

**P-1.1 & P-1.2**  
**PEDAGOGY OF ECONOMICS**

**Course Content:**

**UNIT I: Economics: Context and Concerns**

- a) Concept, importance and scope of Economics as a school subject.
- b) Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science
- c) Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05.

**Unit - II: Pedagogical Issues**

- a) Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method
- b) Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation

**UNIT III: Curriculum and Professional Development**

- a) Concept of curriculum and role of curricula in development of economic values and critical thinking.
- b) Text- Books; Importance and Qualities, Supplementary Material.
- c) Economics Teacher: Qualities and Professional development (concept, need and ways of professional development)

**UNIT IV: Content from NCERT Text books**

- a) Sectors of Indian Economy
- b) Agriculture and national Economy
- c) Poverty as challenge

## **UNIT I: ECONOMICS: CONTEXT AND CONCERNS**

Economics is a subject introduced to the children in Indian schools for more than 80 years. In those days, princely states or provinces had the responsibility of providing schooling for the people. This has led curriculum developers to introduce economics topics in the initial years of post-independent India along with topics related to political science in some states or separately in others. However, the systematic planning of economics education in India started in 1976 after the introduction of national system of education i.e. 10+2+3. One of the factors responsible for this phenomenon is the inclusion of Education in the Concurrent List of the Indian Constitution. This enabled both state and central governments to take interest in planning the curriculum and financing of education.

Economics is the science that deals with production, exchange and consumption of various commodities in economic systems. It shows how scarce resources can be used to increase wealth and human welfare. The central focus of economics is on scarcity of resources and choices among their alternative uses.

The resources or inputs available to produce goods are limited or scarce. This scarcity induces people to make choices among alternatives, and the knowledge of economics is used to compare the alternatives for choosing the best among them. For example, a farmer can grow paddy, sugarcane, banana, cotton etc. in his garden land. But he has to choose a crop depending upon the availability of irrigation water.

Two major factors are responsible for the emergence of economic problems. They are: i) the existence of unlimited human wants and ii) the scarcity of available resources. The numerous human wants are to be satisfied through the scarce

resources available in nature. Economics deals with how the numerous human wants are to be satisfied with limited resources.

Thus, the science of economics centres on Economics not only covers the decision making behaviour of individuals but also the macro variables of economies like national income, public finance, international trade and so on.

## **A. DEFINITIONS OF ECONOMICS**

Several economists have defined economics taking different aspects into account. The word 'Economics' was derived from two Greek words, *oikos* (a house) and *nemein* (to manage) which would mean 'managing an household' using the limited funds available, in the most satisfactory manner possible.

### **i) Wealth Definition**

Adam Smith (1723 - 1790), in his book "An Inquiry into Nature and Causes of Wealth of Nations" (1776) defined economics as the science of wealth. He explained how a nation's wealth is created. He considered that the individual in the society wants to promote only his own gain and in this, he is led by an "invisible hand" to promote the interests of the society though he has no real intention to promote the society's interests.

**Criticism:** Smith defined economics only in terms of wealth and not in terms of human welfare. Ruskin and Carlyle condemned economics as a 'dismal science', as it taught selfishness which was against ethics. However, now, wealth is considered only to be a mean to end, the end being the human welfare. Hence, wealth definition was rejected and the emphasis was shifted from 'wealth' to welfare'.

### **ii) Welfare Definition**

Alfred Marshall (1842 - 1924) wrote a book "Principles of Economics" (1890) in which he defined "Political Economy" or Economics is a study of mankind in the

ordinary business of life; it examines that part of individual and social action which is most closely connected with the attainment and with the use of the material requisites of well being". The important features of

Marshall's definitions are as follows:

- a) According to Marshall, economics is a study of mankind in the ordinary business of life, i.e., economic aspect of human life.
- b) Economics studies both individual and social actions aimed at promoting economic welfare of people.
- c) Marshall makes a distinction between two types of things, viz. material things and immaterial things. Material things are those that can be seen, felt and touched, (E.g.) book, rice etc. Immaterial things are those that cannot be seen, felt and touched. (E.g.) skills in the operation of a thrasher, a tractor etc., cultivation of hybrid cotton variety and so on. In his definition, Marshall considered only the material things that are capable of promoting welfare of people.

**Criticism:**

- (a) Marshall considered only material things. But immaterial things, such as the services of a doctor, a teacher and so on, also promote welfare of the people.
- (b) Marshall makes a distinction between (i) those things that are capable of promoting welfare of people and (ii) those things that are not capable of promoting welfare of people. But anything, (E.g.) liquor, that is not capable of promoting welfare but commands a price, comes under the purview of economics.

(c) Marshall's definition is based on the concept of welfare. But there is no clear-cut definition of welfare. The meaning of welfare varies from person to person, country to country and one period to another. However, generally, welfare means happiness or comfortable living conditions of an individual or group of people. The welfare of an individual or nation is dependent not only on the stock of wealth possessed but also on political, social and cultural activities of the nation.

### iii) Welfare Definition

Lionel Robbins published a book "An Essay on the Nature and Significance of Economic Science" in 1932. According to him, "economics is a science which studies human behaviour as a relationship between ends and scarce means which have alternative uses". The major features of Robbins' definition are as follows:

(a) Ends refer to human wants. Human beings have unlimited number of wants.

(b) Resources or means, on the other hand, are limited or scarce in supply. There is scarcity of a commodity, if its demand is greater than its supply. In other words, the scarcity of a commodity is to be considered only in relation to its demand.

(d) The scarce means are capable of having alternative uses. Hence, anyone will choose the resource that will satisfy his particular want.

Thus, economics, according to Robbins, is a science of choice.

**Criticism:** a) Robbins does not make any distinction between goods conducive to human welfare and goods that are not conducive to human welfare. In the production of rice and alcoholic drink, scarce resources are used. But the production of rice promotes human welfare while production of alcoholic drinks is

not conducive to human welfare. However, Robbins concludes that economics is neutral between ends.

b) In economics, we not only study the micro economic aspects like how resources are allocated and how price is determined, but we also study the macroeconomic aspect like how national income is generated. But, Robbins has reduced economics merely to theory of resource allocation.

c) Robbins definition does not cover the theory of economic growth and development.

#### **(iv) Growth Definition**

Prof. Paul Samuelson defined economics as “the study of how men and society choose, with or without the use of money, to employ scarce productive resources which could have alternative uses, to produce various commodities over time, and distribute them for consumption, now and in the future among various people and groups of society”. The major implications of this definition are as follows:

a) Samuelson has made his definition dynamic by including the element of time in it. Therefore, it covers the theory of economic growth.

b) Samuelson stressed the problem of scarcity of means in relation to unlimited ends. Not only the means are scarce, but they could also be put to alternative uses.

c) The definition covers various aspects like production, distribution and consumption. Of all the definitions discussed above, the ‘growth’ definition stated by Samuelson appears to be the most satisfactory. However, in modern economics, the subject matter of economics is divided into main parts, viz., i) Micro Economics and ii) Macro Economics.

Economics is, therefore, rightly considered as the study of allocation of scarce resources (in relation to unlimited ends) and of determinants of income, Outputs, employment and economic growth.

## **B. SCOPE OF ECONOMICS**

Scope means province or field of study. In discussing the scope of economics, we have to indicate whether it is a science or an art and a positive science or a normative science. It also covers the subject matter of economics.

**i) Economics - A Science and an Art**

**a) Economics is a science:** Science is a systematized body of knowledge that traces the relationship between cause and effect. Another attribute of science is that its phenomena should be amenable to measurement. Applying these characteristics, we find that economics is a branch of knowledge where the various facts relevant to it have been systematically collected, classified and analyzed. Economists investigate the possibility of deducing generalizations as regards the economic motives of human beings. The motives of individuals and business firms can be very easily measured in terms of money. Thus, economics is a science.

**Economics - A Social Science:** In order to understand the social aspect of economics, we should bear in mind that labourers are working on materials drawn from all over the world and producing commodities to be sold all over the world in order to exchange goods from all parts of the world to satisfy their wants. There is, thus, a close inter-dependence of millions of people living in distant lands unknown to one another. In this way, the process of satisfying wants is not only an individual process, but also a social process. In economics, one has, thus, to study social behaviour i.e., behaviour of men in-groups.

**b) Economics is also an art.** An art is a system of rules for the attainment of a given end. A science teaches us to know; an art teaches us to do. Applying this definition, we find that economics offers us practical guidance in the solution of economic problems. Science and art are complementary to each other and economics is both a science and an art.

**ii) Positive and Normative Economics** is both positive and normative science.

**a) Positive science:** It only describes what it is and normative science prescribes what it ought to be. Positive science does not indicate what is good or what is bad to the society. It will simply provide results of economic analysis of a problem.

**b) Normative science:** It makes distinction between good and bad. It prescribes what should be done to promote human welfare. A positive statement is based on facts. A normative statement involves ethical values. For example, “12 per cent of the force in India was unemployed last year” is a positive statement, which could be verified by scientific measurement. “Twelve per cent unemployment is too high” is a normative statement comparing the fact of 12 percent unemployment with a standard of what is unreasonable. It also suggests how it can be rectified. Therefore, economics is a positive as well as normative science.

### **iii) Methodology of Economics**

Economics as a science adopts two methods for the discovery of its laws and principles, viz., (a) deductive method and (b) inductive method.

**a) Deductive method:** Here, we descend from the general to particular, i.e., we start from certain principles that are self-evident or based on strict observations. Then, we carry them down as a process of pure reasoning to the consequences that they implicitly contain. For instance, traders earn profit in their businesses is a general statement which is accepted even without verifying it with the traders. The deductive method is useful in analyzing complex economic phenomenon where cause and effect are inextricably mixed up. However, the deductive method is useful only if certain assumptions are valid. (Traders earn profit, if the demand for the commodity is more).

