

Chapter - I

- 1.1. Introduction**
- 1.2. What is teaching**
 - 1.2.1. Effective Teaching and Teacher**
- 1.3. Teaching of Economics**
 - 1.3.1. Values and importance of Teaching of Economics**
 - 1.3.2. Presentation of subject-matter of Secondary Stage**
 - 1.3.3 Presentation of subject-matter of Higher Secondary Stage**
 - 1.3.4. Aims of Teaching Economics in Indian condition**
- 1.4. Meaning of Method**
 - 1.4.1. Methods Based Teaching**
 - 1.4.2. Methods of Teaching of Economics**
- 1.5. Techniques of Teaching of Economics**
- 1.6. Teaching Aids of Economics**
- 1.7. The term 'Concept'**
 - 1.7.1. Elements of Concept**
 - 1.7.2. Perception and Concepts**
 - 1.7.3. Concept formation and Development of concept**
 - 1.7.4. Concept Oriented Method**
- 1.8. Significance of the Study**
- 1.9. Statement of the Problem**
- 1.10. Operational Definitions**
- 1.11. Objectives of the Study**
- 1.12. Assumptions**
- 1.13. Delimitations of the Study**
- 1.14. Chapterisation**

CHAPTER - I

1.1. Introduction :

Today's student-teachers will be teachers tomorrow and they will teach as they are taught today. Teachers help shape students by providing them with various teaching experiences. In the B.Ed. Teacher Education Programme qualitative improvement in student-teachers is aimed at through both theoretical and related practical components. Most important is a deep and thorough knowledge of the subject and the concepts included in it based on which appropriate teaching methods, techniques and instructional material are planned for, to make the teaching and learning enjoyable and effective.

Economics is taught as a compulsory subject at the secondary school level and most students find it to be an uninteresting and boring subject. The main reason for students' dislike of the subject appears to be the ineffective stereotypical lecturing method. There is an urgent need for teachers of Economics to incorporate innovative and new methods and techniques in their teaching in order to create interest and a liking for the subject.

'How to teach' is generally a difficult problem for the common teachers. 'How to teach economics' is again a more difficult job for average economics teachers. According to the researchers' opinion teaching of economics is not an easy job. The teaching of economics is really a challenging adventure. A lot of expectations are from economics teachers. Teaching economics is a task which if sincerely undertaken will challenge the best effort of the teacher. The teaching becomes more effective when pupils take part in the learning process. Therefore, the teaching must be more interesting in providing enough experiences. Also economics should be taught effectively as well as methodologically. But it is a fact that a large number of students dislike the subject. From the researchers' point of view the reason is, we are the

economics teachers who do not adopt simplest way to teach difficult subject. While selecting the way of teaching economics one must keep in his mind intellectual level and cultural background of learner. Research studies have done on effectiveness of teaching.

Studies of teacher effectiveness have failed to identify a single pattern of effective teaching. Not any single teaching strategy, however attractive it may seem, is a perfect one. One cannot suggest confidently that a particular teaching strategy is suitable to a particular situation and to a particular group of students. Bhalwankar, A.G. (1985) remarked in the conclusion part of his Ph.D. report that, 'one cannot be rigid in the use of teaching methods. All teaching methods are effective in certain situations and not so effective in other situations and not so effective in other situations. Content and objectives determine the method to be used.' It means that, the unsuited teaching strategies should be avoided traditional teaching method or a teaching model, however effective it may be is not suitable and not usable to students of a particular region, it must be rejected. Instead of that, teachers should try to devise new teaching strategies, which helps students to increase their performance in the subject.

The researcher is interested not only in concepts but in understanding of them also without understanding of concepts students cannot show better performance in any subject. Basically, economics is a science of concepts they are the key part of the subjects. Concrete conceptualization is essential from the grassroots level. So, economics must be taught effectively from the Secondary, Higher Secondary level and for teaching concepts appropriate teaching strategies must be used. Therefore, emphasis should be given in understanding of concepts. In the present study, the researcher has given more stress on ways and means by which economics concepts are understood by student-teachers.

1.2. What is teaching ?

Teaching as it is generally said, is an art and skill to be learnt. It requires knowledge of subject content, methods, techniques and teaching aids to be used for making teaching interesting and effective. Teaching is a process of development. Teaching is an intricate, complex, conscious and deliberate activity. Now the educationists feel that teaching is to motivate the student to learn and acquire the desired knowledge, skill and also describe ways of living in the society. The main objective of teaching is to enable the pupil to respond to his environment effectively.

There have been a variety of definitions given by different people perceiving teaching from separate angles. Teaching a complex human organism (students) which is carried out in the complex situation (classroom). Lexicographers define, 'teaching as imparting knowledge of skills, giving instruction or lesson, inspiring assisting another to learn providing information of appropriate situations, conditions or activities designed to facilitate learning.

Flanders (1970) explains "Teaching as a transactional activity between the teacher and the taught. He says that teaching behaviour by its very nature, exists in the context of social interaction. The act of teaching lead to reciprocal contacts between the teacher and pupils, and the interchange itself is called teaching."

According to Skinner (1968), "Teaching is the arrangement of contingencies of reinforcements under which students learn. They learn even without 'teaching' in the natural environment but teaching involves arranging of special contingencies which expedite learning, hastening the appearance of behaviour which would otherwise be acquired slowly or making sure of the appearance of behaviour which might otherwise never occur."

