children, Principal and other school procedures to appraise outcomes of instruction".

### 11.3.2 Nature and Scope of Evaluation

The main aim of teaching learning process is to enable the pupil to achieve intended learning outcomes. In this process the learning objectives are fixed then after the instruction learning progress is periodically evaluated by tests and other evaluation devices. The nature and scope of evaluation are as follows:

### **1. Evaluation helps in preparing instructional objectives**

Learning outcomes expected from class-room discussion can be fixed by using evaluation results. What type of knowledge and understanding the student should develop? What skill they should display? What interest and attitude they should develop? Only a good evaluation process helps us to fix up a set of perfect instructional objectives.

### **2. Evaluation process helps in assessing the learner's needs**

In the teaching learning process it is very much necessary to know the needs of the learners. The instructor must know the knowledge and skills to be mastered by the students. Evaluation helps to know whether the students possess required knowledge and skills to proceed with the instruction.

### **3. Evaluation helps in providing feedback to the students**

An evaluation process helps the teacher to know the learning difficulties of the students. It helps to bring about an improvement in different school practices. It also ensures an appropriate follow-up service.

### **4. Evaluation helps in preparing programmed materials**

Programmed instruction is a continuous series of learning sequences. First the instructional material is presented in a limited amount then a test is given to response the instructional material. Next feedback is provided on the basis of correctness of response made. So that without an effective evaluation process the programmed learning is not possible.

### **5. Evaluation helps in curriculum development**

Curriculum development is an important aspect of the instructional process. Evaluation data enable the curriculum development to determine the effectiveness of new procedures, identify areas where revision is needed. Evaluation also helps to determine the degree to what extent an existing curriculum is effective. Thus evaluation data are helpful in constructing the new curriculum and evaluating the existing curriculum.

### **6. Evaluation helps in reporting pupil's progress to parents**

A systematic evaluation procedure provides an objective and comprehensive picture of each pupil's progress. This comprehensive nature of the evaluation process helps the teacher to report on the total

development of the pupil to the parents. This type of objective information about the pupil provides the foundation for the most effective co-operation between the parents and teachers.

### **7. Evaluation data are very much useful in guidance and counseling**

Evaluation procedures are very much necessary for educational, vocational and personal guidance. In order to assist the pupils to solve their problems in the educational, vocational and personal fields the counsellor must have an objective knowledge of the pupils' abilities, interests, attitudes and other personal characteristics. An effective evaluation procedure helps in getting a comprehensive picture of the pupils which leads to effective guidance and of counselling.

### **8. Evaluation helps in effective school administration**

Evaluation data helps the administrators to judge the extent to which the objectives of the school are being achieved, to find out strengths and weaknesses of the curriculum and arranging special school programmes. It also helps in decisions concerning admission, grouping and promotion of the students.

### **9. Evaluation data are helpful in school research**

In order to make the school programme more effective, researches are necessary. Evaluation data help in research areas like comparative study of different curricula, effectiveness of different methods, effectiveness of different organisational plans, etc.

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## **11.4 DIFFERENCE BETWEEN MEASUREMENT AND EVALUATION**

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### **Measurement**

'Measurement' is an observation and can be used for the question 'How much'. Suppose, when Rani was born, her weight was 9 pounds. The measurement will tell us about only the weight at the birth time, i.e., 9 pounds.

### **Evaluation**

Evaluation is relatively a new technical term, introduced to designate a more comprehensive concept of measurement than is implied in conventional test and examination.

Evaluation =	Measurement	Value Judgement
	(Quantitative / Numerical Value) +	(Qualitative Value)

Evaluation, a collective report of examination and measurement, denotes value judgement on an observation. Suppose at birth time Rani's weight was 9 pounds, evaluation tells us that how much was Rani's weight? Was she weak or strong? Was she normal or abnormal? It means that it is a collective report of examination and measurement.

### **Difference between Evaluation and Measurement**

<b>Evaluation</b>	<b>Measurement</b>	
1. It is a new technical term.	It is simple and old term.	
2. It includes qualitative and quantitative or numerical values both.	It includes quantitative / numerical value only.	
3. Its chief objective is to test the learning experiences provided by teacher in accordance with predetermined teaching objectives.	Its, chief objective is merely to express the result of the testing in numerals, scores and percentage.	
4. It is a continuous process.	It is a part of evaluation.	
5. It is a lengthy process and laborious,	It is not a lengthy process and laborious.	
6. It studies the whole behaviour of a person.	It studies a part of behaviour.	
7. It can evaluate the objectives of all the three cognitive, affective and psychomotor domains.	It can evaluate the objectives of cognitive domain only.	
8. It facilitates in doing comparative study i.e., (individual and group comparison)	It does not facilitate such type of comparison.	
9. It is more valid, reliable and objective in comparison measurement,	It is less valid, less reliable and less objective in comparison to evaluation.	
10. Through remedial teaching, a teacher can improve and modify the teaching-learning process.	Because in it, remedial teaching is not possible so teacher cannot improve and modify to teaching-learning process.	

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## **11.5 CHARACTERISTICS OF A GOOD TEST IN ECONOMICS**

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### **Characteristics of a Good Test in Economics**

The following are the characteristics of good test in Economics:

**1. Objectivity**

It refers to unbiased scoring. When the answer papers are scored and marks are awarded by the examiners, the marks should be based on the answers given in the answer sheets, not based on any other subjective factors or personal opinions of the examiners. If a same answer paper is scored by more than one examiners, the marks awarded by them should be same or almost same. This condition or state is technically termed as objectivity. Among all the types of questions, objective type of question satisfies this character. Therefore, in many competitive examinations, objective type of questions is popularly used.

**2. Reliability**

It refers to consistency in scoring. When a student is administered with two tests in two different times, the scoring or marks secured by that student may be almost the same which is termed as reliability. In order to make the test reliable, proper instruction should be given in the question paper. Moreover, reasonable time and proper climate for examination are to be provided for the students to make the test reliable.

**3. Validity**

The validity of a test implies that it should fulfil the objectives for which it is meant. It means that if our aim is to measure the ability of students to understand and apply commercial facts, then language factor should not come in the way.

**4. Practicability**

A test is said to be practicable only when the following conditions are satisfied like easy to conduct, easy to score and less expensive for conducting and scoring.

**5. Utility**

A test should be useful in several ways as far as possible i.e. its results may be used for improvement of teaching, for measuring some desired ability, quality, etc

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**11.6 OBJECTIVE TEST**

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**11.6.1 Types of Objective Test**

An objective type test means to test the actual state of students without providing them freedom of answering the questions in their own style. Every objective type question has a number of items and out of them; there is a specific answer which should suit to the answer of the student. Only then, he can get the fixed score in the test.

## I. Recognition Type Objective Tests

G. Terry Page and J. B. Thomas say, It refers to that type of remembering produced by combining previously retained knowledge or experience with a clue available to the senses at the present time. They are given below:

### (a) True-false type Tests

In this a number of statements are written. The student is required to say whether the statement is true or false against the statements and to tick or write 'T' for True' and 'F' for 'False' statement in the space provided.

Examples:

1. Statistics can only deal with quantitative data (T/F)
2. Statistics solves economic problems (T/F)
3. Statistics is of no use to Economics without data (T/F)

### (b) Multiple Choice Type Tests

In this, a choice of several possible answers is provided to the student. Of those choices, only one is correct, the student is asked select the correct answer. Example:

1. Who is the Father of Economics?
  - a) Max Muller
  - b) Adam Smith
  - c) Karl Marx
  - d) Paul A SamuelsonAnswer: b) Adam Smith

### c) Matching Type Tests

In this type, students have to match left side with related answers given in the right. Example: Match the following:

Column - (A)	Column - (B)
i) Opportunity cost	A) Technique to be used for production goods and services
ii) Positive Economics	B) Concave Shaped
iii) Production Possibility Frontier	C) Cost of next best alternative forgone
iv) How to produce	D) Deals with how the economic problems are actually solved

Answer: i)-C; ii)-D; iii)-B; iv)-A

**(d) Arrangement Type Tests**

In it, certain items/ things are arranged in chronological order.

Examples: ICICI, IFC, NABARD, SFCs, IDBI.

**II. Recall Type Objective Tests**

In such type of objective tests, the students are required to recall the remembering or information previously learned/ experienced:

- i. Simple Recall Type Tests
- ii. Completion Tests
- iii. Relationship Type Tests

**(i) Simple Recall Type Tests**

In it, the student is required to write out the answer of certain type of questions in brief, on the basis of his recall memory in the space provided.

Example: Write answer of the questions in the brackets

(a) Who has given a scarcity definition of economics? (Robbins)

**(ii) Completion Tests:** In this, the student is required to fill in the blanks left in sentences or lists etc. Its purpose is to check the factual knowledge of the content.

Example:

1. The basic problem studied in Economics is -----

Answer: Scarcity.

**(iii) Relationship Type Tests:**

In it, the student is asked to test the relationship between the two things/places/systems.

**11.6.2 Merits of Objective Type Tests**

1. The views of examiner do not influence objective type tests, because these tests are objective.
2. These tests can cover the maximum part of the prescribed syllabus of the subject.
3. These tests are not time consuming, if equally good multiple choice items constructed.
4. The teacher can construct the test items easily.
5. The teacher can administer these tests easily.
6. There are more objectivity, validity and reliability in these types of tests.
7. There is no room for rote-memory but develops the habit of. in-depth understanding of the content.