**b) Inductive method:** This method mounts up from particular to general, i.e., we begin with the observation of particular facts and then proceed with the help of reasoning founded on experience so as to formulate laws and theorems on the basis of observed facts. E.g. Data on consumption of poor, middle and rich income



groups of people are collected, classified, analyzed and important conclusions are drawn out from the results.

In **deductive** method, we start from certain principles that are either indisputable or based on strict observations and draw inferences about individual cases. In **inductive** method, a particular case is examined to establish a general or universal fact. Both deductive and inductive methods are useful in economic analysis.

#### **iv) Subject Matter of Economics**

Economics can be studied through a) traditional approach and (b) modern approach.

**a) Traditional Approach:** Economics is studied under five major divisions namely consumption, production, exchange, distribution and public finance.

**1. Consumption:** The satisfaction of human wants through the use of goods and services is called consumption.

**2. Production:** Goods that satisfy human wants are viewed as “bundles of utility”. Hence production would mean creation of utility or producing (or creating) are needed.

**3. Exchange:** Goods are produced not only for self-consumption, but also for sales. They are sold to buyers in markets. The process of buying and selling constitutes exchange.

**4. Distribution:** The production of any agricultural commodity requires four factors, viz., land, labour, capital and organization. These four factors of production are to be rewarded for their services rendered in the process of production. The land owner gets rent, the labourer earns wage, the capitalist is given with interest and the entrepreneur is rewarded with profit. The process of determining rent, wage, interest and profit is called distribution.

**5. Public finance:** It studies how the government gets money and how it spends it. Thus, in public finance, we study about public revenue and public expenditure.

**b) Modern Approach** The study of economics is divided into: i) Microeconomics and ii)

Macroeconomics.

**1. Microeconomics** analyses the economic behaviour of any particular decision making unit such as a household or a firm. Microeconomics studies the flow of economic resources or factors of production from the households or resource owners to business firms and flow of goods and services from business firms to households. It studies the behaviour of individual decision making unit with regard to fixation of price and output and its reactions to the changes in demand and supply conditions. Hence, microeconomics is also called price theory.

**2. Macroeconomics** studies the behaviour of the economic system as a whole or all the decision-making units put together. Macroeconomics deals with the behaviour of aggregates like total employment, gross national product (GNP), national income, general price level, etc. So, macroeconomics is also known as income theory. Microeconomics cannot give an idea of the functioning of the economy as a whole. Similarly, macroeconomics ignores the individual's preference and welfare. What is true of a part or individual may not be true of the whole and what is true of the whole may not apply to the parts or individual decision making units. By studying about a single small-farmer, generalization cannot be made about all small farmers, say in Tamil Nadu state. Similarly, the general nature of all small farmers in the state need not be true in case of a particular small farmer. Hence, the study of both micro and macroeconomics is essential to understand the whole system of economic activities.

### **Importance of Economics**

Economics is a social science and it is important in our social life, political life, economic life and daily life. It is based on the pillar of a country that shows a country is progressing in the economic field. How its people is growing in the economic field.

### **Optimizes Resource Usage**

In today's world, the amount of resources available to us is reducing each day. This condition will only worsen, if we keep using our resources with low efficiency and effectiveness. Economics provides a mechanism for looking at possible ways to optimize resource utilization and reduce wastage's.

### **Utilizes the "Opportunity Cost"**

This is another principle used for resources in which the scarce resources are utilized efficiently, after calculating and checking the opportunity cost. A simple theory of exclusion is put into play. If you choose something over another thing, then what loss you sustain is the opportunity cost. If we minimize the opportunity cost, we get maximum profits. For example, a person who invests \$10,000 in a stock denies himself the interest that could have been accrued, by leaving the \$10,000 in the bank account instead. The opportunity cost of the decision to invest in stock, is the value of the interest. When this principle is used in budget allocations by government, it results in better growth rates.

### **Gains Social Efficiency**

If a society keeps on putting money into its economy with no profits or loss, then the economy becomes inefficient and so does the society, as it gets dependent on the economy. If the input into an economy is larger than the output, then the society starts disintegrating and falls prey to destructive social evils, like unemployment and poverty. The same is the case if the economy is stagnant.

Understanding of economics leads to better planned economy. Also, profitable economic steps introduced largely aid in the society's overall prosperity.

### **Stabilizes The Overall Economy**

The stability of an economy is inevitable to any country or society. Only through economically sound practices can we ensure that the economy is stable and growing at the same time. In recent times, when the world's economy fell, only a few countries were able to sustain their growth rate and prevent severe monetary impacts on their citizens.

### **Understands Individual Economics**

This is important for the growth of individuals economically. A person needs to understand the economic situations and stipulations present in his own life. He may not need the hardcore subjective understanding of economics, but he definitely needs to understand the economic practices that he must follow to eradicate chances of going broke or bankrupt. Also, understanding of economics helps in using the resources in the best possible way and gaining maximum profit.

### **Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05.**

Aim means purpose or intention and objective means thing aimed at or wished for. In simple words aims are broader targets and are general in nature and objectives are narrower but specific in nature. Aims include objectives and

objectives help in achieving aims. in every sphere of human activity aims are fixed to carry out the task undertaken and accomplish the success.

**According to john dewey,** "An aim is a foreseen end that gives direction to an activity and motivates behavior."

**According to Carter v. Good,** "Objective id desired change in behavior of pupil as a result of experience directed by school."

**According to B.S.Bloom,** "By educational objectives, we mean explicit formulation of the ways in which students are expected to be change by educative process."

The National Curriculum Framework 2005 a national level policy document brought out by NCERT suggests that economics component of social science courses introduced at the upper primary stage, i.e., classes VI, VII and VIII could be prepared in such a manner that they “enable students to observe economic institutions like the family, the market and the state”. The NCF 2005 also states that the topics of economics course introduced at the secondary stage should be discussed from the “perspectives of the people” (NCERT, 2005, p.53). Though this document does not provide clear cut specifications of a course introduced at the higher secondary level, it gives the general perspectives which any course at that stage could keep in mind. One of the important outcomes of the National Curriculum Framework 2005 is the revision of syllabi of classes I to XII. NCERT also develops model textbooks based on its syllabi and give free copyright permission for state governments to adopt or adapt and use in their schools.

- To make students to understand some basic economic concepts and developing economic reasoning

which the learners can apply in their day-to-day life as citizens, workers and consumers.

- (ii) To enable learners to realize their role in nation building and sensitize them to the economic issues that the nation is facing today.
- To equip learners with basic tools of economics and statistics to analyse economic issues. This is pertinent for even those who may not pursue this course beyond the higher secondary stage.
- To develop an understanding among students that there can be more than one view on any economic issue and to develop the skills to argue logically with reasoning.
- To acquaint students with the contemporary economic problems and to help them appreciate the efforts being made to solve these problems.
- To foster an urge among students for effective participation in the task of economic reconstruction.
- To prepare students to cope with the necessary stress and strain during the process of economic development.
- To acquaint students about different criteria of dividing world economy and find out why some countries are rich and some poor.
- To develop among students an understanding of nation's physical and human resources and their potentialities for economic development.

- To deepen the knowledge and understanding about the impact of development on environment.
- To develop among students favorable attitudes towards conservation and wise use of our natural resources avoiding their misuse and wastage.
- To help students understand that various sectors of Indian economy are interlinked and that all the sectors must develop simultaneously through planned and coordinated efforts.
- To familiarize students with basic terminology and elementary ideas of Economics.
- To help students acquire skills in interpreting simple statistical data.

### **Course Structure**

- (i) Evolution and Characteristics of Wants
- (ii) Human Wants and Production
- (iii) Increasing Production of Goods and Services
- (iv) Distribution of Goods and Services
- (v) Buying of Goods and Services
- (vi) Selling of Goods and Services
- (vii) Savings: Banks, Post Offices and Insurance
- (viii) Understanding an Economy
- (ix) Indian Economy : An overview and problems
- (x) World Economy
- (xi) Environment and Sustainable Development

## UNIT - II: PEDAGOGICAL ISSUES

### **METHOD:**

Method is a procedure adopted by the teacher to make learning easy and effective. Generally speaking method is the “process of planning, guidance sharing and evaluating learning with a group of students”. A method is composed of several important steps. These steps are systematically and logically arranged by the teacher. Many of steps which are used in one method may also be used in other methods.

**According to Broudy:-** “Method refers to the formal structure of the sequence of acts commonly denoted by instruction .The term ‘method’ covers both strategies and tactics of teaching and involves the choice of what is to be taught, and in which order it is to be presented.”

**According to Wesley’s view:-** “Teaching method is the teacher-operated activity by which students get knowledge.”

**According to Binning and Binning: -** “Teaching method is the mobile activity of educational process.”

### **LECTURE METHOD**

Simply stated lecture method means ‘teaching through lecture’. In this method the teacher tries to explain the subject matter in a simple and understandable language. He neither makes use of a text book nor of any other method. The teacher prepares his lecture. Teacher who use this method always have in mind what they have to teach and how. They try to present the subject matter in such a way that the students may understand it. So the formal lecture given by the teacher to teach the subject matter is known as Lecture Method. Sometimes the teacher makes use of Audio visual aids to elucidate his lecture. Lecture Method is time honored device



for imparting knowledge. This method involves teaching by means of spoken words. Traditionally it is considered equivalent to formal talk by the teacher.

The lecture method of teaching needs to be very flexible since it may be used in different ways. For example, there are several types of lectures such as the illustrated talk where the speaker relies heavily on visual aids to convey ideas to the listeners. With a briefing, the speaker presents a concise array of facts to the listeners who normally do not expect elaboration of supporting material. During a formal lecture, the speaker's purpose is to inform, to persuade, or to entertain with little or no verbal participation by the students. When using a teaching lecture, the instructor plans and delivers an oral presentation in a manner that allows some participation by the students and helps direct them toward the desired learning outcomes.

According to Thomas, M. Risk – “The lecture is an exposition of facts, principles or other relationship that the teacher wishes his listener to understand.”