B.C. Das, in his book, writes about the concept teaching. "Teaching is both science and art. As a science it involves knowledge, as an art it requires skill and techniques. Thus teaching is a process of presenting information for the purpose o

bringing about desired change in learners behaviour.

In the book 'Psychology of Teaching ': Rudiments of a theory, Mitra, S.K. (1970) has classified broadly the definitions of teaching into three types as,

1. Imparting knowledge of skills.
2. Doing anything and everything that may lead to learning and,
3. Social act of influence.

Teaching thus aims at helping learners to learn or change their behaviours in a relatively permanent manner and involves arrangement of situation for facilitating learning.

To sum-up : teaching is establishing a harmonious relationship between teacher, pupil and subject, it is giving useful information, it is causing the child to learn, it is the stimulation and direction of learning , it is helping the child to make effective adjustments, it is guiding the pupil activity, and it is training of his emotions. Teaching is an art and is a skilled occupation. The modern trend in education is to regard teaching as a form of social service.

1.2.1. Effective Teaching and Teacher :

It may be stated that pupils growth is the most relevant criteria for teacher effectiveness. The effective teachers can use different methods of teaching, their own teaching styles and applying unconventional techniques. The fulfilment of educational goals could be achieved only through quality education. Thus, the teacher and the quality of his teaching of the paramount importance. For effective teaching, the teacher must be more interested in providing enough experiences. The Teaching becomes more effective when the pupil are more participatory in the learning process.

"The main objective of teaching is not to explain the mening but to knock at the door of the mind" So said Rabindranath Tagore. From this point of view, teaching should not be regarded as merely a job or even a profession.



In the article 'Teachers Effectiveness: An Insight', Dr. S.S. Krishna's view is, 'Effective teaching is a complex term to understand. It consists of many factors. For effective teaching a teacher must have up to date knowledge; he should always be a student, he must know the contents of the subject and his students.

An effective teacher may be understood as one who helps development of the basic skills, understanding proper work habits, desirable attitudes, value judgement and adequate personal adjustment of the student. The effective teacher never stops experimenting to discover what best suits his own particular needs and those of his students. The effective teacher can apply teaching methods techniques that are easier quicker, better, safer, more rewarding.

1.3. Teaching of Economics :

What is Economics ?

The words "economics" and "economical" are already a part of most people's everyday vocabulary. Today economics is usually thought of as the study of the way man tries to satisfy his desires-which, thanks to the power of his imagination, are virtually unlimited - by using the scarce resources available to him. These resources include a fixed amount of land and raw materials, capital equipment such as a machinery and factory buildings, and his own labour and knowledge. Because man can never have everything that he wants, he must constantly make choices between different goals and different methods of obtaining those goals, in order to get the most from what he has.

Economics is the study of the way man meets the problem of scarce resources, choosing among alternatives, uses as he attempts to maximize the satisfaction of his desires. Knowledge has many branches and Economics is an important and useful branch of knowledge. In recent years, the science of economics has assumed greater significance in view of the fact that knowledge of economics is being used for initiating and accelerating growth in the economics of the world and thus for

eradicating want, poverty and unemployment from the human race. Besides, the nature of so many other problems such as inflation, food, stagnation and recession, population explosion, adverse balance of payments and so on that confront the economics of today cannot be provided without the adequate knowledge of the science of economics.

With the advancement of knowledge and development of civilisation there has occurred a considerable change in the concept of Economics. In the present day set up man occupies the primary place and wealth only a secondary place. Wealth is no more considered to be the be all and end all of human effort. Wealth is also not considered to be the main cause contributing to human happiness. At present the definition of Economics as given by Marshall is more appropriate since it leaves no doubts and defines economics correctly. The definitions of Economics as given by Marshall makes it clear that Economics is not a science of wealth but a science of man primarily.

1.3.1. Values and Importance of Teaching of Economics :

The values and aims of teaching of a particular subject are determined with the help of objectives to be achieved by teaching of that subject about values of Economics.

1. Helpful in selection of occupation.
2. Proper use of money.
3. Teaches the Art of organising the financial matters.
4. Expansion and Enrichment of theoretical knowledge.
5. Development of mental faculties or mental powers.
6. Brings about broad-mindedness.
7. Understanding of relative importance.
8. Power to solve various complex problems.

We find a large number of practical application of Economics in life. The knowledge of Economics is needed at every step and stage of life. Every body irrespective of the fact to which class of society he belongs, makes use of knowledge of Economics in one way or the other for example, a labourer uses knowledge of Economics while making purchases from the market etc. A businessman uses his knowledge of Economics to run his business efficiently. Similarly other persons in other fields or vocations make use of their knowledge of Economics in a variety of ways. The applications of Economics are spread over to almost all academic fields and vocation.

In the present it seems impossible to live without having a basic knowledge of Economics. Truly speaking the ignorance of Economics in masses is a formidable obstacle in the way of the country's progress.

1.3.2. Presentation of subject-matter of Economics of Secondary Stage of Education :

At the secondary stage (i.e. classes IX and X) we have the adolescents between 15 to 16 years of age whose developments have occurred to a large extent. Their aim is to acquire knowledge mainly with their own efforts. They have an urge to do things themselves so as to exhibit their personality and importance. They want others to realise the fact that they have a certain place in society.

At this stage of education the following principles of education should guide the teacher in the presentation of the subject-matter.