8. Students weak in Language can also acquire more marks if they have sufficient depth study of the subject.
9. Awarding the marks is simple and biasfree
10. There will be no room for-guess-work, if test items are S in number

### 11.6.3 Demerits of Objective Type Tests

1. Copying tendency may take place in the children.
2. Framing the test items are a very laborious task, because it requires a lot of time and labour on the part of teacher.
3. There is always a chance factor in these type of tests because a weak student, can also make his responses correct by the help of guessing upto a great extent.
4. Teacher cannot assess the internal feelings of the students.
5. Those who have good mastery over language and good handwriting suffer a lot in these type of tests. Students' linguistic strength does not play a creative role in acquiring the marks.
6. There is only testing of factual knowledge of students' ability, while originality and creativity in students cannot be developed through these types of tests.
7. These types of tests include the possibilities of rote memory.

#### Check Your Progress-1

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

1. Define - Evaluation.

.....  
 .....

2. Two major types of Objective type test are:

.....  
 .....

---

## 11.7 TYPES OF EVALUATION

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### 11.7.1 Formative evaluation

Formative evaluation seeks to identify the learning difficulties prior to the completion of instructions as a unit. This is intended to facilitate learning mastery by providing information which can direct the remedial instruction to be followed to enable students to overcome the learning difficulties. Formative tests are used to make teaching learning more effective. With formative evaluation, the question is: During a period of study, how well is the student progressing towards mastering the various

learning objectives? The results are typically used for giving the students and teachers feedback on the students progress and consequently, for locating errors in terms of the structure of a study so that remedial alternative instruction techniques can be adopted.

According to Tanner, “Formative evaluation refers to the use of tests and other evaluative procedures while the course and instructional programme is in progress.”

Groxlund pointed out that the specific use of formative evaluation is to plan corrective action for overcoming learning difficulties or deficiencies, to aid in motivating learning and to increase retention and transfer of learning. Needs of classroom group and correction in learning deficiencies are made through periodic testing and evaluation of pupils during the instructions.

### **Characteristics of Formative Evaluation**

1. In formative evaluation a particular unit of learning is selected.
2. The components of the unit are analysed as: (i) The content, (ii) The behaviour of the pupil and (iii) The objectives to be achieved in relation to the content.
3. It seeks to identify learning difficulties.
4. It includes new terms, new relations and new procedure.
5. Each item of the test indicates student’s mastery of the unit element.
6. It provides remedial instructional material in the form of textbooks, work books, programmed instructions and films.
7. It provides opportunity to students to get mastery in the content.
8. More emphasis is given on the achievement of objectives.
9. It serves to reinforce the learning.
10. It provides motivation to learning.
11. It makes teaching-learning more effective.

### **Merits of Formative Evaluation**

**1. Helpful in Pacing Students Learning:** Frequent use of formative evaluation during a course may be effective in pacing student learning. In highly sequential learning, it is of utmost importance that student master one learning task before another if he is to be successful in mastering the task in a course. The use of formative evaluation after each unit or task in the learning process can help to motivate the students to the necessary effort at the appropriate time.

**2. Provides Feedback to the Teacher:** Formative evaluation provides feedback to the teacher after the completion of each unit in the sequence of instruction. If a significant proportion of the students have made particular

error or have had difficulty with learning tasks, the teacher should consider it as an evidence of weakness in the instruction.

**3. Helps in Setting the Goals:** Formative evaluation helps in setting goals for student learning. For attaining the goal the time can also be decided.

**4. Helps in Framing Sequence of Learning:** It can also help students in dividing the entire learning sequence into smaller units. The students can make thorough preparation while they are learning a particular unit.

**5. Provides Feedback to the Students:** Formative evaluation provides feedback to students in their mastery of objectives learning tasks of an instructional unit. If a student knows that he has mastered all or most of the items in a formative test, this awareness can assure him that his learning is sound and that he should continue his present learning procedures.

**6. Provides Reinforcement:** The results of the formative evaluation can serve to reinforce the learning and can help to decrease the student's anxiety about his learning. The repeated evidence of mastery is a powerful reinforcement.

**7. Helps in Diagnosing Learning Difficulties:** For non-masters of a particular unit of learning, the formative evaluation can indicate precisely the specific areas of difficulty. If the non masters can be motivated to correct their learning difficulties and if appropriate instructional material and procedure are made available to them, it is mostly likely that the majority of them can achieve mastery over each unit in a course.

### **11.7.2 Summative Evaluation**

When formative evaluation takes its last step, there is an urgent need of summative evaluation. Hence, it can also be said that summative evaluation is a later process occur in the end of a session or term to measure the achievement of pupils. This sort of evaluation helps in obtaining the overall results of teaching learning process. In simple words we can say that where class tests, unit tests, quizzes and learning tests are the techniques of formative evaluation, Term tests, Annual tests and External examination conducted by school, universities, board or pupils agencies are the essential parts of summative evaluation. So, summative evaluation may be either external type or internal type evaluation.

As summative evaluation assesses students' achievement at the end of instruction, it invariably covers relatively large blocks of instructional material. The instruments used for the purposes are usually paper and pencil tests designed to appraise the extent to which the larger, more general objectives have been attained. These instruments are constructed to measure the predefined objectives related to specific subject area. The

standard set prior to the summative evaluation serves as the sole criterion against which each student's performance is judged.

### **Characteristics of Summative Evaluation**

1. The primary purpose of summative evaluation is to grade students according to their achievement of course objectives.
2. It takes place at the end of the term, course, programme semester.
3. It is the accurate and reliable means of grading the student achievement.
4. It is designed to evaluate the progress of the student.
5. It is used to judge the effectiveness of the teacher, curriculum and educational plan.
6. It is used to promote the students to next class.
7. It does not provide feedback.
8. It provides the over-all results of teaching learning process..
9. Its results are used for classification, placement and prediction for future success.

### **Importance of Summative Evaluation**

Bloom and others have given the following uses of summative evaluation:

**1. Basis of Assigning Grades:** The primary purpose of summative evaluation is to assign the grade to students according to their achievement of the course objectives. Grading helps in classifying the pupils according to their performance.

**2. Basis of Certification:** Summative evaluation gives birth to a certificate that bears the whole year work out.

**3. Knowledge of Progress:** Summative evaluation helps the pupils in knowing their progress. It is identification document of failure and success of the student.

**4. Basis of Guidance:** With the help of summative evaluation, an evaluator knows about the subsequent areas of success and it serves as the basis of providing guidance to the pupils.

**5. Helps in Comparison of different Groups:** On the basis of summative evaluation we can compare the outcomes of different groups taught by different teachers, which helps in evaluating the effectiveness of teaching- learning process.

**6. Basis of Promotion:** Summative evaluation occurs at the end of the academic year session, helps in promoting the student in the next class.

## Difference between Formative and Summative Evaluation

<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
1. Formative evaluation is used during the teaching learning process to monitor the learning process.	Summative evaluation is used after the course completion to assign the grades.
2. Formative evaluation is developmental in nature. The aim of this evaluation is to improve student's learning and teacher's teaching.	Summative evaluation is terminal in nature. Its purpose is to evaluate student's achievement
3. Generally teacher made tests are used for the purpose	Generally standardized tests are used for the purpose.
4. The test items are prepared from limited content area.	The test items are prepared from whole content area.
5. It helps to know to what extent the instructional objectives have been achieved.	It helps to judge the appropriateness of the instructional objectives.
6. It provides feed-back to the teacher to modify the methods and to prescribe remedial works	It helps the teacher to know the effectiveness of the instructional procedure.
7. Only few skills can be tested in this evaluation	Large number of skills can be tested in this evaluation.
8. It is a continuous and regular process.	It is not regular and continuous process.
9. It considers evaluation as a process.	It considers evaluation as a product.
10. It answers to the question, whether the progress of the pupils in a unit is successful.	It answers to the question, the degree to which the students have mastered the course content.

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## 11.8 NORM-REFERENCED TEST

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Norm-Referenced Test (NRT) is a type of test that assesses the test taker's ability and performance against other test takers. It could also include a group of test takers against another group of test takers. This is done to differentiate high and low achievers. The test's content covers a broad area of topics that the test takers are expected to know and the

difficulty of the content varies. This test must also be administered in a standardized format. Norm-referenced test helps determine the position of the test taker in a predefined population. Examples of norm-referenced tests include SATs, ACTs, etc. These tests do not have a pre-determined curriculum and the topics on the test vary depending on the panel that sets the test.

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## 11.9 CRITERION-REFERENCED TEST

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Criterion-Referenced Test (CRT) is a type of test that assesses the test taker's ability to understand a set curriculum. In this test, a curriculum is set in the beginning of the class, which is then explained by the instructor. At the end of the lesson, the test is used to determine how much did the test taker understand. This test is commonly used to measure the level of understanding of a test taker before and after an instruction is given. It can also be used to determine how good the instructor is at teaching the students. The test must have material that is covered in the class by the instructor. The teacher or the instructor sets the test according to the curriculum that was presented. Examples of Criterion-Reference tests include the tests that are given in schools and colleges in classes by a teacher. This helps the teacher determine if the student should pass the class.

### **Difference between Norm-referenced test and Criterion-referenced test**

Norm-referenced tests compare an examinee's performance to that of other examinees. The goal is to rank the set of examinees so that decisions about their opportunity for success (e.g. college entrance) can be made. Criterion-referenced tests differ in that each examinee's performance is compared to a pre-defined set of criteria or a standard. The following table shows the differences between Norm-referenced test and Criterion-referenced test:

<b>Criteria</b>	<b>Norm-referenced test</b>	<b>Criterion-referenced test</b>
Meaning	Norm-Referenced test measures the performance of one group of test takers against another group of test takers.	Criterion-Reference test measures the performance of test takers against the criteria covered in the curriculum.
Purpose	To measure how much a test taker knows compared to another student.	To measure how much the test taker known before and after the instruction is finished.

