

**A STUDY OF EFFECTIVENESS OF INNOVATIVE AND
INTERACTIVE PROGRAMME OF TEACHING
ECONOMICS AT HIGHER SECONDARY
SCHOOL LEVEL**

**A Dissertation Submitted in partial fulfillment of
Requirement for the degree of
Master of Education**

**GUIDE
DR. SHILPA POPAT**

**INVESTIGATOR
MS. KAVITA DIXIT**



NAVRACHANA UNIVERSITY

School of Science and Education

Vasana Bhayli Road,

Vadodara 391410

2014-15

DECLARATION

I, the undersigned, **Ms. Kavita Dixit**, hereby declare that this dissertation entitled “**A Study of Effectiveness of Innovative and Interactive Programe of Teaching Economics at Higher Secondary School Level**” is my own work, and all the sources that I have used or quoted have been indicated or acknowledged by means of complete references.

Date: April, 2015

Kavita Dixit

Place: Vadodara

CERTIFICATE

This is to certify that Ms. Kavita Dixit has been working for her M.Ed dissertation under my guidance and supervision on “**A Study of effectiveness of Innovative and Interactive Programe of teaching Economics at Higher Secondary School Level**” This dissertation is submitted in partial fulfilment of the requirement for the degree of Master of Education at Navrachana University. This is her original work to the best of my knowledge.

GUIDE

Dr. Shilpa S. Popat

Assistant Professor

Navrachana University

Vadodara

April, 2015

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CHAPTER 1

CONCEPTUAL FRAMEWORK

1.0 INTRODUCTION

In the present day society humans needs have grown so enormously that now it has become very difficult to say which human needs are main and which one is subsidiary. In such a situation human needs always remains unfulfilled and individual is in a constant trouble for the achievement of needs and fulfillment of wants. To achieve the aim of need satisfaction the individual is always busy in performing various types of activities for satisfying their needs and wants, they can be satisfy only if they have enough wealth and money. Thus, all human activities are directed towards earning money and acquiring wealth. It means that most of the activities are economic activities. Economics deals with the study of various activities of man directed towards acquisition of wealth and earning money. Economics as a separated subject is not taught in primary and secondary section. At primary and secondary section initial and practical knowledge of economics is provided to the students as a part of social studies. Students of higher secondary level study economics in a commerce stream. Economics provide a theoretical background to analyze the effort of human being in earning their livelihood through the operations of production and the processes of exchange. Economics scientifically studies the sum total of all economics activities and help in arriving at broad principles or laws that characterize the human behavior under different sets of circumstances. In commerce these very activities are studies from the occupational point of view and lays down norms for systematically carrying them out. Commerce can rightly be described as practical economics or business economics. Therefore economics and commerce is inter-related subject. Some of the important facts and knowledge of economic are included in the commerce subjects which is useful to the students in their daily practical life. These facts and ideas are mostly based on the important features of the Indian economy and economic system. H.G. Shields (1930) defines commerce education as follows, “Real commerce education is economic education, not of academic sort, long on theory and

short on facts, but economic education which will give the student a knowledge of the basic realities of business life and relationships". The basic science of business is economics and without a thorough grounding and awareness of economic problems students can't enter in the business. Therefore, to provide a practical knowledge of economics, teacher should use effective teaching approach. Education plays a vital role to the pace of the social, political and economic development of any nation, so effective teaching is very essential. Effective teaching is important because teaching is based on helping children to progress from one level to another in a more sociable interactive environment and to get the approach right to get students to be independent learners (Muijus and Reynolds, 2005). Effectiveness does not mean being perfect or giving a wonderful performance, but bringing out the best in students. Therefore, the primary purpose of teaching at any level of education is to bring a fundamental change in the learner. To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional approach many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners, comparative to learner-centered methods. Learner centered methods makes the learning effective. Moreover, research on teaching and learning constantly endeavor to examine the extent to which different teaching methods enhance growth in student learning. Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order to the method used for teaching to be effective. Adunola (2011) mention that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered. Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The role of teacher is changing to the facilitator. Therefore there is a need to change in the teaching methods. As a facilitator, teachers can use of some innovative interactive teaching programme which enhance students learning more effectively and practically.

Commerce and economics are inter-related subjects. Through the knowledge of commerce, it is possible to learn the economics. The teacher of economics should try to teach the subject in an innovative way that students will be able to correlate the subject with each other.

1.1 RELATIONSHIP BETWEEN ECONOMICS AND COMMERCE

Economics and commerce are inter-twined subjects. It cannot be studied separately. Through the knowledge of commerce it is possible to run the economy of a country more efficiently. Commerce as a stream of study, studied right after 10 years of schooling, commerce is available as an option in 10+2 or the Higher Secondary level. Commerce offers foundation for many professional careers like Finance, Planning, Accountancy, Tax Practitioners, Economist, Banking and Broking etc. Commerce is the whole system of an economy that constitutes an environment for business. The system includes legal, economic, political, social, cultural and technological systems that are in operation in any country. Thus, commerce is a system or an environment that affects the business prospects of an economy. Most commerce colleges in India offer the following subjects:

Business economics: This covers concepts like the laws of demand and supply, law of returns, elasticity, theory of pricing under different market forms etc.