1. To develop in students the consciousness about the various aspects and problems of life.
2. To develop various mental faculties, such as thinking, reasoning, memory, judgement etc. of the students.
3. To develop in students a scientific outlook and to train them to grow into conscious and able citizens.

4. To develop in students practical knowledge and practical outlook about the subject Economics.

At this stage of education the use of text-books for teaching of economics is recommended, however, teachers should take care while selecting a text-book to be recommended to the students. The use of teaching aids be made as often and as many times as is possible. Teachers are free to use any type of teaching aids at this stage of education (i.e. traditional aids, visual aids or audio-visual aids.)

1.3.3. Presentation of subject-matter of Economics at Higher Secondary Stage of Education. (XI and XII) :

At the Higher Secondary Stage (i.e. classes XI and XII) the students are quite grown up and their mental, physical, social and moral development have taken place to a large extent, they are in the post adolescent stage. They have become quite mature and are now mainly interested to know about various economic theories and principles in detail. Students are interested to know how certain facts and events occur. The main aims of teaching of Economics may be summarised as under:

1. To develop in students the capability of analysing and understanding various principles and laws of Economics.
2. To help students to become efficient producers, consumers and conscious citizens.
3. To make students capable of tackling various economic problems in a practical manner.
4. To make students conscious of the needs of human welfare and the economic welfare of the society and the country.
5. To develop in students the capability of tackling and applying the principles of Economics to various practical aspects of life.
6. To provide students with a lot of practice in practical work so as to enrich

their knowledge for its practical application in life.

Visual and audio-visual aids must also find their place in teaching of economics at his stage of education. Some commonly used aids are maps, sketches and diagrams, graphs, periodicals and journals, films, cinema, documentaries etc.

1.3.4. Aims of Teaching of Economics in Indian Conditions :

India is a developing country and is making all out effort to have a proper place in the community of nations. India has opted for socialistic democracy which may be considered as her social objective.

Democracy is no more confined to political life and is also concerned with the economic life of the country. Real democracy is achieved only when the whole economic structure of the country becomes democratic. For the success of any democracy a stable economic system is a must.

If we look at the prevailing conditions in India we find it to be poor and over-populated. Thus it suffers from poverty and over population. These two are mainly responsible for the present plight of our countrymen. We have plenty of natural resources but have failed to utilise them properly. Indian economy is mainly dependent on agriculture and soetimes due to scarcity of rains and other such conditions we have to face many problems. Though the green revolution has made us self-sufficient in our food production yet much more has to be done to meet the increasing demand of fast-growing population of our country. We find that the study of Economics can help us a lot to make progress in these fields and to take our country at a higher position in the community of nations.

Keeping the above facts in view the aims of objectives of teaching of Economics are as under:

1. Knowledge of Economics conditions and problem faced by India.- To make a worthwhile start in the upliftment of our country and to solve its problems it is

imperative that first of all we try to know about the economic conditions of the country and also acquaint ourselves fully with the problems faced by us. If we are able to correctly identify the causes for such problems it will be easier for us to find a solution to them.

2. Knowledge of Principles and Theories of Economics - In India we should lay more emphasis on teaching various theories and principles of Economics. It is only through such a knowledge that our youth will have a proper idea of the problems of this country.

3. Development of Economics consciousness - The development of economic consciousness in our students should be one of the major aims of teaching of Economics in our country. A person with a spirit of economic citizenship can solve most of his problem. He also understands various economic rights and duties which he is expected to discharge as a citizen of democratic India.

4. Knowledge of the Economic structure of the Government and the society - An all out effort be made to fully acquaint the students with the existing taxation structure, immense industrial and business potentialities etc.

5. Training in practical use of Money - The teaching of Economics should also aim at training the students in practical use of the money. They should be taught that proper budgeting is good for a happy and peaceful life.

6. To develop broad and international outlook - By the teaching of Economics we should try to acquaint the students with the economic problems of the country as also of other countries. Such a knowledge is quite helpful to broaden the outlook of the students and to develop in them a spirit of international understanding.

7. Scientific outlook - Economics, being a science subject its teaching must aim at developing a scientific outlook amongst the students. Such an outlook will help them in critically analysing various statistics and figures released by the Government and will help in developing economic consciousness in them. Such a

consciousness will also help them to know about the method and means of production, distribution, exchange etc. in the country.

The theoretical knowledge of various laws of Economic (i.e. laws of marginal utility, laws of demand and supply, laws of diminishing returns etc.) is quite helpful to the students in their practical life and they can make proper use of their knowledge of Economics in various walks of life.

1.4. Meaning of Method :

The word method is often used very loosely. It has been supposed to involve a body of fixed and stereo-typed modes of procedures each applicable to its appropriate subject as a kind of ritual to be observed by all teachers, and in all circumstances. In this sense method has been rightly scorned and is now becoming discredited.

A method is not merely a device adopted for communicating certain items of information to students and exclusively the concern of the teachers who is supposed to be at the 'giving end'. A method must link up the teacher and his pupil into an organic relationship with constant mutual interaction.

Some definitions of 'method'

1. 'Method covers the choice of what is to be taught at a given point of time means by which is to be taught and the order in which is to be taught.'

-Jangira (1983)

2. 'Methods refer to the formal structure of the sequence of acts commonly denoted by instruction. The term method covers both strategy and tactics of teaching and includes the choice of what is to be taught. In the other words, method is a wider term and it includes strategy.