Content	Norm-Referenced tests measure broad skill areas taken from a variety of textbooks and syllabi.	Criterion-Reference tests measure the skills the test taker has acquired on finishing a curriculum.
Administration	Norm-Referenced tests must be administered in a standardized format.	Criterion-Reference tests need not be administered in a standardized format.
Score reporting	Norm-Referenced test scores are reported in a percentile rank.	Criterion-Reference test scores are reported in categories or percentage.
Score interpretation	In Norm-Referenced tests, if a test taker ranks 95%, it implies that he/she has performed better than 95% of the other.	In Criterion-Reference, the score determines how much of the curriculum is understood by.

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## 11.10 ACHIEVEMENT TEST

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### 11.10.1 Meaning

Achievement test plays an important role in the evaluation of students. Achievement refers to what a person has acquired or achieved after the specific training or instruction has been imparted. In other words, achievement tests are primarily designed to measure the effects of a specific programme of instruction or training. Thus the performance on the achievement test indicates the performance under known and controlled conditions because the performance is the outcome of specific training given in a specific field.

### 11.10.2 Definition

Freeman defines, "Achievement test is a test designed to measure knowledge, understanding and skills in a specified subject or group of subjects."

Popham defines, "The achievement test focuses upon an examinee's attainment at a given point in time."

### 11.10.3 Characteristics of an Achievement Test

1. Achievement test is the means to measure educational achievement of the students.

2. It has a description of measured behaviour.
3. It contains a sufficient number of test items for each measured behavior.
4. It is divided into different knowledge and skills according to behaviours to be measured.
5. Its instructions with regard to its administering and scoring are so clear that they become standardized for different users.
6. It is accompanied by norms which are developed at various levels and on various age groups.
7. It provides equivalent and comparable form of the test.
8. The subject matter of the test is according to the level, ability, interest and potentiality of the students.
9. It provides base to the teacher to plan his teaching.
10. A good achievement test is tried out and selected on the basis of its difficulty level and discriminating power.
11. It is made to test teaching learning process.
12. It has intimate relation with educational objectives.

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### **11.11 CONSTRUCTION OF AN ACHIEVEMENT TEST**

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#### **Construction of an achievement test**

Once a set of lesson plans are taught by a teacher for a group of students in a given time, the teacher is expected to conduct an achievement test. The following steps can be followed by the teacher to make the test more objective, reliable, valid and practicable.

#### **Steps**

The steps to be followed for construction of an achievement test are given below:

1. Preparation of three weightage tables based on Objectives (b) Content covered and (c) Types of questions to be included.
2. Preparation of a blue print based on the planned weightage tables.
3. Constructing the questions based on the blue print.
4. Preparation of a question wise analysis based on questions constructed to enable the teacher to ensure the characteristics of a good test.
5. Preparation of scoring key and marking scheme to enable the teacher to know and spell out the expected answers and marking procedures.
6. Printing of the question papers.
7. Conducting the test.

After the administration of test scoring the answer sheets, awarding marks, statistical analysis of marks, and interpretation of calculated values and prediction for guidance purpose can be done.

### Preparation of a Question Paper for an Achievement Test

#### 1. Preparation of weightage tables

##### (a) Weightage in terms of Objectives

Sl.No.	Objectives	Marks	Percentage
1	Knowledge	12	24
2	Understanding	27	54
3	Application	11	22
<b>Total</b>		<b>50</b>	<b>100</b>

##### (b) Weightage in terms of Content

Sl.No.	Content	Marks	Percentage
1	Introduction to Micro Economics	30	60
2	Consumption Analysis	20	40
<b>Total</b>		<b>50</b>	<b>100</b>

##### (c) Weightage in terms of Forms of Test Items

Sl. No.	Forms of Test Items	No. of Questions	Marks	Percentage
1	Objective Type (OT)	20	20	40
2	Short Answer Type (SAT)	4	20	40
3	Essay Type (ET)	1	10	20
<b>Total</b>			<b>50</b>	<b>100</b>

## 11.11 PREPARATION OF BLUE PRINT

Every question in a test is expected to be based on some specific instructional objectives. While constructing a test, the decision that the teacher is determining the objectives which to be tested. Then the economics teacher has to select the appropriate content to test those objectives and finally write the items for the question paper. All the activities are made to make the test highly objective.

A blue print is a plan of question paper which specifies the selection of the content area, selection of questions in different forms for different instructional objectives under each area of the content, distribution of marks for each item. A model blue print is given below.

### Blue Print - Achievement Test

Subject - Economics

Standard: XI

Max.Marks : 50

Units: Introduction to Economics, Consumption Analysis Max. Time: 1 hour

Objectives	Knowledge			Understanding			Application			Total
	OT	SAT	ET	OT	SAT	ET	OT	SAT	ET	
Forms of Test Items										
Content										
1. Introduction to Economics	(3) 1	(1) 5	--	(4) 1	(1) 5	(1) 10	(3) 1	--	--	30
2. Consumption Analysis	(4) 1	--	--	(3) 1	(1) 5	--	(3) 1	(1) 5	--	20
Sub Total	(7) 1	(1) 5	--	(7) 1	(2) 5	(1) 10	(6) 1	(1) 5	--	
Grand Total	12			27			11			<b>50</b>

The Figure within the bracket indicates number of questions and the figure outside the bracket indicates marks for each question.  
OT = Objective Type, SAT = Short Answer Type, ET = Essay Type

**Check Your Progress-2**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

3. Define - Achievement test.

.....  
.....

4. What is Blue print?

.....  
.....

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**11.13 LET US SUM UP**

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In this unit you have learnt meaning, nature and scope of evaluation, difference between Evaluation and Measurement and Characteristics of a good test in Economics: Reliability, Validity and Objectivity. Then you studied types of evaluation like Formative evaluation and Summative evaluation. Finally you learnt to prepare an achievement test.

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**11.14 UNIT-END EXERCISES**

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1. What is Measurement?
2. Differentiate evaluation from measurement.
3. Formative evaluation Vs. Summative evaluation.
4. Explain the steps in construction of an achievement test.

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**11.15 ANSWER TO CHECK YOUR PROGRESS**

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**1. Evaluation**

James M.Lee defines “Evaluation is the appraisal of pupil’s progress in attaining the educational goals set by school, the class and, himself. The chief purpose of evaluation is to guide and further the, student’s learning. Evaluation is thus a positive rather than a negative process.”

**2. Two major types of Objective type tests are:**

- (i) Recognition type (ii) Recall type

### **3. Achievement Test**

Freeman defines “Achievement test is a test designed to measure knowledge, understanding and skills in a specified subject or group of subjects.”

### **4. Blue print**

A blue print is a plan of question paper which specifies the selection of the content area, selection of questions in different forms for different instructional objectives under each area of the content, distribution of marks for each item.

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## **11.16 SUGGESTED READINGS**

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1. Babu Muthuja, Usharani, R. and Ashwani Mahajan. (2009). Teaching of Economics-II. New Delhi: Centrum Press.
2. Harpreet Kaur. Teaching of Economics. Ludhiana: Tandon Publications.
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# UNIT-12 ECONOMICS TEACHER

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Economics Teacher

NOTES

## Structure

- 12.1 Introduction
- 12.2 Objectives
- 12.3 Economics Teacher
- 12.4 Academic, Professional Qualification and Professional Growth
- 12.5 Essential Qualities of an Economics Teacher
- 12.6 In-service Education
- 12.7 Problems of Economics Teaching in Urban and Rural Areas
- 12.8 Let us sum up
- 12.9 Unit end exercises
- 12.10 Answer to check your progress
- 12.11 Suggested Readings

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## 12.1 INTRODUCTION

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According to Kothari Commission (1964-66) since ancient times, teacher's role in the teaching-learning process has been pivotal, because the teacher is that person who influences the personality of the child at a large extent. So, he himself should have some able qualities of physical, moral and executive. The importance of the teacher has enhanced even after that, the role and importance of the teacher has not declined because for the concerned subject that he teaches so, up to a great extent the success or failure of economics education depends on the economics teacher. This unit deals with qualities of an economics teacher and professional growth.

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## 12.2 OBJECTIVES

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After going through this unit, you will be able to:

- Define the term teacher
- Explain the academic and professional qualities of an economics teacher
- Know the ways and means in-service education.
- Understand the problems of economics teaching in urban and rural areas.

*Self-Instructional Material*

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## 12.3 ECONOMICS TEACHER

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### Definition of Teacher

**Binning and Binning** define “Teaching is a progressive occupation and the teacher must ever be a student.”

**Henry Adams defines** “A parent gives life, but a parent gives no more. A murderer takes life and his deeds stop there. A teacher affects eternity, he can never tell where his influence stops.”

**Sir John Adam defines** “In case the teacher wants to be a man-maker then it is essential that he should possess specific qualities of character, intellect and personality.”

**Dr. Radha Krishnan** defines “The teacher’s place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skill, from generation to generation he helps to keep the lamp of civilization burning.”

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## 12.4 ACADEMIC, PROFESSIONAL QUALIFICATION AND PROFESSIONAL GROWTH

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Training is important to make the work more effective. The training of the teacher is important and in-service training by refresher courses is more important for those who are already in service and to make them keep up-to-date about the present time. The teacher of economics must be acquainted with new methods of teaching to his subject. He should be given the proper training about the latest techniques of teaching as well as about the innovation of teaching-learning process. He should also be given special training for how to use different sources. It is the common criticism that students have little awareness about current affairs. Therefore, the teacher’s training college should prepare the prospective teacher for this task. Most of the teachers of the present time do not have full awareness about the present complex world. Therefore, courses regarding Democracy and Current Affairs must be given to the student-teachers. It should be compulsory for all the student-teachers so that later on they can maintain this as a part of his school teaching. The prospective teachers should also be given proper training about the preparation of the lesson planning in teaching of economics. Teaching is a progressive profession. The teacher of economics must ever be a student. He can only interpret the present conditions and complexities of the changing world, especially the economy of the world to his students. He can keep knowledge alive by reading different extra reference material in the form of books, pamphlets, magazines and papers etc.