### **Purpose of lecture method**

- 1. Motivational purpose:** By presenting the outstanding aspects of the lesson by means of appropriate questioning and audio visual aids, the lecture method can be used to motivate the learners.
- 2. Clarification purpose:** The lecture may be used to clarify a common difficulty faced by the students. It may review, present a new interpretation or establish a new association, to clarify their common difficulties with regard to the contents which are being explained.
- 3. Review purpose:** By summarizing the main points of his topic, a lecturer can also present a profitable review of his lecture to benefit his students.

- 4. Expanding contents:** Another important purpose of lecture method is to present additional materials and detail. The teacher can expand the detail. But he must relate the new information to the content of the prescribed text.

### **Main principle of lecture method**

- 1. To motivate:** This method can be very profitable used for motivating or stimulating the students. When a new topic or unit is introduced in the class, the students can be motivating by the teacher by presenting the outstanding aspects of the events or movements in a very simple and interesting style.
- 2. To clarify concepts:** Every lesson has certain aspects which majority of the students does not understand easily. Similarly a lesson can have some technical words which are not intelligible to the students. The teacher can clarify all these principles or technical words etc through a lecture. It can in this way save the valuable time of both the teacher and students
- 3. To review:** The teacher can guide the students by giving the main points of a chapter and review the subject.
- 4. To summarize:** When the topic is very comprehensive, the students find it very different to comprehend the lesson. Therefore, it becomes necessary that the whole lesson should be presented to the students in a summary form.
- 5. To expand contents:** Lecture method can supplement the knowledge of the pupil. If the students want something additional from what they have studied from a text book. Lecture method is the best under such situation.
- 6. To save time:** Learning through text book comparatively takes longer time than through lecture method. Something there can arise occasions when

saving of time becomes very important. Lecture method, In this way, can save the time of the students.

7. **Preparing the students to undertake projects or activities:** Psychological researches have proved that the child learns better through undertaking certain projects and activities. An informal lecture is very useful for preparing the students to undertake an assignment, a project or an activity.
8. **To give assignment:** After every lesson, home task is given to the students.

### **MERITS OF LECTURE METHOD**

1. **It is a good means of stimulating the students:** A teacher can make the lesson interesting through good lecture. A teacher can bring life into his lecture by his sincere preparation of the lesson. His interest can stimulate good students.
2. **It can give effective interpretation of contemporary events:** Such interpretation is not possible in the books, Those events can be elucidate only by the lecture of the teacher.
3. **Direct contact with the students:** It is only through lecture method that a teacher can come in direct contact with the students. If he is an alert teacher, he can very well know whether the students are understanding well of what he is talking. If a student does not follow anything in the lecture of a teacher, he can at once bring it to the notice of the teacher.
4. **Good lectures stimulate brighter pupils:** They are promoted to put in more work.
5. **Provide knowledge about supplementary material:** Sometimes the teacher has to provide information to the about some supplementary material like newspaper, magazines, pictures and article etc over and above to what is written in the books.
6. **Difficult topics can be made more intelligible:** There are certain topics in Social Studies which can by no means be called easy ones. A normal

- student with average intelligence cannot comprehend them only with the help of textbooks.
7. **Lecture prepares the students to undertake an assignment a project or an activity as a part of home work:** Before giving home work to the students in any form, it is always advisable to give them an information talk. It will save a lot of time of the students. They will come to know what exactly they are to do.
  8. **Good training and experience in learning by hearing:** When students listen to a lecture, they get useful experience in listening. It prepares them for successful adult life because in adult life there is lot of importance of listening experience. The students get a lot of practice of how to listen attentively and take notes.
  9. **A base for other method:** The teacher may adopt any method but he will introduce it only with the help of a teacher.
  10. **Enough scope for modification and repetition:** It is possible that during the delivery of the lecture a teacher may realize that whatever he is talking is not being followed by the students. Even the blank facial expression of students can betray them. At such occasions the teacher can modify, repeat or reframe his ideas so that the lecture may become more intelligible.
  11. **Spoken scope is more effective than printed ones:** It is because spoken words have more vividness and clarity than printed words.
  12. **Useful for factual information:** Factual information and historical anecdotes can be easily imparted by this method. The interesting life histories of the great people like adventurers, experimenters, investigator and thinkers as well as philosopher can be imparted effectively through this procedure.
  13. **Economical:** Lecture method is very economical because it can be applied easily at higher grade classes where sizes of the classes are very

large in number. In this way it is applicable in Indian situation where the size of the class is big.

14. **Effectiveness of spoken word:** Spoken word is frequently more effective than a printed one. While lecturing, the teacher can indicate by his tone, gesture and facial expression the exact sense or meaning which he wishes to convey.
15. **Opportunity for clarification:** Lecture method provides opportunity for clarification. When the teacher lectures, he is in immediate contact with the students.
16. **Development of skills:** Lecture method gives students good training and experience in development of certain skills like learning by hearing, writing while taking notes, and those of attending the auditory and visual presentation.
17. **Means of stimulating:** A good lecture serves as a pattern of good oral expression, which may tend to counteract careless, incorrect speech of the students. It lectures stimulate good orator.
18. **Means of supplementing:** Lecture method supplements practically various devices and methods of teaching like question answer technique, discussion method and project method.
19. **Pupil-centered:** A lecture can be adapted to the abilities, interest, previous knowledge and needs of the students. It can be organized in accordance with the principles of child psychology and educational psychology rather than the logical organization of the text book material.

20. **Achievement of the objectives:** Very high order of cognitive objectives can be achieved.
21. **Personal contact:** Lecture method brings a personal contact and touch to impress or influence the students.
22. **Previous knowledge and co-relation:** Lecture methods enables the linkage of previous knowledge with the new one and provides opportunities of co-relating events and objects.
23. **Clarification:** Lecture method provides large scope for clarification and of laying stress on significant ideas.

### **DISADVANTAGES OF LECTURE METHOD**

1. **Makes the students passive:** In this method, students become passive listeners. Nowadays an effective method is that which involves the student's participation. Social Studies is based on analytical and practical aspects in respect to Geography and Economics etc. But the actual situation is that during the period, students have nothing to do but to listen to the lecture of the teacher. Most of the time their attention wanders from the main topic during the lesson.
2. **Not suitable for all types of teachers:** This method cannot be used effectively by all types of teachers. Many teachers do not know how to lecture in an effective way.
3. **Its extensive use is harmful:** An extensive use of this method tends to substitute the teacher for the pupil. If the teacher falls in the habit of giving frequent lecture, he probably secure valuable experience, but in the meantime, the pupils are deprived of their chance to similar experience.

- 4. Lessons become dull and dry:** Lecture method is generally monotonous and dull. If lecture method is not supplemented with other methods, there is a danger of its becoming dull, monotonous and dry.
- 5. Heavy teaching load on teachers:** Naturally a teacher is not expected to lecture in each period. He will have neither the capacity to prepare so many simple and interesting lectures each day, nor will it be physically possible for him to speak continuously for hours together each day.
- 6. Unpsychological:** The child is active by nature. He wants learning by doing. Lecture method is only learning by knowing. Therefore, it is not in accordance with the nature of the child.
- 7. Spoon feeding:** Lecture method does not encourage independent thinking, discovering, exploring and taking initiative. It is type of spoon feeding and all the traits of child's personality are not allowed to develop.
- 8. Authoritarian:** This method is undemocratic, rather it is authoritarian. The pupils are encouraged to depend upon one authority i.e. teacher. They are not capable to challenge the verdict of the teacher.
- 9. Memory based:** Lecture method lays too much stress on memory work. Experimental work is ignored and the power of observation of a child is seldom exercised.
- 10. Less applicable:** It is not applicable for junior classes because the mental level at that stage is not so developed that they become capable to understand the teacher. Also it is applicable to teach every topic because some topics are easy and some are difficult.

## **PROJECT METHOD**

This method is a modern contribution to educational theory and practice. In a way this method is an extension of problem method. This method is based on the philosophy of pragmatism. John Dewey wanted that education should be for life

and through life. He put the child in the real life situation of learning. He assigned spontaneous, purposeful and socialized activities to the child.

**According to Kilpatrick-** A project is, “Whole hearted purposeful activity proceeding in social environment.”

**According to Ballard** –“A project is a bit of real life that had been imparted into the school.”

**According to Dr. J.A. Stevenson-** “A project is a problematic act carried to completion in its natural setting.”

### **Characteristics of a good project**

1. **Modern activities:** A good project is one which has the integration of various modern activities
2. **Useful and realistic:** Good projects are always useful and realistic. They are not merely theoretical.
3. **Economical:** Good projects are always economical in nature. They are never too expensive. Such projects are of such a nature that with minimum of time and expenses one can accrue the maximum advantage.
4. **Best experiences:** A good project is always based on the best experiences of children. Such type of projects also provides new wholesome experiences to the children which are of a very high standard.
5. **According to the mental level:** A good project is also according to the mental level of the students. So it can win over their goodwill.
6. **Availability of resources:** A good project is one for the execution of which the resources are locally available. Otherwise the pupils will have to face a lot of hardship and expenditure for the execution of the project.



## **Basic principle of project method**

1. **The principle of reality:** In projects the students are provided with opportunities to exercise their powers in real life situations. So this method prepares them to face the challenges of life with zeal and determination.
2. **The principle of freedom:** In project method the children are free to choose the activities according to their tastes, capacities and powers and not forced upon them by the teacher.
3. **The principle of utility:** A good project must be valuable socially. It should have a direct bearing on children's life and must fulfill their long standing demands.
4. **The principle of purpose:** A project is never purposeless. On account of there being a purpose the students pour in their whole heart into the project.
5. **Principle of interest:** When there is a strong project in that case activity takes on great significance and becomes of absorbing interest to the child.
6. **The principle of activity:** Child is active by nature. He wants to do things. An educationally sound method is one which provides opportunities to the child to do things for himself.
7. **The principle of within reach of the children:** The material required for the completion of the project should easily be available to the teachers and students.
8. **The principle of economy:** A good project should be economical. It means neither it is expensive nor does it take much time and efforts.
9. **The principle of experience:** The ultimate aim is to gain useful experiences knowledge for the sake of knowledge is of no use. So the child should get knowledge through experiences.