- Broudy (1963)



3. 'Method of teaching is a concept-strategy.' Teaching strategy is a part of the larger development scheme of the curriculum, Strategies and methods have the same objectives i.e. bringing in the learner.

- E.Stone and S. Morris (1964)

1.4.1. Methods Based Teaching :

Teaching methods inevitably constitute significant aspects of human effort to educate. These are the patterns of teachers behaviours that recurrent, applicable to various subject matter, characteristics of more than one teacher and relevant to learning and may be considered a sub-category of educational methods which also include instructional devices such as teaching machines, conventional and programmed text-book, stimulation, films and other such as inductive and deductive method, lecture method, discussion method, discovery method, problem solving method and project method, logical methods, laboratory method, supervised study method and socialised recitation method etc.

By 1910, Herbartianism as a system of education was quite generally criticized. The emphasis upon the teacher and upon formal procedure especially was opposed. Modern educational theory and practice have grown largely out of the work of Pestalozzi, Frobel and Hurbert. The new Philosophy, however, is based upon modern scientific procedure. It emphasises the pupil, at least in theory, it regards learning as an active process, it considers the interest of the pupil individually and collectively and it lays stress on education as being a constant process of recognizing and reconstructing experience.

1.4.2. Methods of Teaching of Economics :

For effective learning of Economics the method has to be as good as the content. It is through method only that it is possible to make the subject interesting and useful. Method of teaching Economics differs from stage to stage and from age group to age group. The method to be adopted depend upon many factors which

include the environment and the familiar situations or experience that are to be correlated effectively.

Teaching is thus the most difficult task and everybody is not fit to be a teacher. Some persons may have a 'flair' for teaching and such persons have the ability to awaken interest and arrest the attention of the students, some others who are not so fortunate can improve their teaching through practice if they are fully acquainted with various methods of teaching. In order to make children learn effectively the teacher has to adopt the right method of teaching economics. For choosing right method for a given situation the teacher must be familiar with different methods of teaching.

It is important to briefly study the various methods of teaching Economics as it this study offering strategies have to be suggested to student-teachers for teaching Economics effectively.

Some of the important methods of teaching Economics are as under :-

1. Inductive and deductive method.
2. Text-book Method.
3. Lecture Method.
4. Project Method.
5. Analytic and Synthetic Method.
6. Problem Method.
7. Supervised Study Method
8. Socialised Recitation Method
9. Laboratory Method.
10. Psychological and Logical Method.

1. a) Inductive Method - Induction means to provide a universal truth by showing that if it is true for a particular case, it is true for all such cases. A formula or

a generalisation is thus arrived at through a convincing process of reasoning and solving problems.

Application of the Method - This method can be easily referred to as a method of illustration. In this method with the help of suitable examples an attempt is made to proceed from concrete to abstract and from particular to general.

Conclusion - This method is quite useful in lower classes where certain simple generalisations are to be made. At the advanced stage it is not so useful. This method is psychological and gives very good results if followed by deductive method.

b) Deductive Method - In this method, the rules are given at the very outset. The students are asked to apply these rules to solve more problems. In this method the formula is accepted by the students as pre-established and well-established truth.

Application of the Method - This method provides skill, speed and efficiency in solving problems. Most teachers follow this method and even text books are written according to this method. However, this method gives good results if it is preceded by inductive method

Conclusion - Thus, we find that induction and deduction are complementary. So beginning should be made with the inductive method which should then be followed by a sufficient drill work by deductive method. This promotes speed, accuracy and command.

2. Text-book Method - It is a method in which Economics is taught with the help of text-books. At present text-books have become an essential part of educational process. The importance of text-books lies in the fact that they can be used to impart the maximum possible knowledge in the shortest possible time. In good text-books we find that a well-ordered development of the subject-matter is made.

Application of the Text-book Method - While applying this method either of the two is used : (a) Single book method, (b) Multiple book method. In single book method, teacher lays emphasis only in one text-book whereas in multiple book method, the

teacher makes use of a number of text-books.

3. Lecture Method - The 'lecture method' is otherwise known as 'the chalk and talk method' where in verbal explanation is given for facts. It is not at all a method to be used in teaching of Economics. Yet it becomes appropriate under certain conditions such as :

- a) While introducing a new subject.
- b) For explaining abstract concepts.
- c) For giving demonstration.
- d) For preparing pupils for practical works.
- e) For summing up and reviewing certain concepts.
- f) For initiating a discussion.

This method is found to be more useful for teaching of Economics at higher stage of education.

4. Project Method - This method was given by Dewey-the American philosopher, psychologist and practical teacher. The project method is a direct outcome of his philosophy. According to Dr. Kilpatrick, "A project is a unit of whole hearted purposeful activity carried on preferably in its natural setting."

In this method the students are asked to draw a project and carry it out and learn by this method. This helps the development of activity as well as the knowledge of the students. The projects may be either (i) individual, or (ii) collective and social. This method can be quite useful in teaching of Economics.

5. Analytic and Synthetic Method :

a) Analytic Method - The word 'Analytic' is derived from the word 'Analysis' which means to break up or to resolve a thing into its constituent elements. The

method is also called Question-Answer Method. In this method an attempt is made to impart abstract knowledge on the basis of concrete knowledge. This method could be of great use in teaching of Economics. Through this method we can easily teach to the students such topics as production, consumption, distribution, market etc.