The teacher of economics can also improve his professional efficiency through other sources as follows:

### **1. To Attend Conferences**

In conferences, teachers come from different places. They gather and discuss practical problems and procedures and pay more attention on the speeches based on economic problems. Ultimately, this helps the teacher to improve his knowledge.

### **2. To Go Through Professional Literature**

An economics teacher should have a small library of his own. He should go through the different periodicals which will help to increase his knowledge, for instance. The teacher should also try best possible to consult latest books on economics.

### **3. To Conduct Workshop**

Workshops are important in service training programme. The workshops generally have a group of teachers who gather to study some educational problem. Economic problems are studied through conferences, discussions, seminars, libraries and consultations. The economics teacher should attend these workshops to refresh and enrich his knowledge. The Government of India has opened the Institute of Advanced Study in Education (IASE) for the secondary school teachers and District Institute of Education and Training (DIET) for elementary school teachers. These institutes conduct different workshops for in-service teachers to improve and refresh their professional growth.

### **4. Visits**

The economics teacher can induce his knowledge about the different economic trends, problems, and systems to make visits the different economic institutions. The teacher may arrange his own visits with students to combine pleasure with education. He can collect first-hand information on various multipurpose projects undertaken by public and private sectors in the country and economics problems of various groups of people — the miners, share-croppers, agricultural labourers etc. The teacher may arrange survey, like on the population problem of a particular place in any district of the country. This will help increase knowledge of the students on how to collect, organize, interpret and analyse data.

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## 12.5 ESSENTIAL QUALITIES IN AN ECONOMICS TEACHER

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### Essential Qualities in an Economics Teacher

**1. Well- equipped in Human Qualities:** The teacher of economics should be a full human person before being a teacher he must be able to draw knowledge and inspiration from a rich store of experience as well as from books. He should be a worker in many fields, in friendly relations with all much of people, free from prejudice and possessed of an active social conscience. He needs to be highly cultured. This is especially true of the teacher of economics as he has a major responsibility.

**2. Well-equipped in Academic Qualification:** The teacher of economics must be highly qualified with M.A in economics and B.Ed. and very well-informed. The children of today grow up in a rapidly changing, moving and accelerated universe. They want the latest knowledge. They want an understanding of the world around them. It is imperative that the teacher of economics should have sufficient knowledge. His academic training should teach him modern economics. His interest in the economic problems of his own day should be alert and keen, particularly in the kinds of problems and cases which attract the intelligent pupils whom he has to teach. For all this, it is essential that an economics teacher is academically very sound.

**3. An expert in the methodology of teaching economics:** Teaching of economics is not primarily giving of feeding information. It means arousing interest, stimulating questions, encouraging enquiry, promoting deep thinking. It is essential, therefore, that the teacher of economics is an expert in teaching this subject. He should be conversant with the theory and practice of the new methods- projects, problem, Discussion, Socialised Recitation, Question-Answer, Observation, etc. He should follow such a method as may help to make the classroom a place of hard work and high standards- a laboratory where teacher and pupil work together as a team in the solution of important problems and the achievement of significant ends. The teacher should.

**4. A Scientist as well as an artist:** The teacher of economics should be a scientist as well as an artist. The great task of interpretation of values will be wholly vitiated unless he can view economic incidents and events without the coloured spectacles of bias and prejudice. He must be above sectarian, communal and even national narrowness. He must be an artist too. A happy blend of the scientific and the romantic temper is needed in the economics teacher.

**5. Breadth of outlook and with of understanding:** The teacher of economics must have a refreshing outlook on life. He should always have an open mind. His scope of reference should not be merely regional or national but also international. Economics as an area of school curriculum, is in the best position for promoting national and international prosperity. It is the duty and responsibility of the economics teacher to shoulder this responsibility. He should not be dogmatic or fanatical in his view nor must he be impervious to new facts and ideas as they are thrown up by modern research. He must keep abreast of recent scholarly contributions.

**6. A person of integrity:** Indian values and ethical choice are continually the concern of the economics teacher. He must sustain the values and retain his own integrity. The economics teacher should always remember never to do or say anything that will go to the discredit of the teaching profession or to any member of it. This is not to say that everything done in the name of education is sacred or that our government, right or wrong, is always justified. It is part of the Indian system of democratic values to allow healthy and honest criticism of institutions and individuals. This right should be exercised with judicious care.

**7. A person of sound professional ethics:** The economics teacher has a special burden of representing the school to the public and of interpreting society to the school and his colleagues. This requires fact and humility on the part of the teacher. The economics teacher must have sound professional ethics. He must be scrupulously honest in his intellect, careful of the feelings of others and extremely judicious in his statements.

**8. An interesting person:** A good economics teacher is an interesting person. If his mind is full of lively awareness of the world, he will never be at a loss for new points of view on his subject. Novel illustrations will constantly suggest themselves to him. Allusions and reminiscences will brighten his talk and keep his audience from suffering the awful feeling that it knows exactly that he is going to say next. The good economics teacher will be able to draw vitality and variety from the younger layers of personality which are still alive within him and to know that it is to be young again.

**9. A good citizen:** The economics teacher, because of this superior knowledge and competence in the economics field, has a responsibility to the whole community to provide information and leadership in economic affairs. Within the limits of available time, he should participate in a wide range of community activities. In this way, he not only can contribute to his own development and to community improvement but also can come to

know the community better so that he can use it more effectively as a resource in teaching.

People live at several community levels at the same time -local, state, national and world. Hence the economics teacher needs to extend the range of his experience by travel and by coming to know the people of other cultures directly. The economics teacher, in co-operation with all the citizens, has the responsibility to work to build a prosperous community environment where children and youth can live a good life and grow up to be good citizens.

**10. Widely travelled:** The economics teacher must be widely travelled in his own country and overseas. Visits to important and significant places and buildings, museums, mills, factories, projects and dams are very informative. First –hand information about all these can help greatly to enrich and vitalize the teaching of economics. At the same time, wider travel will enable him to interpret the economy of the different parts of the country and the world to his pupils and thus promote national and international prosperity.

**11. A man of faith:** The greatest quality expected of an economics teacher is that he should have faith in himself, faith in the subjects and faith in the educand. A profound faith in the youth and interest in life and human beings are very essential traits to develop economic skills in others. Unless the teacher is zealous for democratic processes and believes in the high potentialities of the school as a laboratory in the development of economic efficiency, he cannot make economics a science of welfare in the real sense. The task of economics teacher is to develop citizens who know and love democracy and can make it work effectively. There is no task more important. The teacher can perform this function well only if he has sincere faith in the ideals he advocates.

**12. A person who grows professionally:** Economics teacher must continue to grow professionally. As a specialized expert in economic relations, the economics teacher is often called upon to give speeches, and review book: to lea discussion groups and moderate panel discussions. He is expected to help to know about and keep abreast of local and state economics and to help the community interpret these things. In order to build and maintain a reputation for learned skill and satisfactory interpretation of the school to the public, the economics teacher must continue to improve his knowledge and to broaden his experience. He should participate in economic affairs. He should study standard works by India and foreign authors. He should study manuals and journals in the various fields of his speciality, journals and books devoted to professional

education and the novels which are unsurpassed in allowing insight into the economic processes with are such a vital part of the economics teacher's responsibility

**13. Impressive personality:** The teacher of Economics should have impressive personality. The first thing with which the students are faced in the class is the personality of the teacher. As soon as the teacher enters the class-room, the process of education starts. If the personality of the teacher is impressive he can go a one way to handle the education an effective and nice manner.

**14. Proper health and good physical structure:** The teacher of Economics should possess a healthy body and well-proportioned structure. If the teacher has some defects in him, he is likely to become a laughing stock of his students. Only those persons should be asked to come into the teaching profession who have sound eyesight, are not hard of hearing, are not physically handicapped, etc. As far as possible such young men should be selected for this job who do not possess any physical disability. Their physique should be well- proportioned. This physical structure is likely to infuse respect and sense of reverence in the students.

**15. Properly dressed:** The teacher should be properly dressed. He should be neat, clean and well-dressed. It is also possible to conceal certain physical defects if this dress is proper. A lean and thin person can conceal his leanness with the help of a proper dress. The dress should be impressive .It does not mean putting on and clothes or such clothes that are likely to insight nonseriousness in the students. The dress should be neither very gaudy nor too oldish looking. The teacher should avoid using too much of scent and such things that may make them look like ordinary persons or persons with cheap taste.

**16. Strong and Good Character:** Character is an integral part of the personality. A person with a character has the qualities of stability and seriousness in him. It is the character that makes a man strong and endows him with qualities to face to live. If the teacher has good character, he can inspire his students to grow good. In fact, character is a contagious quality. It spreads like anything. The teacher should be dutiful and also to inspire faith in values of life. He should be honest to his profession. His integrity should not be doubtful in any way.

**17. Self-restraint and self-control:** Self-restraint and self-control are the pillars of success of any teacher. They occupy a very significant place in life and have a close relationship with discipline. A person who has self-control, is able to encourage people to follow disciplined way of life. The teacher of Economics should never get disappointed with his students. He

should be able to control his emotions and passions. This will help him to teach his subjects properly and restrain him from digression from the main topic and theme, that he is teaching to the students, If the teacher is not self-controlled, he is likely to go astray and do things that are discreet, The teacher who is self-controlled, exercise patience and do things discreetly. Such an attitude helps him to please the students as well as the authorities.

