

Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IIA: P.2.13A: Economics
(Semester: 1)

Credits: 2

MM: 50 (External: 35; Internal: 15)

Contact Week 15

Introduction of the Course

This course, Economics Methods, is divided into two papers in six units. This course aims to develop among students the concept of economics, its scope, nature, philosophical and historical perspectives, emerging questions in this discipline, methods, and larger issues in teaching economics. Studying economics is like consciously attending to our daily activities, needs, wants, and choices. The aim is to imbibe economic values in prospective teachers, develop rational choices, build the capacity to appreciate and critically analyze the economic system, and contribute to society and education in particular.

Learning Outcomes

After completion of the course, students will be able to

Understand the nature, scope and purpose of economics introduced in Indian schools.

1. Develop the required competencies to present the subject matter of economics from a social science perspective.
2. Raise philosophical questions about the contents of economics.
3. Build their capacities for pedagogical implications in the subject matter.
4. Able to look at the economic curriculum critically.
5. Develop economic values and attitudes to suggest local, national, and international economic issues.
6. Help the teacher to do a pedagogical analysis of the subject matter they are to teach at different levels.
7. Effectively manage a diverse classroom. also sensitively look at gender and marginalized issues in the class.

Number of Units 3

Weeks 15 = 30 hours

Unit 1: Nature and Scope of Economics

(5 weeks = 10

hours)

- Meaning, nature, and scope of economics as a discipline
- Philosophical Questions in Economics: Conceptual, Methodological, Ethical Issues
- Branches of economics and their relevance to teaching

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- Goals of teaching economics at the secondary or higher secondary level
- The theoretical and practical value of teaching economics

Unit 2: Curriculum and Classroom

(5 weeks = 10 hours)

- Examining the existing economics curriculum
- Linkage Of Economics Curriculum In Schools with Higher Education
- Economics in Policies: NCF 2005, NEP2020, NCFSE2023
- Practical problems facing the teaching of Economics.
- Teaching diverse classes
- Gender and Marginalized Groups in Teaching Learning of Economics

Unit 3: Teacher and Teaching of Economics hours)

(5 weeks = 10

- Instructional resources in teaching economics include textbooks, simulations, case studies, online resources, etc.
- Traditional Teaching Methods: lectures, discussions, and group work
- Innovative Teaching Methods such as project-based learning, problem-based learning, and technology-aided instruction, Case Study, Cartoons Method
- Qualities of an Economics Teacher
- Professional Development Opportunities available to economics teachers

Practicum/ Suggested Projects / Assignments (Any Two)

1. Reviewing a subject-related book/selected articles from some economics journals/magazines and presenting it in the class.
2. An in-depth study of an economics thinker and its presentation in the classroom
3. Conducting a field study – Departmental, community or market-based.
4. Collecting and analysing the data and preparing the report.
5. Undertaking a project or a survey individually/in a group on a topic of individual choice.
6. Critical analysis of economics textbooks

Note: On the basis of the above, the teacher may design his/her own relevant projects/assignments.

Essential/ Recommended Readings

- Adebami, M. O. (2017). *Economics explained*. Lagos: Macak Books.

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Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, Critical analysis, collaborative learning, blended learning, educational visits, films, and reflective writing will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. Field studies, projects, Simulations, Task Analysis, and Reflective Journal Writing will form some ways to assess students. Summative evaluation will be done through end- semester examination.

Keywords: Economics, Pedagogy, Teacher, Teaching, Learning, Classroom, Curriculum, Policy



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