Application - In this method the teacher writes a particular topic on the black-board and then he, through the help of various types of questions tries to impart the knowledge about the particular topic to the students. At the end of the lesson teacher gives a summary of lesson on the blackboard which is then noted down by the students.

b) Synthetic Method - The word 'Synthetic' is derived from the word 'synthesis' which means to combine together. In this method we combine together a number of facts, perform certain economical operations and arrive at the solution. In this method, we start with the known data and connect it with the unknown part. It is the process of putting together known bits of information to reach the point where unknown information becomes obvious and true.

6. Problem Method - This method is based upon the process of finding out the results by attacking a problem in a number of definite steps. In this method student is involved in finding out the answer to a given problem and thus actually it is a discovery method. Problem method is quite useful for teaching of Economics. Economics is nothing but a sum total of various economic problems. This method can be easily used to teach consumption, exchange, production, distribution and finance etc.

Application - The students are given certain problems and are asked to solve them in their own way. It is desirable that only such problem, be selected, with which the students may be able to establish their affinity and nearness. The problem selected should also be within the mental status or the intellectual capacity of the students.

7. Supervised Study Method - According to *Arthur C. Bining and David H. Bining* supervised study mean, "The supervision by the teacher of a group of class

of pupils as they work at their desk 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 remain at his desk watching the pupils do their work continually alert for any wrong procedures that the pupils may follow. He is always ready to direct and aid them."

8. Socialised Recitation Method - According to *Yoakam and Simpson*, Socialised recitation is an educational programme of the school in which "Children are discussing, questioning, reporting, planning, working in natural ways. The teacher is a guide, counsellor, advisor, contributor and director in the best sense of the word, trying to get children to discover things for themselves rather than to have them merely listening to him."

The main purposes of the socialised recitation are to develop techniques useful in group work, to stimulate reflective thinking, to supplement previous knowledge, to encourage creative expression, to develop desirable social attitudes by providing practice in a large variety of socialised situations and above all, practice in the technique of cooperative thinking.

9. Laboratory Method - In this method for teaching of Economics an attempt is made to stimulate the activities of the students and to encourage them to make discoveries. Here we proceed from concrete to abstract. In the words of J.W.A. Young, "The laboratory method aims to arouse teachers to a belief, not only theoretical but practical and effective as well, that mathematical dishes must be made appetizing and palatable. They are to be accepted with pleasure and digested with ease."

Application - In this method the plan of work is drawn by the teacher. He tells the students about the things that shall be needed for the completion of that work. He asks the students to complete the work and himself assumes the role of a friend, philosopher and a guide. The students sit in the laboratory and do the work

independently according to the outline provided to them. The time is determined for the work. Students who complete their work in a shorter time are allotted more work.

10. Psychological and Logical Method -

a) Psychological Method - In this method more emphasis is put on the psychology of the student. Their aptitudes and faculties are kept in mind while teaching them the subject-matter. This method attaches a little importance to the teaching of subject-matter and lays more stress on the development of psychology and faculties of the child. Thus it is more scientific and so a useful method of teaching.

b) Logical Method - This method lays more emphasis on the presentation of facts in a logical way. The students are asked to organise the facts on the basis of cause and effect. Students are guided by the teacher in this respect. Teacher encourages the students to undertake comparative study. The job of the teacher is to analyse and to present the critical picture of the data collected by the students. He thus corrects the mistakes of students and guides them.

1.5. Techniques of Teaching of Economics :

Regarding the technique of teaching, M.P.Moffatt, in his book "Social studies Instructions", writes, "All techniques should be in line with the democratic process and relate to the goals desired in the study of a topic. Techniques are employed for getting the learning under way with guidance from the teacher. They should be settled as a means for serving the best purpose at a particular time with the result of growth for the individual."

There are many techniques which can be effectively used for the teaching of Economics, some of these are as follows :

1. Questioning technique.
2. Drill technique
3. Story telling technique.

4. Narration technique.
5. Observation technique.
6. Examination technique.
7. Dramatisation technique
8. Assignment technique.
9. Illustration technique.
10. Text-book technique.

1. Questioning Technique - In this technique of teaching, teacher makes an effort to impart knowledge to the students with the help of various topics by questions. His aim being to inspire the students to acquire further knowledge. In this approach we rely much on the students verbal report for information about the experiences to which he is exposed and for knowledge for his learning.

2. Drill Techniques - Drill work is based on the principle of learning by doing and on the law of exercises. It is an admitted fact that practice makes a man perfect. Making use of drill we can expect speed and accuracy in solving economical problem. Through drill it is possible to test the knowledge and strengthen the knowledge acquired by the students.

Drill and exercises occupy an important place in the teaching of the Economics. Economics needs more of practice and exercise. The teachers know very well that rewriting of charts and tables makes the knowledge perfect in lower classes. He should try to give the exercises based on the subject or topic already taught. The teacher should try not only to encourage the students to do exercises accurately, but also try not to discourage the students who commit mistakes.

3. Story-telling Technique - The presentation of the subject-matter of Economics in the form of a story requires a good deal of planning and serious thinking. Teachers of today are not very much prone to it and they do not get an opportunity to

grow prove to all these things. Most of their energy is consumed by the idea of examination. For success of this technique it is essential that the teacher is able to sustain and maintain the interest of the students. Aristotle highly favoured the use of this technique. This technique is quite useful for small children because they have a lot of imagination and curiosity in them. They want to acquire knowledge through story-telling technique.