## **Merits of Project Method**

By making use of this method, following advantages are gained by teacher and students:

- a. As students get proper freedom to execute the project in accordance with their interest and abilities, because of which they get their psychological needs satisfied to considerable extent.
- b. This method is not only subject centered, but due importance is being provided to the students also. Students are permitted to choose projects on their own, as a result of which they make use of their abilities to maximum possible extent.
- c. Through this method, students are provided with various opportunities by which they can satisfy their interests and desires.
- d. Habit of critical thinking gets developed among the students through this method. Not only get this, an urge to make use of scientific methods to solve various problems also developed among the students through this method.
- e. With this method, students get the ample chances in which they can develop coordination among their body and mind. Through this method, teacher can lead a well balanced development of the students.
- f. Through this method, science teaching can be done with considerable success, as science is a practical subject and this method is also scientific and practical in nature. The selected project correlates with the real problems of life which students confront in their everyday life. Thus, they find it quite interesting to sort out such problems. Not only this, through the information gained, they become able to solve out their own life problems independently and effectively.

g. This method helps in promoting social interaction and co-operation among the students, as they have to work in a group and have to interact with various persons for gathering information. As the student works with full agreement of the social needs, he gets moulded in accordance with the social needs of the society in which he lives or exists. Thus, through this method, sense of social cooperation and responsibility get developed among the students, by which they can become responsible citizens in the future.

h. As students gain knowledge directly through their own efforts, thus, they acquire permanent kind of information, which is retained by them since a long period of time.

i. Mostly the projects are undertaken in classroom as classroom assignments, because of which load of home work from the students get reduced to considerable extent.

### **Demerits of Project Method**

This method has certain limitations, which are as follows:

a. This method takes a lot of time to plan and execute a single project. As the time available with the teacher is limited in the schools, thus they find it difficult to make use of this method in their class.

b. It is not possible to design different projects for different topics and it is also not possible to cover all the topics or content in a single project. Thus, this method becomes impractical in nature.

c. For proper execution of a project, large number of financial resources are required, which seems difficult to arrange in our nation as we have to face shortage of resources in every sphere of life.

d. Such method can only be proving successful if the teacher is highly knowledgeable, alert and exceptionally gifted. The responsibility of teacher becomes multil-folded as right from providing situations and opportunities for the selection of projection, he provides the students with all the provisions by which they can execute the project successfully.

e. Systematic and adequate learning is not provided by this method, as it is a method of incidental learning. Through this method, students learn only what is required by them in relation to the completion of the projects. Thus, through this process, it is not possible to treat the curricular areas in systematic and orderly manner.

f. Generally it is found that teachers do not possess much information regarding the manner in which this method should be used as a result of which they hesitate from using this method, as a result of which, its utility remains more or less limited to negligible extent.

### **DISCUSSION METHOD:**

Wherever there is democracy, there is bound to be discussion. In an authoritarian the dictator expects from the people 'Blind obedience to the dictates of the state'. The slogan of Hitler was "Do and Die and never ask why". Discussion has now come to challenge the authoritarian methods through which education was imparted in the old days. In those days teacher's authority was accepted in all matters. The pupil had little say in educational programmes. but such a method had

to be changed due to changed socio political conditions. The present age is the age of discussion so, this method find equally important place in education. This method uses a lecturer to provide the learners with context that is supported, elaborated, explains, or expanded on through interactions both among the trainees and between the [trainer](#) and the trainees. The interaction and the communication between these two make it much more effective and powerful than the lecture method. If the Discussion method is used with proper sequence i.e. lectures, followed by discussion and questioning, can achieve higher level knowledge objectives, such as problem solving and principle learning.

The Discussion method consists a **two-way flow of communication** i.e. knowledge in the form of lecture is communicated to trainees, and then understanding is conveyed back by trainees to trainer. Understanding is conveyed in the form of **verbal and non-verbal feedback** that enables the trainer to determine whether the material is understood. If yes, then definitely it would help out the trainees to implement it at their workplaces and if not, the trainer may need to spend more time on that particular area by presenting the information again in a different manner.

According to Simpson and yokam, "Discussion is a special form of conversation. It is an exchange of ideas of a more reasoned detailed kind than that found in ordinary conversation and generally involves the conversation of important ideas and issues."

According to James M. Lee, "It is an educational group activity in which the teacher and the students talk over some problem or topic."

According to T.M.Risk, "Discussion means thought consideration of the relationship involves in the topic under study."



## **Characteristics of the Discussion Method**

### **1. Experiential Learning**

We learn best when we are actively involved in the learning process. Using the discussion method, a student's concrete, personal experiences are followed by observation, reflection, and analysis of these experiences. This process leads to formulation of abstract concepts and generalizations, which, in turn, leads to hypotheses to be discussed and tested in future experiences.

### **2. Emphasis on Students**

Students' experiences serve as the basis for the discussion. Although the teacher must have a specific goal in mind and a general framework for reaching the goal, student input determines the specific direction the discussion takes.

### **3. Focus on Critical Thinking**

Developing critical thinking skills involves consideration of three areas: instructional design, a focus on learning by doing, and strategic teaching.

#### **4. Thoughtful consideration of relationship**

While discussion the different aspect of a problems are discussed. They analyse, comparison and evaluate the problem and make a conclusion.

#### **5. Principle of learning**

Discussion method is based on principle of learning like principle of active participation, principle of freedom for work, principle of equal opportunity.

#### **CONSTITUENTS OF DISCUSSION METHOD**

1. **leader:** teacher is the leader of the discussion. he will have to do a lot of things to perform well his role of a leader. For example for organising a discussion he will have to study a lot, make elaborate preparations and planning.
2. **The group:** In this classification come the students. The group is compared of students with different level of intelligence, taste and temperaments. Some are very shy and shirkers while others are full of imitative. The teacher's duty is to encourage every student to participate in the discussion.
3. **The problem:** The problem selected for discussion must be according to the age, stage, capacities and potentialities of the students. the problem of discussion must be one which the students feel as their own. It should never beyond their grasp. The problem should not be vague. It must be real and functional. The teacher should select the problem consulting the students and knowing their opinion.
4. **Content:** The subject matter of discussion is content. It consists of the body of knowledge and needed material of study. in a discussion of social studies, content consists of textbook, reference books and audio visual aids.
5. **Evaluation:** after the discussion has taken place, it should be evaluated. The barometer of success or failure of discussion is whether it has succeeded in bringing about desirable change in the ideas, attitudes and

behaviour patterns of the students or not, whether it has led to increase in their knowledge or not.

### **Merits of discussion method**

1. **Clarification:** Discussion helps in clarification of the concept. New concept generates instead of old ones.
2. **Development of the power of critical thinking and rational judgement:**  
The teacher cannot afford to think students to be only dumb driven cattle and thrust knowledge right into their throats without letting them think and judge.
3. **Encourage the students to express their opinion in group:** Some students are very shy in nature. In large sized classes they do not answer. But as discussion takes place in small groups, such students can dare to express their opinion and feel a sense of security. they are also amendable to change their opinions when they do not find them tenable during discussion.
4. **Collective decision making:** In a classroom discussion, the decision is reached after mutual consultation. It is collective decision with minimum dissent.
5. **Development of toleration:** In a classroom discussion, students have to listen to argument contrary to their beliefs. They are expected to remain tolerant and not to get agitated. Change is to be brought about through the weight of arguments. Such an attitude is very essential for making democracy a success.
6. **Discovery of known:** Discussion helps the students in discovering what he did not know, what he has overlooked and wherein he is mistaken. Both as to the facts and methods of interpreting them.



7. **Testing of understanding of concepts:** During the discussion, pupils are able to test their own understanding of concepts and principles. This helps them to take correction actions at an early age.
8. **No rote learning:** True knowledge is attained by the students only through discussion. There is no rote learning here. All the students are at liberty to give their argument and these will be listened to by all others. Such knowledge as solid, stable, concrete and everlasting.
9. **It is a psychological method:** In this method the children's needs, abilities and mental capacities are kept in mind and the topics or problems of discussion are selected accordingly. Children are given enough.
10. **This method discourages cramming:** Sometimes it is charged that social studies encourages cramming. In fact, it is not the fault of social studies but its method of teaching. If discussion method is used, we can be saved from this defect. In this method, the students themselves find out the facts, analyse them and seek removal of doubts.

### **Demerits of discussion method**

1. **Not suitable for all topics:** Discussion method is not suitable for all topic. some topics cannot be teach by this method.
2. **Not suitable for students:** students can face various kinds of problems in gathering the information relating from various sources if teacher is not alert and does not take heed in executing his responsibilities properly.
3. **Dominated by some intelligent students:** As level of mental capabilities of students is found to be different in the same class, as a result of which sometimes it is found that group discussion gets dominated by only some

students, -who are more intelligent and possess the confidence to explain their views and ideas.

4. **Indiscipline:** If there is lack of proper supervision on the discussion than situation of indiscipline can be arise in the classroom.

### **Cooperative learning Method**

The term *cooperative learning* (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project. This chapter summarizes the defining criteria of cooperative learning, surveys CL applications, summarizes the research base that attests to the effectiveness of the method, and outlines proven methods for implementing CL and overcoming common obstacles to its success.

#### **What is Cooperative Learning?**

Several definitions of cooperative learning have been formulated. The one most widely used in higher education is probably that of David and Roger Johnson of the University of Minnesota. According to the **Johnson & Johnson model**, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

1. **Positive interdependence.** Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.
2. **Individual accountability.** All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

3. **Face-to-face promotive interaction.** Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.
4. **Appropriate use of collaborative skills.** Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
5. **Group processing.** Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future. Cooperative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as cooperative learning to the extent that the five listed elements are present.

