

B.Ed. Two Year Programme

P.2.13 : Economics

Maximum Marks: 100

The major objectives of the course are to:

- enable the prospective teachers to understand the nature and purpose of economics courses introduced in schools for Indian children.
- develop the required competencies to present the subject matter of economics from a social science perspective.
- help the teacher to do a pedagogical analysis of the subject matter they are to teach at different levels.
- help them acquire knowledge and understanding to establish the cross curricular linkages while teaching economics.
- help the teacher identify basic economic concepts, as integral in the to the syllabus and plan the suitable methodology to teach.
- help them think critically on the economic issues, problems, policies and solutions from the local, national and international perspective.
- prepare teachers who can think and work innovatively, be resourceful to create a learning environment whereby the students would develop an interest and love for economics and find it relevant for their personal and professional lives.

Unit I. Perceptions, Ideologies and Approaches in Economics Education

- Nature of economics as a discipline
- Economics as a part of social science programme in Indian schools. The perspectives presented by NCF-2005
- Economics education for beginners; a rationale for when should we begin teaching economics and what should be taught at different levels?
- Diverse programmes and approaches in economics education. Study of economics as a social reality, study of economic systems, contemporary models of growth.
- Challenges in teaching of economics with regard to
 - i) Understanding the learner.
 - ii) Coping with the learning environment.
 - iii) The economics teacher.

Unit II Elements of Knowledge, Skills and Values in School Economics

- The elements of knowledge : facts, concepts, values and generalizations
- Contribution of economics in labeling countries as developing and developed with a critical perspective
- Development of skills required in economics.

Skill categories: Basic and Complex skills

- i) Mastering skills.
 - ii) Assessing Skills.
- Value orientations: Social and Economic values.

Unit III Selection and Organization of Instructional Components

- Setting the goals and defining objectives of teaching economics at school level.
- Approaching the content and developing strategies for a learner-centered economic education programme.

- Situating learning in the context of learner, teachers and the existing learning environment.
- Working out a comprehensive knowledge and skill development programme for the learners at the school level.
- Tapping sources, preparing materials and framing meaningful assignments for effective teaching and learning of economics.

Unit IV. Pedagogic Planning

- Preparation of unit plans and daily lesson plans along with the resources
- Class and out of class activities to establish school, family and community linkages.
- Reading beyond the textbooks: using textbook with other reference materials such as newspaper and GOI Reports
- Project based learning, problem-solving and ability to take decisions.

Unit V. Assessing for Learning

- Critical Understanding of the existing pattern of assessment
- Stages of evaluation: diagnostic, formative and summative.
- Continuous and Comprehensive Assessment
- Objective testing: construction of test items.
- Evaluation procedures for group projects and other outdoor activities in economics.

Suggested Assignments and other activities

- Reviewing a subject related book/selected articles from some economics journals/magazines; presenting it in the class.
- An in-depth study of an economics thinker with pedagogical guidelines; accompanied with classroom presentation.
- Maintenance of a resource file from the beginning of the session to the end and getting it assessed in a phased manner.
- Conducting a field study – Departmental, community or market – based. Collecting and analysing the data, preparing the report.
- Undertaking of a project or a survey individually/in a group on a topic of individual choice. To be selected after class discussion. (Planning to be done early in the first term and carried on till the third term.)
- Critical analysis of economics textbooks from different publishers

Suggested Readings

- Agarwal Manju, '*Consumer Education*', (2013) Study Material for Secondary Level Economics' – NIOS, Delhi.
- Agarwal, Manju, Arora, N. (2014), '*Concept Learning in Economics, at Secondary Level: A Curricular Dimension*'. A report of National Seminar on Economic Curriculum in Schools. Emerging Trends and Challenges, NCERT, (Follow the link – http://www.ncert.nic.in/departments/nie/dess/publication/non_print/seminars.pdf).
- Agarwal, Manju (2012), '*Planning for Effective Economics Teaching: Teaching economics in India- A Teachers' Handbook*' NCERT Delhi.
- Agarwal Manju (2012) '*Teaching a Topic of Indian Economy using Unit Plan Approach*'. Teaching Economics in India - A Teacher's Handbook, NCERT Delhi Follow the link http://www.ncert.nic.in/departments/nie/dess/publication/print_material/teaching-economics-in-india.pdf).
- Agarwal Manju (2011), '*Economics as a Social Science*' National Seminar on Economics in Schools. NCERT (Follow the link

http://www.ncert.nic.in/departments/nie/dess/publication/print_material/teaching-economics-in-india.pdf).

- Hutchings, A N S. Assistant Masters Association 1971. Teaching of Economics in Secondary schools
- Katty R Fox (2010), "*Children making a difference : Developing Awareness of Poverty Through Service Learning*". The Social Studies', Vol. 101, Issue 1, 2010.
- Lutz, Mark A, 1999, Economics for the Common Good-Two Centuries of Social Economic Thought in the Humanistic Tradition, Routledge: London.
- Thomas Misco and James Shiveley (2010): *Seeing the Forest Through the Trees : Some Renewed Thinking on Dispositions Specific to Social Studies Education*", The Social Studies, Vol. 101, Issue 3, May/June 2010, Routledge, Taylor and Francis Group.
- Shiva Vandana; Kester Kevin, Jain Shreya (2007): *The Young Ecologist Initiative, Water Manual, Lesson Plans for Building Earth Democracy*'. Pub. by Navdanya, Research Foundation for Science Technology and Environment/
- Shiva Vandana, Singh Vaibhav (2011), *Health per acre, Organic Solutions to Hunger and Malnutrition*. Pub. by Navdanya, Research Foundations for Science, Technology and Environment.
- Shiva Vandana (1998), *Towards the Real Green Revolution, RFSTE, Navdanya..*
- Shiva Vandana (1998) *Biodiversity, A Third World Perspective, RFSTE, Navdanya.*
- Shiva Vandana, Jain Shreya (2011): *The Young Ecologist Initiative, Garden's of Hope Lesson Plan for Cultivating Food Democracy*. RFSTE, Navdanya.
- Walstad, William B, Sopar John C. 1994. *Effective Economic Education in the Schools: Reference and Resource Series*. Joint Council on Education and the National Educational Association: New York.

Magazines / Journals

- Yojana, A Development Journal, Published by the Ministry of Information and Broadcasting (Available in 13 Languages).
- Kurukshetra, A Monthly Journal on Rural Development (Special Issues on Food Security, 2013, and others).
- The Hindu: Survey of the Environment and others. (Published Annually).
- The Hindu: Survey of Indian Agriculture' (Published Annually).
- The Hindu: Survey of Indian Industry (Published Annually).
- Tahalka, June 2012, Special issue on 'Earth Aid' – Environment Day Special.
- Economic Survey – (Annual) Government of India Publication: (Available in Hindi and English).
- Seminar : A bimonthly. Magazine..
- 'Down to Earth' : Published by Centre for Science and Environment.

Websites

- Janchetna.blogspot.com (Hindi)
- Janchetna.blogspot.com (English).
- www.cseindia.org (for documentary films and DVD's).
- www.india-seminar.com.
- www.navdanya.org.