4. Narration Techniques - It is also known as lecture method. In this technique the teacher presents the subject-matter and the students listen to it sitting silently. To keep students active sometimes teacher asks a few questions while delivering his lecture. In this technique the students become passive listners. If they listen attentively they remove many of their difficulties. Thus we find that the most important requirement for this technique is the concentration of the students.

5. Observation Technique - In this technique the teacher presents to the students such circimstances where in they may get a practical knowledge or idea of the principles and theories of Economics. The teacher may take the students to the market and give them an idea of import demand and supply in practical way. This technique is quite useful for observation of land, labour, capital, management,enterprise, import and export system by making the students observe a factory, market place etc.

6. Examination Technique - This is a broad-based technique and can be used for almost all subjects and all topics. In this technique the teacher tests the previous knowledge of the students and tries to evaluate the intelligence and knowledge or the achievement of the students. This helps the teachr to know how far the studens shall be able to understand the theories and principles of Economics and the teacher tries to impart the knowledge to the students on the basis of this information. It is quite useful for higher-secondary classes.

7. Dramatisation Technique - It is a new technique being used in teaching and it helps to make teaching quite interesting. Even difficult topics can be presented

in a simple and lucid manner by use of this technique. In this technique more emphasis is laid on activity. All the students are required to play the role and thus to participate in drama. The use of this technique helps to develop the creative powers of the students but this technique is not a practical one.

8. Assignment Technique - Assignment is a sort of self-study which supplements class-room teaching. In this technique, the teacher assigns work, provides guide lines and sets time limit for the completion of assignment. The teacher may write it on the black-board, dictate it or it maybe given in the form of a cyclostyled or typed sheet.

9. Illustration Technique - Using this technique an attempt is made to impart knowledge of certain topics of Economics. In this technique with the help of illustrations is taken to impart knowledge. This technique is gaining in importance in the present times. The illustrations help to create interest in the students and also helps in attracting the attention of the students. This technique is quite helpful in bringing about the mental development of the students.

10. Text-book Technique - It is an old technique being in use since quite long. In this technique the teacher recommends certain books to the students and asks them to read those books. Once the students have finished reading the books the teacher asks a few questions.

1.6. Teaching Aids in Economics :

It is now a well-recognised fact that to keep teaching interesting and make it effective we have to make use of certain material aids. The use of these material aids makes the teaching effective, simple and interesting. The use of sensory aids in teaching of Economics is of recent origin. M.P. Moffatt in his book 'Social Studies Instructions' has remarked, "The teacher must strive to make the teaching of Economics realistic, vital and interesting through varied methods and procedures, through an intelligent adaptation to the interest and abilities of the class and through

the planning and appropriate use of Teaching Aids.”

In the following various types of teaching aids are used in Economics. Some of these are as under -

(a) Traditional Aids - Text-books, black-board and chalk, maps, papers and journals etc.

(b) Visual Aids - picture, graphs, tables, sketches and diagrams, chart and models etc.

(c) Audio-visual Aids - Radio, Tape-recorder, television, documentaries, cinema and films, excursions etc.

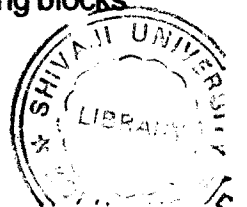
Provision for various audio-visual aids should also be made for use in Economics teaching.

Books are also used as teaching aids and there should be a provision for a library consisting of books in Economics. In this library there must be a good collection of periodicals and journals. Periodicals, journals as well as newspapers are of great importance in the teaching of Economics. These journals have articles, news and comments on economic problems. They are not of much use in lower classes but have great value for higher classes. They can help a students in higher classes in acquiring knowledge.

Charts and maps may also be displayed in Economics class. This will encourage the students to do that work more neatly and nicely. The library should be easily accessible to the students. They should be free to come and sit in it as and when they want.

1.7. The Term 'Concept' :

Concept is an important tool of thinking. The word concept is used to designate both mental constructs of individuals and also identifiable public entities, which include part of its substance of the various disciplines. Concepts are the key building blocks



for the structure of knowledge of the various academic disciplines. Concepts are the distillate of sensory experiences and the vital link between external inputs and overt behaviours. Concept learning is thus regarded as the identification of concept attributes which can be generalized to newly encountered examples and discriminate examples from non-examples.

Concepts can be thought of as information about 1) objects, 2) events and 3) processes that allows us to :- 1) differentiate various things or classes, 2) know relationship between objects and 3) generate ideas about events things and processes.

The following definitions of concept given by the different thinkers are also important to know the nature of concept.

1. According to **Bruner (1950)**, 'a concept is class or grouping response - an act of categorization, involves rendering different things equivalent.'

2. According to **Archer (1969)**. 'a concept is simply the label of a set of things that has some thing in common. A concept is different from a fact, a principle and a generalization.'

3. **Woodworth** describes a concept as 'classification of stimuli, qualities or events so as to bring out their common characteristics.'

From the above discussion, concept means -

1. concept represents the attributes common to several different events or objects.
2. concept is class of stimuli like events or objects.
3. concept is an ?
4. A word or a group of words generally represents concept.