### **Forming teams in cooperative learning method**

Instructors should form teams rather than permitting students to choose their own teammates. When students self-select into teams, the best students tend to cluster, leaving the weak ones to shift for themselves, and friends cluster, leaving some students out of groups and excluding others from cliques within groups. Moreover, when graduates go to work in industry or business, they will be required to work in teams and will have no voice in the team formation, and their job performance evaluation will depend as much on their ability to work with their teammates as on their technical skills. Since that's what they'll be doing then, the job of their instructors is to prepare them for it now.

### **The following criteria are recommended for team formation:**

1. **Form teams of 3–4 students for most tasks:** When students work in pairs, the diversity of ideas and approaches that leads to many of the benefits of cooperative

learning may be lacking. In teams of five or more, some students are likely to be inactive unless the tasks have distinct and well-defined roles for each team member.

2. **Make the teams heterogeneous in ability level:** The unfairness of forming a group with only weak students is obvious, but groups with only strong students are equally undesirable. The members of such teams are likely to divide up the homework and communicate only cursorily with one another, avoiding the interactions that lead to most of the proven benefits of cooperative learning. In heterogeneous groups, the weaker students gain from seeing how better students approach problems, and the stronger students gain a deeper understanding of the subject by teaching it to others.

3. **If the assignments require work being done outside class, form teams whose members have common blocks of time to meet during the week.**

4. **When students in a particular demographic category are historically at risk for dropping out, don't isolate members of that category in a team:** Students belonging to at-risk populations are also at risk for being marginalized or adopting passive roles when they are isolated in teams. Once they reach the third year, however, they are very likely to graduate. The focus should then shift to preparing them for the professional world where no one will be protecting them, and so this criterion may be dropped.

**There are three principles ways to get the information needed to form teams using those rules:**

- On the first day of class, have the students fill out a survey containing several questions and an hour-by-hour matrix of the week, similar to the form at on the form, the students write their grades in selected prerequisite courses, times they are not available to meet outside class with their teams,

and—if the criterion related to at-risk minorities is to be used—their gender and ethnicity. Use the surveys to form the groups, following the guidelines given above and using grades in prerequisite courses as the measure of ability.

□ **Let students self-select into groups, stipulating that no group may have more than one student:** who earned A's in one or two specified prerequisite courses? While not perfect, this system at least assures that the very best students in the class do not cluster together, leaving the weaker ones to fend for themselves.

□ **Promoting positive interdependence**

□ **Assign different roles to team members (e.g. coordinator, recorder, checker, group process monitor), rotating the roles periodically or for each assignment.** The coordinator reminds team members of when and where they should meet and keeps everyone on task during team meetings; the recorder prepares the final solution to be turned in; the checker double-checks the solution before it is handed in and makes sure the assignment is turned in on time.; and the monitor checks to be sure everyone understands the solutions and the strategies used to get them. In teams of three, the coordinator may also assume the duties of the monitor.

• **Give a bonus on tests (typically 2–3 points) to all members of teams with average test grades above (say) 80%:** The bonus should not be tied to each person on the team getting a certain grade, which would put too much pressure on weaker members of the team and make it impossible for teams with one very weak student to ever get the bonus. Linking the bonus to the team average grade gives all

team members an incentive to get the highest grade they can and motivates the stronger students to tutor their teammates.

- **If an oral report is part of the team project, a short time before the report is given the instructor arbitrarily designates which team member should report on each part of the project.** Normally different team members take primary responsibility for different parts of the project and report on those parts, making it unnecessary for their teammates to understand what they did. When the proposed technique (which should be announced when the project is first assigned) is adopted, each student must make sure everyone on the team can report on what he or she did. This method provides both positive interdependence and individual accountability.

- **Providing individual accountability**

- **In lecture courses (as opposed to project-based courses), include group homework grades in the determination of the final course grade only when a student has a passing average on the individual exams.** This policy—which should be announced in writing on the first day of class is particularly important in required courses that are prerequisites for other courses in the core curriculum.

- **Make someone on the team (the process monitor) responsible for ensuring that everyone understands everything in the report or assignment that the team hands in.** The monitor should also make sure everyone participates in the team deliberations and that all ideas and questions are heard.

- **Make teams responsible for seeing that non-contributors don't get credit.** A policy that only contributors' names should go on assignments and reports should be announced at the beginning of the course, and reminders of the policy should be given to students complaining about hitchhikers on their teams. Most students are inclined to cut their teammates some slack initially, but if the the hitchhikers continue to miss meetings or fail to do what they were supposed to do, eventually

the responsible team members get tired of being exploited and begin to implement this policy.

- **Use peer ratings to make individual adjustments to team assignment grades.**

In a fairly simple but effective peer rating system, students rate one another on specified criteria for good team citizenship and the ratings are used to compute individual multipliers of the team grade that may range from 1.05 to 0 (28). An online system currently under development called CATME (Comprehensive Assessment of Team Member Effectiveness) computes a similar adjustment factor but also provides detailed feedback to team members on the skills and attitudes they need to work on and alerts the instructor to the existence of problematic situations. The ratings should be based primarily on responsible team behavior and not the percentages of the total effort contributed by each team member.

### **Help students develop teamwork skills**

- **Establish team policies and expectations:** As part of the first assignment, have teams generate and sign a list of policies and expectations (e.g. being prepared before team sessions, calling if they have time conflicts, etc.). Have them sign the list and make copies for themselves and you. For an illustrative set of procedures,

- **Keep groups intact for at least a month.** It takes at least that long for the teams to encounter problems, and learning to work through the problems is an important part of teamwork skill development.

- **Provide for periodic self-assessment of team functioning:** Every 2–4 weeks, have teams respond in writing to questions such as:

How well are we meeting our goals and expectations?

What are we doing well?

What needs improvement?

What (if anything) will we do differently next time?

- **Give students tools for managing conflict:** Caution them that dealing with conflicts quickly and rationally can avoid later serious problems that are almost certain to arise if they attempt to ignore the conflicts. – Students on one side of a dispute make their case without interruptions, then students on the

- **Use crisis clinics to equip students to deal with difficult team members:**

Two to three weeks after group work has begun, you will start hearing complaints about certain problematic team members, such as hitchhikers or dominant students who insist on doing the problems their way and discount everyone else's opinions. Use these characters as bases for ten-minute *crisis clinics* in class, in which the students brainstorm and then prioritize possible group responses to specified Offending behaviors. At the end of this exercise, the teams leave armed with several excellent strategies for dealing with the problem, and the problem students in the class are on notice that their team members are likely to be ready for them in the future, which may induce them to change their ways.

### **General Suggestions**

- **Start small and build.** If you've never used cooperative learning, consider starting with small group activities in class. See Felder and Brent (30) for suggestions about how to implement active learning effectively. Once you're comfortable with that, try a team project or assignment, and gradually build up to a level of cooperative learning with which you are comfortable.

- **At the start of the course, explain to students what you're doing, why you're doing it, and what's in it for them.** Let them know what they'll be doing in teams, what procedures you'll follow, and what your expectations are. Then tell them why you're doing it, perhaps noting that it will help prepare them for the type



of environment most of them will experience as professionals, and sharing some of the research results (particularly those relating to higher grades). The section in this chapter on research support for cooperative learning provides useful material of this nature.

- **Make team assignments more challenging than traditional individual assignments.** CL works best for challenging problems and activities that require higher-level thinking skills. Students resent having to spend time in teams on assignments they could easily complete individually.

- **Conduct a midterm assessment to find out how students feel about teamwork.** At about mid semester ask students to report anonymously on what's working and what's not working in their team. If many teams are having problems, spend some time in class on the relevant team skills.

### **INDUCTIVE METHODS:**

It leads from concrete to abstract, particular to general and from examples to formula. It is the method of constructing a formula with the help of a sufficient number of concrete examples. It is based on induction which means proving a universal truth by showing that if it is true for a particular case and is further true for a reasonably adequate number of cases, it is true for all such cases. A formula or generalisation is thus arrived at through a convincing process of reasoning and solving of problems. After a number of concrete cases have been understood, the student successfully attempts the generalisation.

### **MERITS OF THE INDUCTIVE METHOD**

I. It helps understanding. It is easy to understand a mathematical principle established through a number of simple examples. Any doubts about the "how and

why” of a formula are clarified in the very beginning.

2. It is a logical method. So it suits mathematics.
3. It gives the opportunity of active participation to students in the discovery of formula.
4. It is based on actual observation, thinking and experimentation.
5. It curbs the tendency to learn things by rote, and also reduces home work.
6. As it gives freedom from doubts, and helps in understanding, it suits the child.

### **DRAWBACKS OF THE INDUCTIVE METHOD:**

I. It is limited in range. It contains the process of discovering the formula with the help of a sufficient number of cases, but “what next?”. is not provided in it. The discovery of a formula does not complete the study of the topic. A lot of supplementary work and practice is needed to fix the topic in the mind of the learner.

2. Inductive reasoning is not absolutely conclusive. Three or four cases are picked up to generalise an observation. Therefore the process Establishes a certain degree of probability which can, of course, increased and made more valid by increasing the number of cases.
3. It is likely to be more laborious and time consuming.
4. At the advanced stage, it is not as useful as some of the unnecessary details and explanations may make teaching dull and boring.
5. Its application has to be restricted and confined to understanding of rules in the early stage. Once a formula has been established, time should not be wasted in rediscovering it for every subsequent problem.

### **DEDUCTIVE METHOD:**

It is the opposite of Inductive Method. Here the learner proceeds from general to particular, abstract to concrete, and formula to examples. A pre constructed formula

is told to the students and they are asked to solve the relevant problems with the help of that formula. The formula is accepted by the learners as a pre-established and well-established truth.

