

Bachelor of Education (B.Ed.)

**Title of the Course: P.2.13 B: Economics
(Semester: II)**

Credits: 2
MM: 50 (External: 35 Internal: 15)
Contact Week: 15

Introduction of the Course

This course, Developing Economic Teacher, is an extension of the paper Economic Methods and is divided into three units. This paper provides a new perspective on the economy's growth, contesting the conventional wisdom of GDP as an indicator of a country's economic policies. Rather, it looks at people's economic and social welfare, life satisfaction, self-fulfillment, and happiness should be treated as indicators of real development. Hence, it raises questions about the existing economics curriculum. The later units are on preparing lesson plans and assessing students in economics. The attempt is to develop a reflective teacher and build the capacity to examine the existing system critically.

Learning Outcomes

After completing the course, students will be able to

1. Realize the market-oriented ideologies and their impact on the economy.
2. Recognize the value of sustainability in economic activities.
3. Develop innovative ways of teaching and assessing students in the classroom.
4. Help them acquire knowledge and understanding to establish cross-curricular linkages while teaching economics.
5. Help the teacher identify basic economic concepts integral to the syllabus and plan the suitable teaching methodology.
6. Help them think critically about the economic issues, problems, policies, and solutions from the local, national, and international perspectives.
7. Prepare teachers who can think and work innovatively to be resourceful in creating learning.
8. Environment whereby the students would develop an interest and love for economics and find it relevant to their personal and professional lives.

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Alternative Philosophy of Development: Economism to Well-Being (5 weeks = 10 hours)

- Market Economy Ideology and its Perils


Head/Dean

विभागाध्यक्षा एवं संचालक अध्यक्ष
शिक्षा विभाग/Deptt. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

- Environment Sustainability and Economic Growth
- Good Governance as a Prerequisite for Development
- Public policies and national happiness
- Synergizing development with cultural ethos

Unit 2: Teaching and Learning in Economics

(5 weeks = 10 hours)

- Preparation of Lesson Plan and Unit Plan
- Preparing Questions in Economics
- Integration of ICT in Lesson Plans

Unit 3: Assessment and Evaluation

(5 weeks = 10 hours)

- Critical Understanding of Assessment
- Formative and Summative Assessment
- Providing feedback through Assessment
- Designing Projects and Field work for Assessment


Practicum/ Suggested Projects / Assignments (Any Two)

1. Critically looking to parallel markets of economics books at the secondary and senior secondary levels.
2. Interviewing some eminent teachers of economics, economic experts, and newspaper reporters and developing an understanding of economic aspects
3. Review economics book looking at human well-being over market-oriented ideologies.
4. Exploring economic education in students, e.g. financial literacy and reporting

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

Essential/ Recommended Readings

- Adu, E.O. (2002). Audio-visual materials in teaching Economics in Oyo State secondary schools, *Ibadan, Journal of Educational Studies*, 2(1).
- Agarwal M., *Consumer Education (2013). Study Material for Secondary Level Economics' – NIOS, Delhi.*
- Agarwal, M., 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.


Head Dean

विभागाध्यक्ष एवं सहाय अध्यापक
शिक्षा विभाग/Deptt. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

- Agarwal M. (2012). Teaching a Topic of Indian Economy using Unit Plan Approach. Teaching Economics in India - A Teacher's Handbook. NCERT
- Becker, W. E, Watts, M and Becker, S. R (2006). *Teaching economics. More alternatives to chalk and talk*. United States of America: Edward Elgar Publishing.
- Borich, G. D. (2009). *Effective teaching methods*. United Kingdom: Merrill Publication.
- Brunn, P. (2018). *Teacher notes, lesson planning notebook: teaching notes for the school classroom*. United States of America: CreatSpace Independence.
- Glatthorn, A. A., Boschee, F, Whitehead, B. M, and Bonni, F. B (2019). *Curriculum leadership: Strategies for development and implementation* (5th ed.). London: SAGE.
- Gupta, S. (2023). Classroom-Based Practices for Assessments for Learning, *Journal of Indian Education*, 48(1).
- Hirst, P.H. (2010). *Knowledge And The Curriculum. A Collection Of Philosophical Papers*. Routledge: London.
- Hoyt, G. M and Jennings, J. A (2013). *International handbook on teaching and learning classroom*. United States of America: CreatSpace Independence.
- Learning Framework for Classes 11-12 Economics (2023). Central Board of Secondary Education(CBSE).
- National Council of Educational Research and Training. (2006c). *Position Paper of National Focus Group on Curriculum, Syllabus and Textbooks*. New Delhi.
- *National Curriculum for Elementary and Secondary Education; A Framework*. (1988). Revised Edition, National Council of Educational Research and Training, New Delhi.
- *National Curriculum Framework 2005*. (2005). National Council of Educational Research and Training, New Delhi.
- Powell, L. (2015). *A crash course in lesson planning*. United States of America: Creat Space Independence.
- Rajakumar M (2016). *Pedagogy of Economics*. Raleigh, U. S. A: Lulu Publishers.
- Serdyukov, P and Ryan, M (2007). *Writing effective lesson plans*. United Kingdom: Pearson.
- Srinivasan, M.V. (2006) . Teaching Economics in India: A Teacher's Handbook. NCERT: New Delhi
- Srinivasan, M.V. (2008). Teaching Economics: A Comment. *Economic and Political Weekly*, 77-79.
- *The Curriculum for the Ten-Year School: A Framework*. (1976). Reprint Ed., National Council of Educational Research and Training (NCERT), New Delhi.
- William, D. (2011). *Embedded Formative Assessment. Solution Tree Press*. Bloomington: USA.
- *Wise Robert I. (1976). A Critique of Planning by Objectives. Curriculum Theory Network, 5(4) 280-289.*



Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष
शिक्षा विभाग/Deptt. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

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.

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. Micro lessons will be specifically taken in class. Discussions will be made on framing questions for assessment in the economics classroom.

Assessment Method

The assessment will be formative and will factor in student participation. Summative evaluation will be done through the end-semester examination.

Course Evaluation:

The course evaluation will be as follows: Attendance and Participation: 10%

Assignments: 20% Semester Exam: 70%

Assessment includes-

Individual and group tasks and assignments will be given. Critical analysis, Reflective Journal Writing and simulated teaching in small groups will form some ways to assess students. A summative evaluation will be done through an end-semester examination.

Keywords: Economism, Well-being, Lesson Planning, Unit Planning, Formative, Summative, Questioning



Head/Dean
विभागाध्यक्ष एवं संकाय अध्यक्ष
शिक्षा विभाग/Deptt. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007