**18. Balanced Temperament and behavior:** A teacher should be the person with amiable temperament and a decent behaviour. He should be sweet-tempered, meek, and modest and prepared to meek people and ready to solve their difficulties and problems. Modesty and meekness does not mean that the teacher should not possess self-respect. He should be perfectly self-respecting person. He should have sobriety and seriousness. He should not display cheapness at an occasion. He should behave with his students in a decent and considerate manner. He should treat them as his own kith and kin. He should have tolerance, originality, co-operation, generosity and quality to lead people. He should be hard working and preserving. He should also possess a clear and sound views.

**19. Faith in the job:** The teacher of Economics should have faith in his profession and job, otherwise he will not work with a spirit of dedication. He should know that the he is doing something which shall be very valuable in life. He must work with zeal and enthusiasm and give his life to this noble cause of nation building. He should also have faith in the utility of the teaching of Economics. Only such a teacher can do justice with the subject and the job.

**20. Regularity and discipline:** The teacher should be quite regular in his work. He cannot expect his students to obey his orders, regulations of the school and other rules and regulations unless he himself is law-abiding and prepared to follow the rules and regulations. This is true about the discipline as well. Unless the teacher is disciplined he cannot expect his students to lead a disciplined life. The teacher who is disciplined and obeys rules and regulations can expect his students to go the same way. The teacher should work in a regular and systematic manner. If he does not organise his teacher he is not likely to have great influence on his students. A disciplined life makes the students disciplined. Later on, this attitude becomes a part of their personality and habits.

**21. Impartiality:** The teacher should be impartial in his behavior with his students. He should treat all his students in the same manner. He should not discriminate between students. The teacher who has the quality of impartiality in him, wins a permanent respect of the students. Besides, he should be able to behave with his students in a nice manner. The students

who come to him for guidance and advice, can play their part effectively as the leaders of the society and the student body.

**22. Perseverance and Curiosity:** The teacher of Economics should be diligent and hard working. He should take pains to make his teaching interesting and effective. Through perseverance, he can collect all the things required for a successful teaching. He can also take up the work of correction. Curiosity will help him to acquire further knowledge of the subject as well as the researches about the teaching of economics. This equipment will stand him in good stead and help him to teach his students in a better manner.

**23. Faith and Optimism:** The teacher of Economics should have faith and optimism in him. The optimism will kindle the light of zeal in the teacher and he shall take the job seriously and enthusiastically. A work that is started with zeal brings success at the end. The teacher who has faith in his mission comes out successful at the end. The teacher who has faith and optimism in him has the qualities of foresightedness, tolerance, prominence etc.

**24. Sympathy:** The teacher of Economics should have sympathy in him. This sympathy will help him to correct the mistakes of the students. It will also enable him to appreciate the problems of the economic life. The teacher of Economics should always be prepared to forgive the mistakes of his students. He should also endeavour his best to correct them. Such attitude helps the teacher to reform his students. If the teacher is cruel and harsh in behavior, he is more likely to spoil the students. He may incite temporary fear and discipline in the class, but ultimately his influence shall not be lasting.

**25. Scientific and broad outlook:** This is an age of science, everything is studied in a systematic and scientific manner. This scientific study requires a broad outlook involving understanding the viewpoints of others and things that are new to our thinking. The teacher of Economics should try to view the various problems of Economics in a scientific manner. He should be guided by the law of Cost and Effect. He should also try to understand the new researches and study them in their proper perspective.

**26. Interest in Economic problems:** The teacher of Economics should be interested in various economic problems of the society. He should try to acquire a direct knowledge about these problems. This knowledge should be practical out-look about the solution of those economic problems. Without this direct and practical knowledge of the economic problems, it shall not be possible for the teacher of Economics to make his students acquainted with all the details of those problems and their practical utility.

**27. Knowledge of the current affairs:** The teacher of Economics should have knowledge of the current economic events. Without this knowledge it is not possible for him to solve various economic problems. In order to be aware of these economic events, he should go through the newspapers daily and ready journals dealing with the subject of Economics such as Eastern Economist, Economic Times etc.

**28. Knowledge of the statistics and economic data:** Statistics and data play a vital role in the teaching of Economics. No theory of Economics is complete without the knowledge of the statistics and the data about it. These data change according to the circumstances and times. The teacher of Economics should be well aware of this statistics. He should have the knowledge about the data, about export and import, banking rates, national income, etc.

**29. Knowledge of the Economic Geography:** Economic conditions are governed by geographical of Economic Geography. Unless he has proper knowledge about the Economic Geography he shall not be able to understand the progress made by the country. He shall not be able to have proper assessment of various trades and industries and arts and craft. It is on the basis of the knowledge of Economic Geography that all these things can be understood in a scientific manner.

**30. Practical knowledge and outlook:** Economics has a theoretical as well as practical outlook. The teacher of Economics should teach the students to learn to solve problems of the field of Economics in a practical manner. He should also teach them to apply the theories and principles of Economics in the practical life. This can be done only if the teacher himself has the practical knowledge and outlook. He should go and visit various factories, industrial centres and centres of craft. Then he should take his students to these places. There he should explain the things in detail and help them to develop a practical outlook.

**31. Knowledge of the principle of teaching of Economics:** Teachers up to the secondary stage of education are required to be trained. This training requires that they should have proper knowledge of the Educational Psychology, Child psychology, principles and methods of teaching, etc. A teacher who has the knowledge of all these things, can make his teaching effective and impressive. The teacher of Economics should have the capacity to apply this knowledge in a practical manner. This practical application of the knowledge will make the teaching scientific, psychological, interesting, effective and impressive.

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## 12.6 IN-SERVICE EDUCATION

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An Economics teacher can avail of the following in-service programs to grow professionally. They are such as:

**1. Professional Refresher Course:** Economics teacher should go to attend the refresher course on new techniques in economics teaching on order to be him up to date. Actually, refresher course if related to with in-service training and such type of courses are made to revise and underline existing skills and knowledge.

**2. Professional Orientation Course:** Such type of courses is organized in summer vacations by NCERT (Education department) to make the professional knowledge o the teachers up to date. The main motto of organizing such types of programmes is:

- (i)To make familiar with mental health of the students.
- (ii)To make familiar with constitution of objective type test and evaluation techniques.
- (iii)To reform the old system of education.
- (iv)To impart the latest educational researches in economics.

**3. Extension Lectures:** It means that teaching or instructional work carried out by college, university or other educational establishment for extending the normal range of a subject or allowing for the pursuit of related interest. It helps the economics teachers to keep themselves up to date.

**4. Professional Seminars:** Professional seminars refer to an occasion when a teacher or a group of expert people meet to study and discuss some concepts, it is also called small group discussion session. Such type of seminars is organized to think and analyses the existing problems in the society.

**5. Professional Workshop:** As we know that the area of economics is very wide and related with several professions and subjects, only individual studies not enough for the economics teacher. It is compulsory to know that what is occurring in economics related subjects up to a large extent.

**6. Professional Conference:** The economics teacher should attend the conference over his subject, because so many teachers come from different places and gather at a particular place to discuss the emerging practical problems. Ultimately, this will broaden the knowledge of economics teachers.

**7. Professional Writing:** Economics teacher should contribute his research findings through his papers journals of repute. This way he can help the other economics teachers to benefit font his research findings.

**8. Professional Study Group:** In economics education, several teachers of economics subject may organize their own group to discuss the emerging practical and theoretical problems of the economics subject.

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### **12.7 PROBLEMS OF ECONOMICS TEACHING IN URBAN AND RURAL AREAS**

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The following are the problems faced by an economics teacher in teaching urban and rural areas:

- High student low teacher ratio.
- Lack of proper infrastructure - it is sometimes remarked that many schools and colleges are virtually academic slums.
- Inadequate teaching aids like computer, projectors, etc.
- Lack of transport facilities in rural areas.
- Curriculum is more content oriented rather than skill and practical oriented.
- Lack of practical exposure both to the teacher and teaching methods.
- Lack of support from the community.
- The content (syllabus) is not up-to-date with latest scenario, availability of E- finance, etc. needs keeping pace with the changing business environment with latest technology to every student.

#### **Check Your Progress**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

1. Define - Teacher.

.....  
.....

2. What is the educational qualification of an Economics Teacher?

.....  
.....

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### **12.8 LET US SUM UP**

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In this unit you have learnt meaning of a Teacher, Qualities of an economics teacher such as individual qualities, professional qualities and social qualities. The ways and means for professional growth of an

economics teacher were discussed. You have also studied problems of economics teaching in urban and rural areas.

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## **12.9 UNIT-END EXERCISES**

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1. Describe the essential qualities of an economics teacher.
2. What are the in-service education programmes available for an economics teacher?

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## **12.10 ANSWER TO CHECK YOUR PROGRESS**

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### **1. Teacher**

Henry Adams defines “A parent gives life, but a parent gives no more. A murderer takes life and his deeds stop there. A teacher affects eternity, he can never tell where his influence stops.”

### **2. Educational qualifications of an Economics Teacher**

M.A Economics and B.Ed.

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## **12.11 SUGGESTED READINGS**

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# UNIT-13 MICRO-TEACHING

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## Structure

13.1 Introduction

13.2 Objectives

13.3 Micro-Teaching

13.3.1 Meaning and Definition

13.3.2 Phases of Micro-Teaching

13.3.3 Micro-teaching Cycle

13.3.4 Advantages of Micro-Teaching

13.3.5 Limitation of Micro-Teaching

13.3.6 Comparison between Micro-Teaching and Traditional Teaching

13.3.7 Skill of Stimulus variation

13.3.8 Skill of Reinforcement

13.3.9 Skill of Questioning

13.4 Let us sum up

13.5 Unit end exercises

13.6 Answer to check your progress

13.7 Suggested Readings

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## 13.1 INTRODUCTION

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Teaching is not an easy profession. The effect that teachers have on students can never be sidelined. Teaching is a complex process and teachers need a wide set of skills to be effective and efficient in the classroom. One cannot become a teacher overnight. He / She should take up the right courses and training to become a teacher. Teacher education plays a pivotal part in enhancing teaching skills and making teachers ready for classroom management.