### **MERITS OF THE DEDUCTIVE METHOD:**

1. It is short and time-saving. The solving of problems by predetermined formulae takes little time. Authors and teachers, therefore like to adopt it (give it preference over others).
2. It glorifies memory, as students have to memorise a considerable number of formulae.
3. At the “practice and revision” stage, this method is adequate and advantageous.
4. It combines with the inductive method to remove the incompleteness and inadequacy of the later.
5. It enhances speed and efficiency in solving problems.

### **DRAWBACKS**

1. It is very difficult for a beginner to understand an abstract formula. If it is not preceded by a number of concrete instances
2. Pure deductive work requires a formula for every type of problems and an extensive use of this method will demand blind memorisation of a large number of formulae.
3. It will thus cause an unnecessary and heavy burden on the brain. It may even result in brain fag.
4. Memory becomes more important than understanding and intelligence, and that is educationally unsound.
5. If the pupil forgets the memorised formula, which is very likely to happen in case of blind cramming, he is at a loss and cannot recollect and reconstruct the formula easily.

6. The students cannot become active learners.

7. It is not suitable for the development of thinking, reasoning and discovery.

## **CONCLUSION**

The discussion of the scope, merits and drawbacks of these two methods leads •is to conclude that Inductive Method is the forerunner or predecessor of Deductive Method. The Deductive Method will give a good follow-up, if it is preceded by understanding through induction. Any loss of time due to the slow speed of induction can be made up through the quick and time saving process of deduction. There may be a number of arguments against deduction but it cannot be driven out of the field. It is to serve as the complement of induction. Induction leaves the learner at a point where he cannot stop; the after-work has to be completed by deduction. Deduction is a handmaid of induction: and what is left undone in induction, is fulfilled by deduction. The two methods are such good partners that the shortcomings of the one are offset by the other. Deduction is a process peculiarly suitable for a final statement, and induction is most suitable for the exploration of new fields. Deduction is the chief glory of mathematicians, but they take their facts from induction. Probability in induction is raised to certainty in deduction. The happy combination of the two is most appropriate and desirable. There are two clear-cut major parts of the process of learning of a topic: viz, establishment of formula, and application of that formula. The former is the work of induction, and the latter the work of deduction. Mathematics in the making is inductive, and its finished form is deductive. Understand it inductively and apply deductively. Application and practice should be preceded by understanding. Blind practice leads one nowhere. Thus the teaching should begin with induction' and end in deduction. Induction gives the lead, deduction follows.

## **Survey Method**

Surveys are easy to develop, especially when using the [advanced survey software](#) solutions available today. Many researchers are tempted to do much of their data collection online; however, it is not always the preferred mode of data collection, especially if respondents are in hard-to-reach areas. Whether a researcher uses an [online survey](#), [mobile survey](#), [paper survey](#), or a combination of all modes, the mode should depend on the type of study and the demographics of respondents.

Online surveys and mobile surveys tend to be the most cost-effective modes of survey research, yet they may not reach those respondents that can only respond using alternate modes. Results of online surveys and mobile surveys may suffer and differ greatly if important respondents are left out of the research. Hard-to-reach respondents may be easier to reach using more traditional methods such as paper surveys or face-to-face interviews.

Advanced survey software solutions have multi-mode capabilities for online surveys, mobile surveys, email surveys, paper surveys, kiosk surveys, and more, giving researchers the ability to survey even the hardest-to reach consumers, and analyze data from all survey modes collectively.

The ability to reach respondents is one challenge of surveys. However, surveys have several advantages and disadvantages. They are as follows:

### **Advantages**

- Relatively easy to administer
- Can be developed in less time (compared to other data-collection methods)
- Cost-effective, but cost depends on survey mode

- Can be administered remotely via online, mobile devices, mail, email, kiosk, or telephone.
- Conducted remotely can reduce or prevent geographical dependence
- Capable of collecting data from a large number of respondents
- Numerous questions can be asked about a subject, giving extensive flexibility in data analysis
- With survey software, advanced statistical techniques can be utilized to analyze survey data to determine validity, reliability, and statistical significance, including the ability to analyze multiple variables
- A broad range of data can be collected (e.g., attitudes, opinions, beliefs, values, behavior, factual).
- Standardized surveys are relatively free from several types of errors

### **Disadvantages**

The reliability of survey data may depend on the following factors:

- Respondents may not feel encouraged to provide accurate, honest answers
- Respondents may not feel comfortable providing answers that present themselves in an unfavorable manner.
- Respondents may not be fully aware of their reasons for any given answer because of lack of memory on the subject, or even boredom.
- Surveys with closed-ended questions may have a lower validity rate than other question types.

- Data errors due to question non-responses may exist. The number of respondents who choose to respond to a survey question may be different from those who chose not to respond, thus creating bias.
- Survey question answer options could lead to unclear data because certain answer options may be interpreted differently by respondents. For example, the answer option “somewhat agree” may represent different things to different subjects, and have its own meaning to each individual respondent. ‘Yes’ or ‘no’ answer options can also be problematic. Respondents may answer “no” if the option “only once” is not available.
- Customized surveys can run the risk of containing certain types of errors.

Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation

### **Definitions of Teaching Strategies**

Educational policies following definitions are given by various scholars—

**Davies**—“Strategies are broad methods of teaching.”

**Stones and Morris**—“Educational policies, a generalized scheme of the text, in which the structure

of the desired behavior change objectives of instruction are included as well as the devices are crafted plans.”

**Strasser**—“Teaching strategy is that plan which lays special emphasis on teaching objectives,

behavioural changes, content, task analysis, learning experiences and background factors of students.”

Note-Before commencing teaching class to use for the teacher to select appropriate teaching

strategies takes. There are several factors which include educational policy seeks to empower the

learning process and increase the effectiveness of teaching.

### **Characteristics of Teaching Strategies**

- (1) Educational policies, would indicate a pattern of teaching activities.
- (2) Educational policies, are helpful in achieving educational objectives.
- (3) These important works in the field of behavioral change.
- (4) These functions are important in analysis and its structure.
- (5) The teacher's task is to increase loyalty and his teaching that increase efficiency.
- (6) Improve the learning process and provide scientific basis.
- (7) Through its intelligence, diligence, clear thinking and develop workshops sufficiently.
- (8) In the educational philosophy of teaching strategies, learning theory, page protection, etc. are contained elements.
- (9) Sort learning process and make it meaningful.
- (10) Educational policies, teacher remains in control and that she needed to make changes.

### **Supervised Study Strategy**

Inspection—The study of the policy itself is not a complete method. It is therefore with most other



methods. Students to solve any problem related literature published in the same class as is. Students to read the literature carefully before sharing to give appropriate directions to the side of the key points are provided. Time to read the literature is reported. Students read to themselves reach their problems and answers to the questions. After reading the literature students are asked to close and Then the teacher questions and issues through the presentation of the text develops.

### **Characteristics**

- (1) Rising trend in student reading.
- (2) Information on how to read something in methods.
- (3) Students' attention is focused on literature. Remains interested to read them.
- (4) Student self-study problems and reach solutions, consequently they have mental satisfaction.
- (5) Reading is easier for the teacher. Students do not have to tell him everything.

### **Demerits**

- (1) Where this is not the provision of copies of the literature, there It can not be.
- (2) Teachers have to rewrite the relevant literature search and play.

### **Field Trips**

Place in a very true way of learning Educational Excursions. Their strength is to develop inspection. Its importance has been said in relation to—

“Field trips (excursions) when properly conducted, satisfy two main concepts of educational theory, the motivation of the desire to learn and the actual learning.”

### **Objectives**

- (1) The purpose of the grand tour experience of actual students (First hand observation and experiences) is to provide. Knowledge by all those items that can be given to students about the class cannot be easily displayed.
- (2) Children develop interest in various topics.
- (3) To reach conclusions by looking at the practices adopted in the natural environment.
- (4) Regarding the experimental or theoretical knowledge, practical knowledge to be displayed.
- (5) Students to develop a sense of responsibility to understand and play it.
- (6) To develop students' oversight powers.
- (7) Students learn to utilize their leisure.

### **Merits**

- (1) Students in the lap of nature is actually derived from the direct knowledge.
- (2) The students are alike gain experience, learn new knowledge they can use.
- (3) Students to observe, describe direct experience, and experience to meet Waif.
- (4) Develop in students a spirit of mutual cooperation.
- (5) Students get knowledge of such things concerning possible changes in their approach.
- (6) Educational visits, students and the community about the well-that internalized knowledge and learning processes that develop the region.
- (7) Students to adopt healthy attitude towards progressive methods assists.
- (8) Under all of the students theoretical knowledge to practical work gives free opportunity.

### **Brain Storming**

As it is clear by its name, this is a strategy in which such means are used who strikes the mind of students. Students are presented with a problem before it on which all students are considered independently, conversation and debate that. The teacher writes on the blackboard ideas goes. Debate and thinking and conversation- to a point or there is such that the student was not able to solve the problem. Sally policy brain develops in students thinking and problem analysis, synthesis and evaluation of the training provided.

### **Characteristics**

- (1) It is based on educational and psychological principles.
- (2) The affective and cognitive aspects are helpful to the achievement of higher purposes.
- (3) It encourages students in the area of critical thinking and problem solving.
- (4) Uses the creative capabilities of students.
- (5) Collective thinking and conversation view, this method provides more valuable.
- (6) It inspires students to think freely.
- (7) It is the policy of creative teaching and promoting the fundamental ideas.

### **Disadvantages :-**

1. It takes time particularly if it is a large group.
2. May consume a lot of material e.g. flipcharts or writing materials.
3. Requires high level facilitation skills.

### **Simulation**

Simulations are instructional scenarios where the learner is placed in a "world" defined by the teacher. They represent a reality within which students interact. The teacher controls the parameters of this "world" and uses it to achieve the desired instructional results. Students experience the reality of the scenario and gather meaning from it.

A simulation is a form of experiential learning. It is a strategy that fits well with the principles of [Student-Centered](#) and constructivist learning and teaching. Simulations take a number of forms. They may contain elements of:

- a game
- a role-play, or
- an activity that acts as a metaphor.

