

INNOVATIVE PEDAGOGY IN ECONOMICS EDUCATION

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Abstract: In present scenario, Economics is the pathway to progress and prosperity. It studies systematically and methodically the economic network of society. NCF (2005) remarked that the boundaries of the discipline need to be opened up and the plurality of approaches may be adopted to understand a given phenomena. It was suggested that the shift from mere imparting of information to involvement in debate and discussion would keep both learner and teachers alive to social realities. An understanding of the experiential base of children is also important in the choice of pedagogy (position paper of NCERT, 2006). Opinion of laments that “we spend too much time forging theoretical tools and too little time in trying to make practical use of them. If this situation still continues then it will be difficult to fulfill the expectations from the various higher education programmes as it is essential to develop higher order cognitive abilities of analysis, synthesis, evaluation and creativity in the students to achieve the goal of producing competent skilled force (cited in Aggrawal, 2007). Therefore, there is dire need to use innovative methods, techniques, approaches for teaching Economics. Innovative i.e. Inquiry, demonstration, discussion, observation, situational presentation, problem solving, current affair based, field based, skill based experiencing, digital proficiency can be used for teaching Economics.

Keywords: pedagogy, economics, globalization

I. INTRODUCTION

With globalization and revolution in technology worldwide business environment is dynamic. In this competitive market, some of economic principles need to be understood by each student almost in every sector. For the sustainable growth, there is a need to understand the basic of demand and supply equations along with its implications in real life. Economics is helpful in finding solutions to economic problems at individual, national and international level. When economics is such an important subject, then why do students at secondary schools find it monotonous? Due to monotonous presentation by teachers' students constantly loses their interest in economics. Consequently, students consider economics as a dull, tedious, and difficult subject. Good lad (1984) argued the importance of using alternative teaching methods, and urged the setting up of training programs for existing teachers to enhance learning, reasoning and positive attitudes. Students would prefer a variety of instructions just as we prefer variety in our daily routine (Becker, 2000).

Teachers of Economics should examine the pedagogy they use in the classroom to teach economics. It is evident that the traditional method is responsible for students being bored or not taking interest in the dynamic subject. Economics teacher can use a number of innovative methods such as co-operative learning, case studies, problem solving methods, project method, media, games and simulations, peer tutoring and brain storming to make learning of economics interesting (Sabapathy, 2014). Following are some of the innovative methods which can be employed in the Economics class for the curriculum transaction of economics at higher secondary level.

II. INNOVATIVE METHODS AND TECHNIQUES OF TEACHING ECONOMICS

Teaching technique refers to procedures used to enhance the chosen teaching methods. Many combinations of methods and techniques are used to teach particular concepts of teaching economics. Some of them are:

1. PROBLEM SOLVING

Many a times problem solving is an effective strategy to help students construct their concepts. Problem based on the content is prepared by the Economics teacher that cannot be generally solved without data collection and use of skills. Students have to search for sources. By following this technique the students of economics learn to generate procedures that they can use again should they encounter another, similar situation. Economics teacher guides them in framing questions, formulate problems in clear and organized language, explore alternatives and make effective decisions.

Activities....

- Students are confronted a problem, organize prior knowledge, and attempt to identify the nature of the problem.
- Pose questions, design plan, identify resources related to it.
- Work out on problem.
- Solution may be demonstrated to the class.

The problem solving method is useful for helping students to construct their own knowledge based on their findings on a given problem. Clearly, the teacher's role in this method of teaching is that of a facilitator and guide, wherein s/he can probe and ask questions as to why students have made certain suggestions.

From Part –I (GS & HSEB), Chapter 3 Demand and Elasticity of Demand & Chapter 4 Supply and Elasticity of Supply, from part II Chapter 4 Money and Banking of Gujarat State Board of School textbooks for std. XI students can be effectively taught by this method.

2. MEDIA INTEGRATION THROUGH DIGITAL PROFICIENCY

Media integration refers to the use of documents, recordings, films and computers in the classroom environment. In economics, the most useful media for teaching include news broadcasts, documentaries and fictional works that deal with economic subject matter.

Films, videotapes, power point presentations, charts, pictures, graphs, magazine and news paper cuttings TV are the effective Medias to deliver content of economics of standard XI. Goals of using this Medias, timing, prior instructions by the teacher and post discussion after viewing can serve the purpose of showing particular content via these.

Activities.....

- Visual media can be stopped and important segments viewed, discussed, critically analyzed and reflected on it.
- Questions and answers.
- Group can be established to examine specific points.

An Introduction to Economics (GS & HSEB) (ch. 1), Market structure and price determination (ch. 6) from part I of text book of Economics can be taught by using this method effectively.

3. DISCUSSION

Discussion provides opportunities to the students to demonstrate their knowledge, allowing clarification and expression opinions. In economics, teacher can give the students current problems related to economy in the class.

Discussion can be used to...

- To help the students to identify and evaluate the evidences and logic behind situations and conditions as per their perception
- Give students opportunity to apply theories of economics
- To help students to present their idea gained through various sources
- Thinking in economics perspective

Activity

- Use broad questions related to economics to get discussion started
- Allow proper time to the students to respond and encourage them

- Mediate the responses, reinforce learning, and redirect questions based on misconceptions.

Good discussion ends with a summary so that the students know what important points were covered.

4. DEMONSTRATION

Demonstration is a technique designed to illustrate a procedure, process or phenomena.

Demonstration is useful in the Economics for showing.....

- Function of various units and its performas
- Application of concept
- Solving problems
- Reviewing ideas

Chapter 4 Money and Banking, chapter 5 Budget from part II of text book of Economics can be taught by using this method effectively.

5. FIELD BASED, SKILL BASED EXPERIENCING

Filed experiences are very useful for learning economics. Economics teacher can use this technique for showing practical side of economics. While planning for the field visit, the **Economics teacher must keep in mind....**

- Selecting objectives of field studies
- Selecting suitable industry/site
- Instructing students on field trip/visit
- Orientating for field trip

After field visit, post discussion helps the students to analyze their findings and draw inferences.

6. SITUATIONAL PRESENTATION

Economics teacher can use situational presentation while teaching Economics. Teacher can give the situations related to current problem of economy and can initiate thinking of the students in economic perspective.

III. CONCLUSION

When teachers are asked to move away from traditional method which is very familiar to them they would find it difficult to switch over to the new methods immediately. Findings of researches on economics education also snatch our attention that only theoretical knowledge is not enough in present complex market situation and the way it is taught by the teacher is also only useful to pass an examination. It is necessary for the Economics teacher to use innovative methods and techniques for increasing economic literacy and for improving economic perspective among the students of economics. Findings of researches on economics education also snatch our attention that only theoretical knowledge is not enough in present complex market situation and the way it is taught by the teacher is also only useful to pass an examination.

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