To sum up, a concept is an abstraction that represents the attributes common to several different objects or events and is generally represented by a word or a

group of words. In this study the researcher has taken the conceptual terms as concepts. For example, Demand, Supply, Profit, Rent etc. are considered as concepts.

1.7.1. Elements of a Concept :

1. Name - Name is the term or label given to a category e.g. apple, goat, point etc.

2. Attributes - The features or characteristics of object are its attributes.

3. Example - Most of the concept have more than one example. Example of a concept have all the essential attributes of the concept present in them. Bruner refers to those examples, which contain all attributes in them as positive examples. The absence of one more essential, attributes makes an instance of a negative example of the concept.

4. Definition - A definition is a statement specializing the attributes of a concept. It is a device for summarizing the findings of the search for attributes. A correct rule or statement merely reflects successful utilization of the other elements of a concept, positive and negative examples and essential and non-essential attributes.

1.7.2. Perception and conception :

The first aspect of perception concerning activity in the sense organs and natural pathway leading to the brain has been referred to as 'sensation'. The second aspect of perception involves characteristics of the perceiver himself i.e. his past experience, his motives, his attitudes etc. Hence perception is sensation plus meaning. In the development of a concept, it is first necessary for the learner to recognize the essential feature with the help of sensory organs the learner perceives the objects. Conception is that type or level of cognitive process which is characterized by thinking of qualities, aspects and relations of objects at which therefore comparison, generalization, abstraction and reasoning become possible of which language is the great instrument and the product concept-normally represented by a word.

1.7.3. Concept Formation and Development of Concept :

Heiss, Obourn and Hoffman while explaining concept formation write. "How are concept and generalizations formed ? Pupils progress through levels of maturity. At each level they should participate in rich and varied learning experience. Understandings needed in adult life begin their growth in the nursery. They grow and expand through continuing experiences until the learner emerges into adult life."

"A concept may be simple or complex. A pupils concept of a flower." It is important that the concept to be developed at any grade level be carefully defined by the teacher. Then the learning experiences should be provided that would stimulate the pupils to learn. This kind of planning and teaching will eliminate much dry verbalism. Sometimes pupils form a concept by taking the task or problem in thinking and then solving it.

Concept formation then is largely a process of building upon previously acquired ideas through appropriate forms of guidance and reinforcements. The most efficient way of developing a concept might be having the learner experience the object directly. A new, unfamiliar concept is best introduced by relating it to a known idea.

Concepts develop slowly through experience. They are usually derived from a series of concrete examples or instances. Some are positive examples and some are negative examples. Positive examples are the members of the class (concept) while negative examples are not member of the class. Positive examples seem to be more effective in learning. In complex concepts, negative examples are essential to limit appropriately the possible range of generalization.

John P. Deceeco, has explained, concepts are not always congruent with our personal experience. In classifying our experiences we have to ignore the non-essential ones. e.g., when we see a 'chair', we have to ignore the characteristics like it is made of wood, its colour is black and we must remember the essential characteristics like it has a back. It is single seated. The characteristics are called

the attributes of a concept. An attribute is the distinctive feature of a concept and thus varies from concept to concept.

1.7.4. Concept Oriented Method :

Concept oriented method is a teaching method devised on the basis of teaching experience. being a economics teacher, the researcher knows the importance of concepts in economics so the researcher has been giving emphasis on teaching of concepts. Concepts are the bricks in the construction of knowledge of the subjects. A concept helps to understand the subject. Kagan (1966) emphasizing the importance of concept in life states that, "Concepts are fundamental agents of intellectual work". Concepts guide our thinking and its learning serve as a basis for still higher forms of cognitive learning. It also makes for economy in representing experience. In school teaching the emphasis is laid on the cognitive development. This development depends on the learning of correct concepts. It is necessary that the teachers use right technique or strategy for the teaching of concepts. Concept oriented method has been planned on the teaching experience. It is also based on the steps of teaching of concept suggested by 'Deceeco'.

Steps in Teaching a Concept :

1. Clear description.
2. Reducing the number of attributes.
3. Establish verbal association.
4. Provide positive and negative examples.
5. Order of presenting the examples.
6. Presenting additional examples
7. Defining the concept.
8. Reinforcing the responses.

All above steps are involved in concept oriented method.

1.8. Significance of the Study :

Most of the educationists agree that teaching Economics as a separate subject should start at the Secondary stage of education. Thus the aim at this stage is also to kindle in students a new flame for knowledge which will guide them to achieve success in life.

Students of Higher Secondary Stage of Education are mature to solve the intricate problems of their life by making use of the knowledge they gain by study of Economics.

As students find the subject Economics uninteresting and boring, teachers can make use of methods of teaching, techniques and media to create interest and motivate the students. This will encourage more students to take up the subject Economics and also markedly improve the teaching of Economics at all levels.

Where in all the concepts in economics will be explained and illustrated in an easy to understand manner it will help enhance the confidence of student-teachers and school teachers and enable them to transact the concept in Economics effectively. The package will also help overcome the embarrassment student-teachers and teacher's encounter in the classroom, when they fall short of enriched and advanced knowledge when asked for by students. Hence the practical importance and need for an Enriched Teaching Package in Economics (ECCT).

School and community influence each other and there is a constant interaction going on between these two institutions. People and places in communities offer a wide range of resources for teaching and learning. Community studies give practical opportunities for individuals students and groups of students to expand their creative talents. Use various media of communication and develop abilities to work with adults to their mutual advantage. The students face difficulties because the outside world is so different from the school environment. In making community studies of extended scope and significance. Students may apply many of the academic skills, which they

have developed in their school work.