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## 13.2 OBJECTIVES

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After going through this unit, you will be able to:

- Know the meaning and definition of micro-teaching
- Understand the phases of micro-teaching
- Explain micro-teaching cycle

- List out the components of skill of stimulus variation, skill of reinforcement and skill of probing questions

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## 13.3 MICRO-TEACHING

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### 13.3.1 Meaning and Definition

Micro-teaching is procedure in teacher education/training which aims at modifying teacher's behaviour by simplifying the complexities of the traditional regular training process. In a micro-teaching procedure, the trainee is engaged in a scaled down teaching situation. It is scaled down in terms of class size, since the trainee is teaching a small group of four to six pupils. The lesson is scaled down in length of class time and reduced to five or ten minutes. It is also scaled down in terms of teaching task.

It is a process of subjecting samples of human behaviour to 5 R's of Video tape - recording, reviewing, responding, refining and redoing. Micro-teaching is a controlled practice that makes it possible to concentrate on teaching behaviour in the student-teacher training programme.

Allen D.W (1966): Micro-teaching is a scaled down teaching encounter in class size and class time.

Allen, D.W. and Eve, A.W. (1968): Micro-teaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behaviour and to practise teaching under controlled conditions.

Clift, J.C. and Others (1976): Micro-teaching is a teacher training programme which reduces the teaching situation to a simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing time and class size.

Jangira, N.K. and Singh, Ajit (1982): Micro-teaching is a scaled down teaching encounter or miniaturized classroom teaching.

Passi, B.K. and Lalita, M.S. (1976): Micro-teaching is a training technique which requires student teachers to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time.

### 13.3.2 Phases of Micro-Teaching

Following are the three phases of micro-teaching:

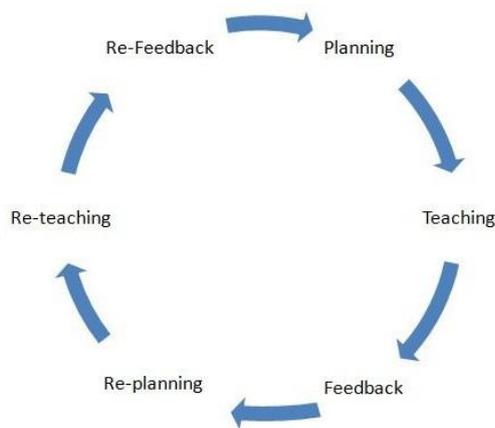
**i) Knowledge acquisition phase:** In this phase, the student-teacher attempts to acquire knowledge about the skill-its rationale, its role in classroom and its component behaviours. For this he reads relevant literature, he also observes demonstration lesson, mode of presentation of

the skill (modelling). The student teacher gets theoretical as well as practical knowledge of the skills.

**ii) Skill acquisition phase:** On the basis of the model presented to the student-teacher, he prepares a micro-lesson and practises the skill and carries out the micro-teaching cycle. There are two components of this phase: feedback and micro-teaching setting. Micro-teaching setting includes conditions like size of the micro-class, duration of the micro-lesson, supervisor types of students etc.

**iii) Transfer phase:** Here the student-teacher integrates the different skills. In place of artificial situation he teaches in the real classroom and tries to integrate all the skills.

### 13.3.3 Micro-Teaching Cycle



#### Micro-Teaching Cycle (Procedure)

Step-1 : Micro lesson plan (It may take 2 hours / a Day)

Step-2 : Teaching 5 minutes

Step-3 : Feedback 5 minutes

Step-4 : Re-plan 10 minutes

Step-5 : Re-teach 5 minutes

Step-6 : Re-feedback 5 minutes

**Total** 30 Minutes (Approximately)

#### 1. Plan

This involves the selection of the topic and related content of such a nature in which the use of components of the core teaching skill under practice

may be made easily and conveniently. The topic is analyzed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

## **2. Teach**

This involves the attempts of the teacher trainee to use the components of the teaching skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized in the planning of the activities, the teacher should modify his/her behavior as per the demand of the situation in the class. He should have the courage and confidence to handle the situation arising in the class effectively.

## **3. Feedback**

It refers to giving information to the teacher trainee about his/her performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

## **4. Re-plan**

The teacher trainee re-plans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

## **5. Re-teach**

This involves teaching to the same group of pupils if the topic is changed, or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupils. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

## **6. Re-feedback**

This is the most important component of Micro-teaching for behavior modification of teacher trainee in the desired direction in each and every teaching skill practice.

**Check Your Progress-1**  
**Notes:** a) Write your answer in the space given below.  
 b) Compare your answer with the one given at the end of the unit.

1. Define – Micro-Teaching.  
 .....  
 .....
2. What are the phases of Micro-teaching?

**13.3.4 Advantages of Micro-Teaching**

1. Micro-teaching lessens the complexities of normal training technique.
2. Micro-teaching focuses on training for the accomplishment of specific tasks.
3. Micro-teaching allows for the increased control of practice.
4. Micro-teaching greatly expands the normal knowledge, of results of feedback dimension in teaching.
5. Micro-teaching in real teaching.

**13.3.5 Limitation of Micro-Teaching**

Following are the main drawbacks of micro-teaching:

1. For successful implementation, micro-teaching requires competent and suitably trained teacher-educators.
2. Micro-teaching tends to reduce creativity of teachers.
3. Micro-teaching can be carried on successfully in a controlled environment only.
4. Micro-teaching is very time consuming.’
5. The application of micro-teaching to new teaching practices is limited.
6. Micro-teaching alone may not be adequate. It needs to be supplemented and integrated with other teaching techniques.

**13.3.6 Comparison between Micro-Teaching and Traditional Teaching**

<b>Micro-Teaching</b>	<b>Traditional Teaching</b>
1. Objectives are specified in behavioural terms.	Objectives are general and not specified in behavioural terms.
2. Class consists of a small group of 5 to 10 students.	Class consists of 40 to 60 students.
3. The teacher takes up one skill at a time.	The teacher practices several skills at a time.

4. Duration of time for teaching is 5 to 10 minutes.	The duration is 40 to 50 minutes.	
5. There is immediate feed-back.	Immediate feed-back is not available.	
6. Teaching is carried on under controlled situation.	Teaching has no control over situation.	
7. Teaching is relatively simple.	Teaching becomes complex.	
8. The role of the supervisor is specific and well defined to improve teaching.	The role of the supervisor is vague	
9. Patterns of classroom interaction can be studied objectively.	Patterns of classroom interaction cannot be studied objectively.	

### 13.3.7 Skill of Stimulus Variation

Stimulus variation is described as deliberate change in the behaviors of the teacher in order to sustain the attention of his learners throughout the lesson. Stimulus variation determines teacher liveliness in the classroom.

#### Components of this skill

**1. Teacher Movement:** The physical movements of the teacher in the class should attract the attention of the learners. Sudden body movement and stopping help in gaining learner's attention at high level. The teacher without these activities is like a stone-idol. Excess movement is undesirable.

**2. Gestures:** Gesture involves the movements of the head, hand, and facial gestures (laughing, raising eyebrows, emotions, etc) signals. This technique helps the teacher to be more expressive and dynamic in presenting his lesson in the class.

**3. Change in Voice:** Teacher should bring fluctuations in his voice. The pupils feel boredom with the speech at the same pitch and pupils may get deviated from the lesson.

**4. Focussing:** It implies drawing the attention of the learners towards a particular point which the teacher wishes to emphasize. Such technique involves verbal focusing, gestural focusing, or verbal- gestural focusing.

**5. Eye-contact and eye-movement:** Both the eye-contact and eye-movement play very important role in conveying emotions and controlling interaction between the teachers and taught. In a classroom situation, this technique implies that the teacher should maintain eye- contact with the learners in order to sustain the attention of the latter.

**6. Pausing:** Pausing refers to short and deliberate intervals of silence used while delivering ideas, explaining, lecturing, etc. Deliberate use of short pauses helps the teacher to attract and sustain the attention of his learners. But too long pauses are undesirable.

### 13.3.8 Skill of Reinforcement

Reinforcement is psychological in nature. It is condition or situation which increases the probability of desirable responses and also decreases the probability of undesirable responses. It helps in influencing the responses or behaviour of the learner. It is not only used to promote learning but also to secure attention and provide greater motivation to the students. For this the academic activities should be meaningful and worthwhile so that the students can get the intended benefits from them. For example, if the teacher approved the behaviour of the student in the class, it reveals that he feels initiative in instructional activities.

There are two types of reinforcement.

1. Positive Reinforcement and
2. Negative Reinforcement

In this way, the reinforcement, in the teaching process, means use of such stimulus or their presentation or their removal so that the possibility of recurrence of some responses may increase.

#### Components of the Skill

There are four broad components of the skill of reinforcement, as under:

**(i) Positive Verbal Reinforcement:** It involves the use of verbal or linguistic expressions which reinforce learning just saying 'Good', 'Yes', 'Fine', 'Right', 'Excellent', 'Well done' after the student has answered can reinforce him. Teacher's utterances like 'aha', 'human' etc. can encourage the student to continue with his answer. The statements accepting pupil feelings, repeating and rephrasing pupil responses, summarising pupil ideas etc. fall in this component.