Simulations are characterized by their non-linear nature and by then controlled ambiguity within which students must make decisions. The inventiveness and commitment of the participants usually determines the success of a simulation.

Main advantages of simulation include:

- Study the behavior of a system without building it.
- Results are accurate in general, compared to analytical model.
- Help to find un-expected phenomenon, behavior of the system.
- Easy to perform ``What-If" analysis.

Main disadvantages of simulation include:

- Expensive to build a simulation model.
- Expensive to conduct simulation.
- Sometimes it is difficult to interpret the simulation results.

### **Dramatization**

Drama is the most significant model of learning and is a basic activity for learning. it is the way of

helping children to think about their individual or social problems. Children can learn to explore issues, events and connections, by means of drama. In drama, children draw on their knowledge and experience of the real world in order to create a make believe world [1], Thus, drama is one of the few areas of the curriculum which is built on dreams and voices.

### **The Importance of dramatization**

Drama is the center of existence; because, it is a valuable form of communication. Drama provides children with an opportunity to work together cooperatively on a shared life. As a result, it gives children the change to express themselves more effectively in everyday situations. Moreover, drama encourages children to learn how to influence others and how to put themselves in other people's shoes. This activity is thought to have educational value. Some people claim that trying to be in someone else's shoes and to imagine in certain situations gives a physical, visual and immediate experience or discussing the same things.

### **Merits**

- Engages kinesthetic learners (those who learn through moving or doing)
- Can boost students' self-esteem and confidence
- Can be used to teach team-work and to help new classmates to bond
- Can help students to engage with difficult or dull plays
- Useful when trying to teach Shakespeare to a young class with a short attention span

### **Disadvantages of Using Drama To Teach**

- Children can get disorderly and over-excited
- Some students may feel inadequate or self-conscious compared to those who are naturally good at drama
- Some children may see it as an opportunity to avoid “real” work
- Not everybody likes drama
- Not all students will be kinesthetic learners
- The focus of the activity is often lost, especially with younger groups of students

### **UNIT III: CURRICULUM AND PROFESSIONAL DEVELOPMENT**

# MEANING

- ▶ Derived from latin word “Currere” meaning is ‘to run’
- ▶ It is a runway(one runs to reach the goal) or a ‘race course referring to the course of deeds and experiences through which children grow and mature in becoming adults for success in adult society.
- ▶ It is totality of all the learning to which students are exposed during their study in the school.
- ▶ It is content, programme of planned activities, intended learning outcomes, cultural preservation, experience, agenda for social reconstruction.



## DEFINITION

- ▶ Acc to CUNNINGHAM' "It is a tool in the hands of the artist(the teacher) to mould his material(the pupil) in accordance with his ideal in his studio(the school)."
- ▶ Acc to G.Hass' "The curriculum is all of the experiences that individual learners have in a programme of education whose purpose is to achieve broad goals and related specific objectives, which are planned in terms of a framework of theory and research or past and professional practice."





# CHARACTERISTICS

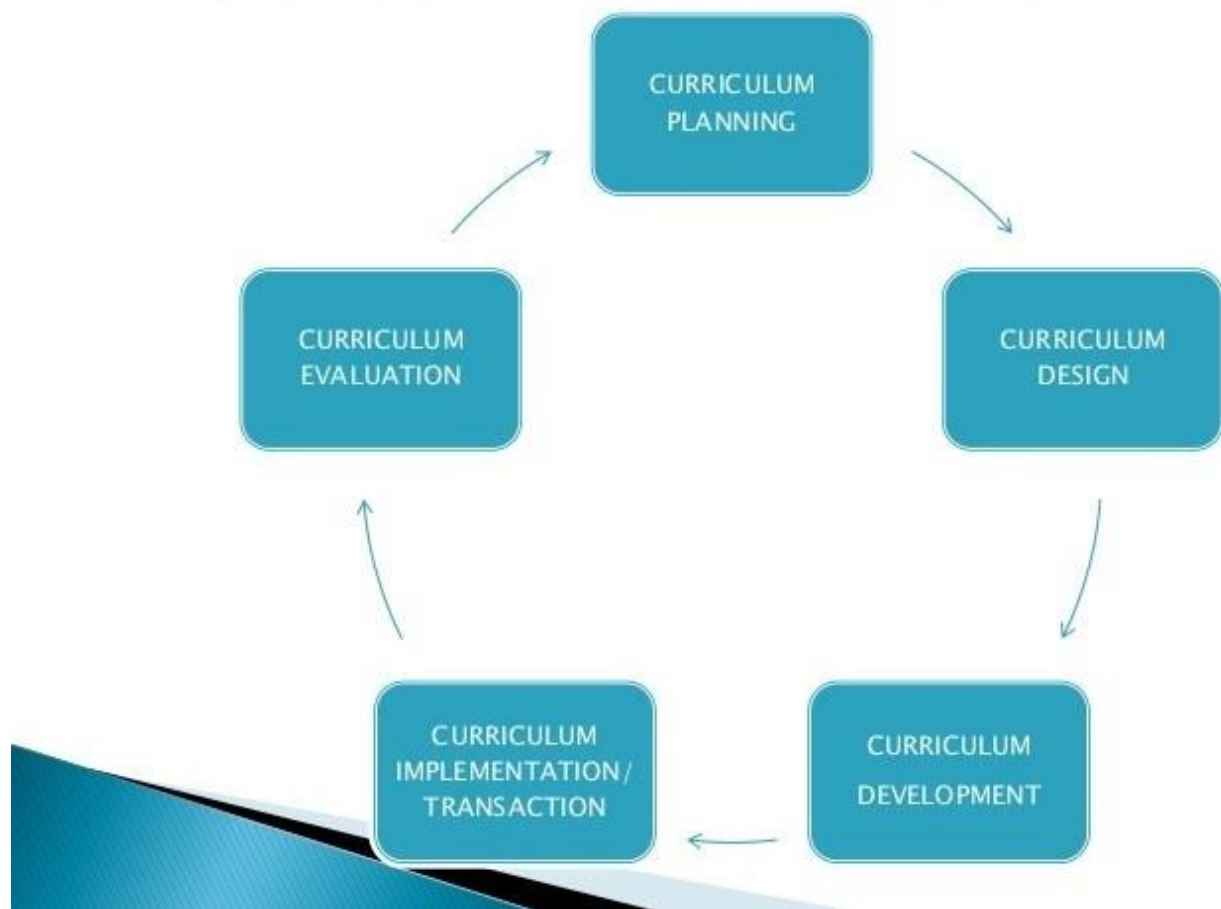
- ▶ Fulfillment of objectives
- ▶ Determined by factors – social, human development, nature of learning and nature of knowledge
- ▶ Cater individual differences
- ▶ Pre-planned but can be changed
- ▶ It is a blue print
- ▶ It is a tool in hands of a teacher
- ▶ More than teaching and learning
- ▶ Describe environment in motion
- ▶ All learning inside and outside school

# NEED OF CURRICULUM

- ▶ National development
- ▶ Developing democratic life
- ▶ Raising standard of living
- ▶ National integration
- ▶ Modernizing the society
- ▶ Personal development
- ▶ Education of whole man

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# PROCESS OF CURRICULUM



## **Importance characteristics and qualities of text-books**

(1) Text-books that are intended to be used should be useful for the students as well as teachers.

They should be so designed that on the one hand they may be written according to the psychological requirements of the students and on the other they should serve the purpose of the teacher who wish to impart knowledge to the students in a successful and interesting manner.

(2) The size of the book should be handy. It should be possible for the students to carry them properly. They should not be bulky. This is especially true about books intended for the primary classes.

(3) Printing and get-up of the books should be interesting and attractive. They should be printed in the letters that they do not require strain on the eyes of the students. On the other hand they should be correctly and neatly printed.

(4) The exterior of the picture should be attractive. If the exterior is attractive, students would like to carry them and keep them. This is true of the books intended for primary classes.

(5) They should serve the purpose of the subject- matter as well as the aims and objects of teaching. They should be written with a view on the aims and objects of the teaching.

(6) The text-books should be accurately written. They should present the subject-matter in such a manner that there is no fault in them. The subject-matter, presented therein should be up to date.

(7) The style of the books should also serve the psychological requirements of the students of different stages. Text books intended for the students of the primary classes should be written in a story form. In the text-books meant for higher classes the author may use the regional method or some other method that is useful for the students of the stage.

(8) The text-books should continue to keep the interests of the students alive in the subject-matter. The subject-matter should be presented in a simple and lucid style and clear form.

(9) The text-books should contain all the necessary and relative material required for a particular stage of education.

(10) The text-books of different stages should be complimentary to each other. Text-books that are used in primary classes should have some bearing and connection with the text-books that shall be used by the students in the Junior High School classes. Similarly text-books that are to be in mind the books that have been used by the students in the Junior High School classes.

(11) Text-books should be free from prejudice. The presentation of the subject-matter should be unbiased. There should be no material which can injure the susceptibility of any class or category of people. They should contain objective description of the people and conditions of different countries.

(12) The text-books should contain charts, maps, diagrams etc. as and where required. Without the charts, maps and diagrams etc. the subject-matter of Geography cannot be taught properly. It is, therefore, necessary to give place to all these things in the text-books.

(13) Geography is a developing subject. Every day we find that new researches have been made in the field of Geography. Up to date knowledge of Geography must be given place in the text-books.

(14) At the end of every chapter of the text-book there should be certain questions that may be used for the revision of the subject-matter. Without these questions the text-books shall not be useful.

(15) If required the text-books may give a substance of the chapter at the end of each lesson. Such a provision will help the students to grasp the subject-matter properly.

## **QUALITIES OF ECONOMICS TEACHER**

### **A GOOD TEACHER ENJOYS TEACHING**

The single most important quality that every teacher should possess is a love and passion for teaching young people. [Teachers](#) who do not enjoy their job will find it nearly impossible to be [effective day](#) in and day out.