Life in the classroom covers only a small part of the total life. It is learning to become full and well developed that there is a need to go beyond the school walls and into the community in the form of working participants. It is in this context that the present study attempts to investigate the community resources, which can be used for teaching-learning process of various school subjects. Learning will become permanent and more beneficial if the school syllabus content is analyzed and, in keeping with the developmental psychology and appropriate activities that are suggested to the students.

Kolhapur is a Historical city as well as a district place in Maharashtra. Famous for its cooperative movement and commercial and individual importance. Kolhapur was once the capital of the empire of Shahu Maharaj. Though it has some limitations, Kolhapur community is full of historical places social and political personalities and social commercial enterprises having a very heritage.

If teachers and students fail to use these rich resources for teaching and learning then they are missing out on important and useful first hand experience and therefore the importance of the present study in the area of Economics for our teachers of the future.

1.9. Statement of the Problem :

“PREPARATION OF AN ENRICHED TEACHING PACKAGE IN ECONOMICS FOR STUDENT-TEACHERS.”

1.10. Operational Definitions of the terms used in the study are as follow :

Preparation - The act or instance of preparing an Enriched Teaching Package by, 1) Identifying concepts from Economics syllabus (std. IX to XII) and B.Ed course). 2) Defining the enriched scope of concept in Economics. and 3) Identifying appropriate teaching method, techniques and media for effectiveness in Learning and Teaching of Economics.

Enriched Teaching Package - All important 40 Concepts in Economics (from prescribed Economics text books std. IX to XII and the Economics syllabus paper VII of B.Ed. course of Shivaji University, Kolhapur, Maharashtra.) with the additional information and appropriate illustration it with include teaching methods-techniques and media based teaching aids useful for student-teachers and teachers of Economics to make the learning and teaching of Economics enjoyable and effective.

Economics - Economics is one of the social sciences. It is a dynamic subject taught in junior and senior colleges. The present study consists of the important concepts prescribed in the Economics text-book (std.IX to XII) and the Economics syllabus (paper vii) of B.Ed. course of Shivaji University, Kolhapur, Maharashtra.

Student-teachers - Male and Female graduate and post graduate students admitted in Colleges of Education affiliated to Shivaji University, Kolhapur, Maharashtra for the one year B.Ed. course for the academic year 2004-2005 with Economics as their first or second method.

1.11. Objective of the Study :

1. To analyse the Economics syllabus of std. IX to XII in Maharashtra and identify important concepts of Economics reflected in them.
2. To analyse the Economics syllabus of the B.Ed course (paper VII) of Shivaji University, Kolhapur, Maharashtra and identify the important concepts of Economics reflected in it.
3. To find out from students-teachers the extent of their clarity of the identified concepts in Economics.
4. To consult experts in Economics and decide on the scope of each of the identified concepts. and compile enriched information pertaining to each concept which will facilitate students-teachers teaching of Economics.
5. To prepare an Enriched Teaching Package in Economics by incorporating

appropriate teaching methods-techniques and media for the identified concepts.

1.12. Assumptions :

By defining the scope of the concepts and using appropriate strategies teaching methods-techniques and media, teaching of Economics can be made more effective.

1.13. Delimitations of the Study :

The presents study has the following delimitations.

1. It is limited to the subject Economics in particular.
2. It is limited to, student-teachers of Economics method from the three Colleges of Education in Kolhapur city affiliated to Shivaji University, Kolhapur, Maharashtra for the academic year 2004-05.
3. It is limited to the concepts in Economics from prescribed Economics text-books (std. IX to XII) and the Economics syllabus (paper VII) of the B.Ed. course of Shivaji University, Kolhapur, Maharashtra.

1.14. Chapterisation :

The data collected for the research was analysed and interpreted systematically and presented in six chapters with the help of statistical tables, figures as shown below.

Chapter - I : Introduction

This chapter reflects the background of the problem under investigation by discussion the objectives of the research importance, need, assumption, limitation of the study.

Chapter - II : Review of Related Literature

This chapter represents importance of the reviewing related literature. Review

of the related studies has been undertaken and general conclusion drawn.

Chapter - III : Plan and Procedure

This chapter explains the research design the sample, tools and techniques used for the study. it spells out details about preparation and validation of the tools used for data collection and the type of data collected.

Chapter - IV : Preparation of an Enriched Package In Economics.

The identified concepts in Economics have been clarified and its teaching strategy planned are.

Chapter - V : Analysis and Interpretation of Data.

This chapter consist on analysis of the data collected formulation of tables and their interpretation and inferences have been attempted in this chapter.

Chapter - VI : Summary, Findings and Recommendations for Further Research

This chapter represents analysis and interpretation of the data, findings consists of a summary of the study

and conclusions and suggestions for further study proposed.

Conclusion :

In this very first chapter of the dissertation, the researcher has put forward the outline of research work. The outline deals with the statement of the problem under study, objective of the research study, hypothesis formulated, limitations of the research study and research procedure. It also introduces to the reader with the chapterisation of the dissertation. The research study is concerning with the 'Preparation of an Enriched Teaching Packaged in Economics Student-teachers'. Therefore, the researcher, now intends to take a review of related research studies. This is done in the next chapter.