**(ii) Positive Non-verbal Reinforcement:** It involves the use of teacher's gestures in order to reinforce the pupil's behaviour. Nodding, smiling, moving towards the students, giving him an encouraging look etc. are examples of positive non-verbal reinforcers.

**(iii) Negative Verbal Reinforcement:** The use of certain undesirable reinforcers can strengthen occurrence of a particular behaviour. Expressions like wrong, no, incorrect, not true etc. are the examples of negative verbal reinforcers.

**(iv) Negative Non-verbal Reinforcement:** The teacher uses this type of reinforces in order to make the students aware of certain undesirable behaviour. Frowning, nodding the head disapprovingly, moving away from the students etc. are examples of negative nonverbal reinforces.

With the help of these components practised in the behaviour, the pupil teacher can get efficiency in this skill.

### 13.3.9 Skill of Probing Questions

The art of asking questions plays an important role in teaching learning process. Its success depends upon the desired answer (or Response) of the students. When the questions are asked, the students; according to their ability, type of questions, knowledge of the subject, behaviour of the teacher towards the students; may respond in many ways as no response, partially incorrect response, wrong response, partially correct response or correct response etc. How the students' responses should receive and how the teaching should take place on these bases is skill of probing questions. When a student does not give response or gives incorrect and wrong response then he is to be motivated to give correct response. For getting correct response, the teacher takes help of such questions which help the students to reach at the correct response on the basis of their previous knowledge. These questions help in searching the right response.

The skill that deals with student response, going deep into the students' knowledge by asking a series of questions, is called probing. The main thing in this skill is that the teacher proceeds his teaching on the basis of the responses given by the students. Such probing questions are asked from the students that help in getting detailed knowledge of the subject matter. In this skill the stress is given to handling of the responses given by the students.

#### Components of the Skills

The components of this are:

**1. Prompting:** Sometimes students are unable to give the response of different questions, in that situation the teacher don't give response but gives clues or hints and helps the students by prompting them. These prompts can be in the form of questions which have answer in itself or by reframing the question or by asking question step by step or give suggestions or give hints etc Which type of technique is to be used in a situation depends on the previous experiences, maturity level, understanding of clues and the nature of responses given by students.

**2. Seeking Further Information:** This component is used by the teacher when the student gives incomplete or partially correct response. The teacher expects from the student that he will complete his incomplete response. For this teachers should ask well prepared questions so that the student may give desired response for seeking further information, probing question can be asked in different ways as give example to clarify it, give reasons to prove it, explains it in detail etc.

**3. Refocusing:** Refocusing is used to initiate the student to make his response more correct, meaningful, clear and more effective. The main aim behind this is to make the student aware of the implications of a given response in more complex and novel situations. It helps in strengthening of the responses. The teacher relates the answer with the topic already taught. For example the students are already familiar with the word advertisement

**4. Redirection:** Redirection is used when a student does not respond or gives incomplete answer. The teacher can change the form of question or ask the same question from the other student. The help taken from other students to reach at desired answer helps that student to learn correct answer. The main purpose behind it is to probe and increase student participation.

**5. Increasing Critical Awareness:** When a student gives correct answer then this technique is used to increase the critical awareness of the student. The teacher asks questions to justify the students' response rationally. Therefore the teacher can ask the reason behind the response, how can you prove it? How it can happen? Thus it helps in understanding the subject matter and properly utilising it.

Teacher pupil interaction is an integral part of most classroom instruction. The teacher can maintain and direct the interaction by the type of questions he/she asks and the kind of encouragement he/she gives. True teaching skills involves the ability to ask probing questions and offer accepting reactions, are especially helpful in eliciting and encouraging responses from pupils.

**Check Your Progress-2**

**Notes:** a) Write your answer in the space given below.  
b) Compare your answer with the one given at the end of the unit.

3. Two types of reinforcement are:  
.....

4. Write about gestures in skill of stimulus variation.  
.....

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## 13.4 LET US SUM UP

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In this you have studied meaning, definition of micro-teaching, Phases of micro-teaching, micro-teaching cycle like planning, teaching, feedback, replanning, reteaching and refeedback. Advantages of micro-teaching, limitations of micro-teaching and skills like skill of stimulus variation, skill of reinforcement and skill of probing question were also dealt with.

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## 13.5 UNIT-END EXERCISES

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1. Explain Micro-teaching cycle.
2. Bring out the advantages of Micro-teaching.
3. Describe the components of skill of stimulus variation.

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## 13.6 ANSWER TO CHECK YOUR PROGRESS

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### 1. Micro-Teaching

Passi, B.K. and Lalita, M.S. (1976): Micro-teaching is a training technique which requires student teachers to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time.

### 2. Phases of Micro-Teaching

- (i) Knowledge acquisition phase
- (ii) Skill acquisition phase
- (iii) Transfer phase

### 3. Two types of reinforcement are:

- i) Positive reinforcement
- ii) Negative reinforcement

### 4. Gesture

Gesture involves the movements of the head, hand, and facial gestures (laughing, raising eyebrows, emotions, etc) signals. This technique helps the teacher to be more expressive and dynamic in presenting his lesson in the class.

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## 13.7 SUGGESTED READINGS

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1. Aggarwal, J. C. (2005). Teaching of Economics. Agra: Vinod Pustak Mandir.

2. Babu Muthuja, Usharani, R. and Ashwani Mahajan. (2009). Teaching of Economics-II. New Delhi: Centrum Press.
3. Harpreet Kaur. Teaching of Economics. Ludhiana: Tandon Publications.
4. Karthick, G. S. (2004). Teaching of economics. New Delhi: Discovery publication house.
5. Passi, B. K. (1976). Becoming a better teacher : Micro teaching approach. Ahemedabad: Sahitya Mudranalaya.

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# UNIT-14 RESEARCH IN ECONOMICS EDUCATION

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## Structure

- 14.1 Introduction
- 14.2 Objectives
- 14.3 Research
  - 14.3.1 Meaning
  - 14.3.2 Definition
- 14.4 Characteristics of Research
- 14.5. Problem Selection
- 14.6 Survey Method
  - 14.6.1 Meaning
  - 14.6.2 Advantages of Survey Method
- 14.7 Experimental Method
  - 14.7.1 Meaning
  - 14.7.2 Advantages
- 14.8 Importance of Review of Related Literature
- 14.9 Recent Trends in Research in Economics Education
- 14.10 Utilisation of ICT Resources in Education
- 14.11 Let Us Sum Up
- 14.12 Unit-End Exercises
- 14.13 Answer to Check Your Progress
- 14.14 Suggested Readings

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## 14.1 INTRODUCTION

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Research = Re + Search. That is search after search and search. Why? The purpose of such repeated search is to thoroughly understand the problem or issue or phenomenon and find the apt and effective solution to the problem or strategy to deal with the issue or the phenomenon. Such solution or strategy adds to our stock of knowledge in dealing with the problem or the issue. This unit deals with meaning and definition of research, characteristics features of research, problem selection, survey

method, experimental method, importance of review of related literature in economics, recent trends in research in economics education and utilization ICT resources in research.

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## 14.2 OBJECTIVES

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After going through this unit, you will be able to

- Know the meaning of research
- Define the term research
- Describe the characteristics of research
- Describe the advantages of Survey method
- Understand the uses of ICT resources in research

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## 14.3 RESEARCH

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### 14.3.1 Meaning

In common parlance, research refers to a search for knowledge. Research simply put, is an endeavour to discover answers to problems through the application of scientific method. Research is essentially a systematic enquiry seeking facts through objective, verifiable methods in order to discover the relationship among them and to deduce from them broad principles or laws.

Research is really a method of critical thinking. It comprises defining and redefining problems, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, making deductions and making conclusions and at last, carefully testing the conclusions to determine whether they fit the formulated hypothesis. Thus the term Research refers to a critical, careful and exhaustive investigation or inquiry or experimentation or examination having as its aim the revision of accepted conclusions, in the light of newly discovered facts.

### 14.3.2 Definition

The Webster's International Dictionary gives a very inclusive definition of research as "as careful, critical inquiry or examination in seeking facts or principles, diligent investigation in order to ascertain something".

The 20th Century Chamber Dictionary defines research as: a careful search or systematic investigation towards increasing the sum of knowledge.

According to Francis Bacon, “Research is the power of suspending judgment, with patience, of mediating with pleasures of assessing with caution, of correcting with readiness and of arranging thought with scrupulous pain.”

D. Slesinger and D. Stephensp in the Encyclopedia of Social Sciences define research as "the manipulation of things, concepts or symbols for the purpose of generalising to extend, correct or verify knowledge, whether that knowledge aids in construction of theory or in the practice of an art".

John W. Best defines Research, "as the systematic and objective analysis and recording of controlled observations that may lead to the developments of generalisations, principles, or theories, resulting in prediction and possibly ultimate control of events."

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## 14.4 CHARACTERISTICS OF RESEARCH

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The following are the characteristics of research:

1. A systematic approach is followed in research. Rules and procedures are an integral part of research that set the objective of a research process. Researchers need to practice ethics and code of conduct while making observations or drawing conclusions.
2. Research is based on logical reasoning and involves both inductive and deductive methods.
3. The data or knowledge that is derived is in real time, actual observations in the natural settings.
4. There is an in-depth analysis of all the data collected from research so that there are no anomalies associated with it.
5. Research creates a path for generating new questions. More research opportunity can be generated from existing research.
6. Research is analytical in nature. It makes use of all the available data so that there is no ambiguity in inference.
7. Accuracy is one of the important characters of research, the information that is obtained while conducting the research should be accurate and true to its nature. For example, research conducted in a controlled environment like a laboratory. Here accuracy is measured of instruments used, calibrations, and the final result of the experiment.