Teaching can have a number of discouraging factors that make it a challenge. Yet, for someone who has the drive, passion, and enthusiasm for the job, you can get past these small hurdles.

Besides, kids are smarter than we often give them credit for. They will have a better relationship and learn more efficiently from a teacher who enjoys what they do.

## **A GOOD TEACHER IS ACCOUNTABLE**

Holding yourself to the same expectations and standards as you hold your students to is also important. Double standards and not taking responsibility for your actions do not build a good classroom environment. For example, if you do not allow your students to chew gum in your class, then you should not chew gum either.

Accountability also stretches into your own learning experiences. Some of the most effective teachers are continually looking for new and more effective teaching strategies. This is important not only for your own professional career but it will benefit your students as well.

Every year there is new research, [technology](#), and educational tools available that can help make you a [better teacher](#).

It's always a good idea to seek out [professional development opportunities](#) and try to apply something new to your class every year.

## **A GOOD TEACHER CAN ADAPT**

The world and the classroom are always changing, so a teacher's ability to adapt is a key to success. This applies to the day-to-day workings within the classroom as well as long-term strategies and tools.

The most effective teachers develop the ability to make changes to lessons or activities on the fly because of an unforeseen situation or problem. Maybe a piece



of equipment failed or an unexpected change in the schedule happens mid-day. The school environment is filled with events that are often out of your control and it works best if you can change with it.

Also, you may find yourself having to adapt a lesson plan. If half the class does not understand a particular concept, then you cannot move on. In these situations, you will have to quickly come up with a better way to teach that concept.

Technology throws another twist at teachers. Your students were born in the digital age and have been bombarded by [technological advances](#). Out of necessity, teachers have to adapt. This doesn't mean eliminating [textbooks](#) and worksheets completely.

However, try to implement other forms of media within your lessons if it can effectively get the lesson across.

## **A GOOD TEACHER CHALLENGES AND INSPIRES**

In order to teach, it is important to understand what you're teaching and be able to adequately relay that to students. It's a two-fold situation that requires knowledge of the subject and the skill of a good communicator.

This dual ability can maximize your effectiveness in the classroom. Being an expert in a particular subject does no good if the students cannot understand it. In order to engage them, you need to bring it down to their level. Teachers need to be creative, engaging, and inspirational while getting the point across.

The lesson plans you create should grab the students' attentions. Making lessons fun, fresh, and energetic will have your students looking forward to the next day in class.

Also, you have the unique opportunity to give your students the motivation to become lifelong learners. A truly great teacher can make a lasting impact that follows a student throughout their life.

## **A GOOD TEACHER CAN RELATE**

There is a long list of adjectives that can be used to describe the underlying personality of a good and effective teacher. Caring, compassionate, generous, kind, and patient are good places to begin. We can also throw in cooperative, empathetic, forgiving, and trustworthy.

Each of these qualities relates to the entire professional experience of being a teacher. For instance, you can be as cooperative as possible with administrators, [other teachers](#), and parents for the good of your students. Building good relationships instills trust within the school system.

It's also important to understand that all students are different. Taking the time to care about the [personalities and interest of each student](#) is key to ensuring everyone is successful. It may mean you have to incorporate components that connect with each individual or be sensitive to the various struggles each student faces.

Students will also go through issues outside of school that requires adjustments within the classroom, so compassion is important. You might also find moments when you need to forgive student, parents, or your colleagues so it doesn't impact your teaching.

Many teachers are generous as well. You may volunteer for extra assignments or spend money out of your own pocket for classroom needs.

Through all of this, it's important to maintain a joyful and kind spirit. A good attitude can reflect on the mood of the entire classroom and even extend into the school. At times, extreme patience is required, but that is a quality most truly great teachers possess naturally.

### **A GOOD TEACHER IS DETERMINED**

There are other personality traits that teachers tend to have in common. These have a lot to do with determination, the ability to find any means necessary to reach all students no matter the challenge.

It plays into the dedication that teachers possess to the job. You show up every day and spend the time necessary to deliver the best education possible to each student. Quite often, this means you have your own "homework." You'll spend nights and weekends formulating lesson plans, grading papers, and doing all sorts of seemingly thankless tasks.

Teachers also tend to be fearless, resilient, and have a certain amount of grit. Obstacles will come up throughout the school year and it is important to stand up to criticism or scrutiny for things you believe are right. Of course, that must be done within the parameters of school policy and with the students' well-being in mind.

### **A GOOD TEACHER IS ORGANIZED AND RESOURCEFUL**

As a teacher, you will often find that it's better to be proactive rather than reactive. It can be one of the most difficult things to learn, but your ability to stay organized and be resourceful will ultimately make your job less difficult.

Teachers who plan ahead and look for aspects that they might have issues with, while proactively looking for solutions to solve those problems will experience less stress. Being proactive does not replace being adaptive. No matter how well you plan, there will be surprises.

The ability to keep things neat and orderly allows teachers to access materials quickly and to make effective transitions. Sometimes, you will also have to find creative solutions to get things done. Your resourcefulness for obtaining supplies and materials for the classroom, even when funds are not available, will help out tremendously.

## **PROFESSIONAL DEVELOPMENT**

The term 'professional development' means activities that—

"(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and

"(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and **may include** activities that—

"(i) improve and increase teachers'—

"(I) knowledge of the academic subjects the teachers teach;

"(II) understanding of how students learn; and

"(III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

"(ii) are an integral part of broad school-wide and district-wide educational improvement plans;

"(iii) allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;

"(iv) improve classroom management skills;

"(v) support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;

"(vi) advance teacher understanding of—

"(I) effective instructional strategies that are evidence-based; and

"(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

"(vii) are aligned with, and directly related to, academic goals of the school or local educational agency;

"(viii) are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act;

"(ix) are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

"(x) to the extent appropriate, provide training for teachers, principals, and other school leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;

"(xi) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

"(xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

"(xiii) include instruction in the use of data and assessments to inform and instruct classroom practice;

"(xiv) include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

"(xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;

"(xvi) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;

"(xvii) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and

"(xviii) where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness."

## **NEED OF PROFESSIONAL DEVELOPMENT**

Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators.



### **Teacher Preparation**

The best teacher-preparation programs emphasize subject-matter mastery and provide many opportunities for student teachers to spend time in real classrooms under the supervision of an experienced mentor. Just as professionals in medicine, architecture, and law have opportunities to learn through examining case studies, learning best practices, and participating in internships, exemplary teacher-preparation programs allow teacher candidates the time to apply their learning of theory in the context of teaching in a real classroom.

Many colleges and universities are revamping their education schools to include an emphasis on content knowledge, increased use of educational technologies,



creation of professional-development schools, and innovative training programs aimed at career switchers and students who prefer to earn a degree online.

### **Teacher-Induction Programs**

Support for beginning teachers is often uneven and inadequate. Even if well prepared, new teachers often are assigned to the most challenging schools and classes with little supervision and support. Nearly half of all teachers leave the profession in their first five years, so more attention must be paid to providing them with early and adequate support, especially if they are assigned to demanding school environments.

Mentoring and coaching from veteran colleagues is critical to the successful development of a new teacher. Great induction programs create opportunities for novice teachers to learn from best practices and analyze and reflect on their teaching.

### **Ongoing Professional Development**

It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

## **WAYS OF PROFESSIONAL DEVELOPMENT**

### **Books on the Teaching Profession**

An easy way to learn new methods for lesson preparation, organization, and creating effective classroom systems can be found in books. For example, the [Everything New Teacher Book](#) written by this author provides many great resources for new teachers. You can also read books that provide inspirational and moving stories to help motivate you as you teach. Some examples include [Chicken Soup for the Soul: Teacher Tales](#) and [The Courage to Teach](#) by Parker J. Palmer. Learn more with these [top inspirational books for educators](#).

### **Professional Development Courses**

Professional development courses are a great way to find out the latest research in education. Courses on topics like [brain research](#) and assessment creation can be very enlightening. Further, subject specific courses like "History Alive" provide American History teachers with ideas for lesson enhancements. Some of these can be pricey or require a minimum number of participants. You should approach your department head and administration if you hear of a course that would be great to bring to your school district. Alternatively, online professional development courses are on the rise and provide you more flexibility in terms of when you actually do the work.

### **Additional College Courses**

College courses provide teachers with more in-depth information on the topic chosen. Many states provide teachers with incentives for completing additional college courses. For example, in the state of Florida, college courses provide teachers with a means to be recertified. They might also provide you with monetary and tax incentives so check with your state's [Department of Education](#).

### **Reading Well Established Websites and Journals**

Established websites provide wonderful ideas and inspiration to teachers. Further, professional journals can help enhance lessons throughout the curriculum.

### **Visiting Other Classrooms and Schools**

If you know of a great teacher at your school, arrange to spend a little time observing them. They don't even have to teach in your subject area. You can pick up different ways to deal with situations and to help with basic housekeeping tasks. Additionally, visiting other schools and seeing how other teachers present their lessons and deal with students can be very enlightening. Sometimes we get in a rut thinking that the way that we are teaching is the only way to do it. However, seeing how other professionals handle the material can be a real eye opener.

### **Joining Professional Organizations**

Professional organizations like the National Education Association or the American Federation of Teachers provide members with resources to help them in and out of the classroom. Further, many teachers find associations specific to their subject matter give them a wealth of material to help build and enhance lessons. English, math, science and social studies are just a few examples of subjects that have their own associations.

### **Attending Teaching Conferences**

Local and national teaching conferences occur throughout the year. See if one is going to be near you and try and attend. Most schools will give you the time off to attend if you promise to present the information. Some might even pay for your attendance depending on the budgetary situation. Check with your administration. The individual sessions and keynote speakers can be truly inspirational.

**UNIT IV: Content from NCERT Text books**

**(CONSULT TEXT BOOKS OF 9<sup>TH</sup> AND 10<sup>TH</sup>)**

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