

SEMESTER – II**CPS 2b – Part II - PEDAGOGY OF ELEMENTS OF ECONOMICS****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs & Practical- 4hrs****External: 60 marks****Total: 100 marks****Course Learning Outcomes:****At the end of the course, the student-teachers will be able to**

- organize co-scholastic activities in the teaching of Economics;
- identify the various steps in assessing learners;
- design year plan, unit plan and lesson plans in Economics;
- develop teacher commitment to enhance professionalism;
- predict the appropriate classroom climate for better classroom management;
- expound appropriate knowledge on school plant;
- identify and analyze the diverse needs of learners in Economics;
- prepare teaching and learning materials in Economics;
- score the students through Continuous and Comprehensive Evaluation and analyze the results;
and
- compile question bank in Economics to aid student performance.

Unit I: Co-Scholastic activities

Meaning- importance-principles in organizing co-curricular activities- classification: indoor activities, outdoor activities. Type of co-curricular activities: Library Activities, Cultural Development Activities, Civic Development Activities, Social Welfare Activities.

Unit II: Evaluation in Economics

Relationship between objectives, learning experiences and evaluation-Qualities of good tests- Steps in construction of achievement tests- Construction of good test items. Types of tests: formative and summative test- Oral, observation, and written. Preparation of Blue print- types of questions: Essay- short answer type-Objective type- types of objective test items:

short answer type, multiple choice type, fill-in-blanks- true or false, matching type - merits and demerits. Characteristics of good test items - Item Analysis - Diagnostic tests and their constructions , Criterion referenced test- Norm referenced tests- Computer Aided Evaluation Online examination – Grading system.

Unit III: Planning for Teaching

Year Plan- difference between lesson plan and unit plan- steps in preparation of year plan- advantages and disadvantages. Unit planning- meaning, difference between lesson plan and unit plan- characteristics of good unit- steps in preparation of unit- advantages and disadvantages. Meaning difference between lesson plan and unit plan – importance of lesson plan – various approaches in planning lesson- Herbartian approach in planning lesson Stages in lesson plan.

Unit IV: Teacher Professionalism and teacher commitment

Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as passion- teacher – teacher commitment as unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘ Professional knowledge’- teacher commitment as a engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching Professionalism. Teacher of Economics: Duties: and responsibilities of the economics teachers- Traits of successful economics teachers – Recommendations of Kothari Commission. Professional development and growth of teachers: Economics Teacher - pre-service and in-service education. Perception of in-service training- need –functions- types of in service programme- specialized in service programme – advantages over pre- service programme. Need for refresher and summer programmes for teachers.

Unit V: Classroom Climate and Classroom Management

Meaning, Types of classroom climate- Ideal classroom climate- role of teachers to maintain ideal climate. Classroom Management: Meaning- concept- The set of strategies that teachers and students use to ensure productive, harmonious learning environment to prevent disruptions in the learning process. Classroom management styles - advantages and disadvantages - role of teachers.

Unit VI: School Plant

Norms in setting up schools- prerequisites for school structure- scholastic and Co-Scholastic requirements- School shapes- ideal shape of school.

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