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## 14.5 PROBLEM SELECTION

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### Problem Selection

The research problem undertaken for study should be carefully selected. As problem selection is challenging, help can be taken from a research guide in this connection. A research guide can help a researcher select a topic but the problem should spring from the researcher's head.

The following points should be kept in mind while selecting a problem for research:

- Subject that is overdone must not be picked, because it will certainly be a complicated task to throw any new light in such a situation.
- Too narrow or too un-explainable topics must be avoided.
- The significance of the topic, the qualifications and the training of a researcher, the expenses required, and the time element are few other criteria to be considered when selecting a problem.
- Controversial subjects should be avoided.
- The topic picked for research must be familiar and feasible so that the relevant research material or sources of research are within one's reach.
- A preliminary study should be done before picking a research problem. This is not always required when the problem demands the conduct of a research closely comparable to one that was already done. However when the field of investigation is pretty new and not having available a set of well developed methods, a quick feasibility study should always be carried out.

#### Check Your Progress-1

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

1. Define - Research.

.....  
.....

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## 14.6 SURVEY METHOD

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### 14.6.1 Meaning

A survey is a research method used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest. They can have multiple purposes, and researchers can conduct it in many ways depending on the methodology chosen and the study's goal. The data is usually obtained through the use of standardized procedures to ensure that each respondent can answer the questions at a level playing field to avoid biased opinions that could influence the outcome of the research or study. The process involves asking people for information through a questionnaire.

### 14.6.2 Advantages of Survey Method

The following are the advantages of survey method:

#### 1. High Representativeness

Surveys provide a high level of general capability in representing a large population. Due to the usual huge number of people who answers survey, the data being gathered possess a better description of the relative characteristics of the general population involved in the study. As compared to other methods of data gathering, surveys are able to extract data that are near to the exact attributes of the larger population.

#### 2. Economical Method

When conducting surveys, researcher needs to pay for the production of survey questionnaires. If he needs a larger sample of the general population, he can allot an incentive in cash or kind, which can be low. On the other hand, other data gathering methods such as focus groups and personal interviews require researchers to pay more.

#### 3. Convenient

Surveys can be administered to the participants through a variety of ways. The questionnaires can simply be sent via e-mail or fax, or can be administered through the internet. Nowadays, the online survey method has been the most popular way of gathering data from target participants. Aside from the convenience of data gathering, researchers are able to collect data from people around the globe.

#### 4. Statistical Significance

Because of the high representativeness brought about by the survey method, it is often easier to find statistically significant results than other

data gathering methods. Multiple variables can also be effectively analyzed using surveys.

### **5. No Observer Subjectivity**

Surveys are ideal for scientific research studies because they provide all the participants with a standardized stimulus. With such high reliability obtained, the researcher's own biases are eliminated.

### **6. Precise Results**

As questions in the survey should undergo careful scrutiny and standardization, they provide uniform definitions to all the subjects who are to answer the questionnaires. Thus, there is a greater precision in terms of measuring the data gathered.

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## **14.7 EXPERIMENTAL METHOD**

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### **14.7.1 Meaning**

Experimental research is a scientific approach to research, where one or more independent variables are manipulated and applied to one or more dependent variables to measure their effect on the latter. The effect of the independent variables on the dependent variables is usually observed and recorded over some time, to aid researchers in drawing a reasonable conclusion regarding the relationship between these two variable types.

### **14.7.2 Advantages**

- \* Researchers have a full level of control in an experiment.
- \* It can be used in a wide variety of fields.
- \* The results are specific and conclusive.
- \* The results allow researchers to apply their findings to similar phenomena.
- \* It can determine the validity of a hypothesis or disprove one.
- \* Researchers can manipulate variables and use them in as many variations as they desire without tarnishing the validity of the research.
- \* It discovers the cause and effect among variables.
- \* Researchers can further analyze relationships through testing.
- \* It helps researchers understand a specific environment fully.
- \* The studies can be replicated so that the researchers can repeat their experiments to test other variables or confirm the results again.

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## 14.8 IMPORTANCE OF REVIEW OF RELATED LITERATURE

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The literature survey is a comprehensive study of technical and authorised content related to research keywords. It is very important step in the initial phase of research, however, this step is revisited by researcher number of times during research journey. Literature survey provides details of research progress of particular domain. It helps the researcher to understand the approaches, methodologies, algorithms, and datasets used by other scientists. Also, it is important to identify where the gap is.

Open Access journals are one of the good sources of research articles, one can also access articles from library subscription, some university libraries etc. Good literature sources are periodicals, conference proceedings, research reports, standards, theses, dissertation reports, research reports, white papers, patents, reviews, textbooks, hand books, encyclopaedia, etc.

### Importance of Related Literature

- ✓ Provides the interpretation of existing literature in light of updated developments in the field to help in establishing the consistency in knowledge and relevancy of existing materials.
- ✓ It helps in calculating the impact of the latest information in the field by mapping their progress of knowledge.
- ✓ It brings out the dialects of contradictions between various thoughts within the field to establish facts.
- ✓ The research gaps scrutinized initially are further explored to establish the latest facts of theories to add value to the field.
- ✓ Provides information for relevancy and coherency to check the research.
- ✓ Apart from elucidating the continuance of knowledge, it also points out areas that require further investigation and thus aid as a starting point of any future research.
- ✓ Sets up a theoretical framework comprising the concepts and theories of the research upon which its success can be judged.
- ✓ Helps to adopt a more appropriate methodology for the research by examining the strengths and weaknesses of existing research in the same field.
- ✓ Increases the significance of the results by comparing it with the existing literature.

- ✓ The more the reference of relevant sources of it could increase more of its trustworthiness with the readers.
- ✓ Helps to evaluate, condense and synthesize gist in the author's own words to sharpen the research focus.
- ✓ Helps to compare and contrast to show the originality and uniqueness of the research than that of the existing other researches.
- ✓ Rationalizes the need for conducting the particular research in a specified field.
- ✓ Helps to collect data accurately for allowing any new methodology of research than the existing ones.

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## **14.9 RECENT TRENDS IN RESEARCH IN ECONOMICS EDUCATION**

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### **Recent Trends in Economic Education**

Recent trends in economic education are manifestations of the perennial issues regarding economic knowledge in the education of citizens and how best to provide teachers with a fund of economic knowledge and materials.

#### **1. Economics and Citizenship Education**

The nature of citizenship education remains a constant topic of debate in the social studies literature. Given the economic changes accompanying the collapse of the Soviet Union, as well as the perennial issue of the relationship of economic understanding and disposition to the education of citizens in a democracy, interest in economics as a core component of citizenship education has resurged.

#### **2. Content Standards**

Economic education has followed the national trend of creating content standards. Economic educators at the national and state levels have developed content standards delineating the knowledge and application skills which students should possess at various grade levels. Each content standard is accompanied by a rationale explaining its significance, as well as the performances of students required to demonstrate achievement of this knowledge.

#### **3. Computer Technology in Economic Education**

The efficiency of technology holds out the prospect of improved economic education as students gain access to almost unlimited sources of

data. Teachers unsure of their economic knowledge are able to almost instantly find answers to questions. Most important, when time is scarce, teachers will have access to lesson plans without having to leaf through a number of separate sources of information. Economic education has been modified through the internet access that many teachers and students now enjoy. The recent trends in economic education, however, give reason for optimism. Not only are educators stressing the importance of economics for personal and business decisions, they also appear to be engaging in serious dialog regarding the relationship among economic systems, democratic governments, and civic education.

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## **14.10 UTILISATION OF ICT RESOURCES IN RESEARCH**

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Use of ICT tools for making research data and information available are plenty in numbers today, but the best use of ICT tools would be to improve cognitive skills and thus help discriminate, analyse and create information rather than simply accumulate. As research process deals with large amount of complex information and requires a lot of skills to analyse and organize these well, any ICT tool which helps the researcher give meaning and precision along with adding value to the information generated would be rated above the ones which help in just gathering information.

ICT tools help researcher in the following research related tasks:

- for review of literature online
- preparation of research proposal in prescribed format
- references and bibliography compilation
- identify appropriate information sources
- critically analyse information
- processing of data with specialized software say SPSS
- manage gathered information related to research
- use information to extend and communicate knowledge across subject fields
- search up to ten databases and electronic resources simultaneously
- receive results in a common format
- link to individual databases for more specialised searching
- prepare report in the required format

- select favourite resources and e-journals, save searches and records, and setup email alerts.

**Check Your Progress-2**

**Notes:** a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

2. List out the advantages of Survey method.

.....  
.....

3. Mention any three advantages of Experimental method.

.....  
.....

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**14.11 LET US SUM UP**

In this you have learnt meaning and definition of research, characteristics features of research, problem selection, survey method, experimental method, importance of review of related literature in economics education, recent trends in research in economics education and utilization ICT resources in research.

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**14.12 UNIT-END EXERCISES**

1. What is Research?
2. What are the factors to be considered for selecting a research problem?
3. Mention the importance of review of literature.

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**14.13 ANSWER TO CHECK YOUR PROGRESS**

**1. Research**

John W. Best defines Research, "as the systematic and objective analysis and recording of controlled observations that may lead to the developments of generalisations, principles, or theories, resulting in prediction and possibly ultimate control of events."

**2. Advantages of Survey Method**

- High Representativeness
- Economical Method
- Convenient
- Statistical Significance
- No Observer Subjectivity
- Precise Results

### 3. Advantages of Experimental Method

- \* Researchers have a full level of control in an experiment.
- \* The results are specific and conclusive.
- \* The results allow researchers to apply their findings to similar phenomena.

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#### 14.14 SUGGESTED READINGS

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