Financial accounting: This subject deals with the preparation of profit and loss statements, balance sheets and final accounts of a company, knowledge of Indian and international accounting standards, calculation of depreciation and valuation of shares and goodwill of a company.

Cost accounting: This includes process of finding and analysing the costing of job and contract costing, costing of overheads, standard and variance costing and budgetary control.

Income tax: This encompasses the nature and basis of charge of income tax, tax planning, tax deduction, incomes not taxable etc.

Auditing: This deals with vouching, valuation and verification of transactions, assets and liabilities. It also includes studying the auditing of different organizations like clubs, hospitals and charitable concerns.

Business finance: This includes its scope of financial analysis as a diagnostic tool, the management of working capital and its components as well as capital structure leverages.

Business law: This subject discusses the different laws in India relating to Companies Act and Consumer Protection Act etc.

Marketing: This subject deals with products, pricing methods, promotion, channels of distribution, logistics etc.

These all specialized subject deals with the economic and commerce education. Therefore it is very necessary that students should aware about these subjects while choosing any subject. In all these subjects economics is a foundation of all subjects in commerce education. A knowledge of economic concepts provides useful framework, that help better understand about economics of different country and how it works. These concepts help students to take decisions. The objective of economics is to understand the well-being of individuals and organisations in a society and society as a whole.

1.2 ECONOMIC EDUCATION

Economics is essential to understand the world in which we live and work. Economics is social science that studies about economic activity to gain an understanding of the processes that govern the production, distribution and consumption of goods and services in an exchange economy. Economics focuses on the behavior and interactions of economic agents and economic working pattern. Consistent with this focus, textbooks often distinguish between microeconomics and macroeconomics. Microeconomics examines the behavior of basic elements in the economy including individual agents and markets, their interactions and the outcomes of interactions. Individual agents may include, for example, households, firms, buyers, and sellers. Macroeconomics analyzes the entire economy (meaning aggregated production, consumption, savings and investment) and issues affecting it, including unemployment of resources (labor, capital, and land), inflation, economic growth and the public policies that address these issues (monetary, fiscal and other policies). It studies determines the prices of the goods and services where the income spend and the prices of the stocks and bonds in invest the savings. It helps to differeciate between level of earnings of people and their expenses.

How do firms operating in different market environments decide what quantities to produce of their product outputs, what prices to charge for these outputs and what quantities of labour and capital inputs to employ? How can economic analysis help to understand and solve the problems of environmental pollution and resource depletion? What determines the level of national income and aggregate employment, the rate of price inflation, the rate of unemployment, the rate of growth of aggregate output and productivity and the international value of the dollar? Why do average standards of living vary so widely among and within countries? These all questions answers can be available through economic education. In the microeconomics, the demand and supply analysis have changed, due to difference between private and social marginal cost. The equilibrium in a two period model where the production has been reduced to keep resources for the next generation which helps to understand and solve the problem of environment pollution and resource depletion. Whereas to determine the national income aggregate demand is the amount where domestic and foreign people wish to spend on the national product of a country, aggregate supply is the amount of national output domestic firms wish to produce. An aggregate supply function indicates how much national output firms wish to produce in relation to the aggregate price level. Gross Domestic Product varies in standard of living in outside or inside the country. In the price Inflation when prices get higher or it takes more money to buy the same item. Then rate of inflation increase.

A study of economics gives a better understanding of the objectives, methods and limitations of government economic policy. How can government policy help to reduce environmental pollution? How does the tax system affect the incentives for people to work, for families to spend and save, and for firms to invest? How do government budget deficits and debt affect the economy? Economics is the systematic and logical study, which touches to our daily lives. Economics at every step, ranging from taking decision whether to buy a pair of shoes to take loan for purchase. All such money related decisions are driven by economic principles. Different types of economics related principles leads to the different types of economic branches. This helps students to understand the economics which leads to know about the different branches and their concern.

1.2.1 BRANCHES OF ECONOMICS

The horizon of economics is gradually expanding. It is no more a branch of knowledge that deals only with the production and consumption. It focuses more on using the available resources efficiently while giving the maximum satisfaction or welfare to the people on a sustainable basis. Given below is the list of the major branches of economics

- **Microeconomics:** This is considered to be the basic economics. Microeconomics may be defined as that branch of economic analysis which studies the economic behavior of the individual unit, may be a person, a particular household, or a particular firm. It is a study of one particular unit rather than all the units combined together. The microeconomics is also described as price and value theory, the theory of the household, the firm and the industry. Most production and welfare theories are of the microeconomics variety.
- **Macroeconomics:** Macroeconomics is the study of the entire economy its behavior, main elements and overarching systems. It emphasis on a country level and utilizes facts from that country's economic performance gross domestic product, inflation, government interest rates and unemployment . This focus on international trade and the overall impact of imports and exports has on a country's economic growth.
- **International economics:** As the countries of the modern world are realizing the significance of trade with other countries, nations are more closely linked through trade in goods and services, flows of money and investment. International economics focuses on financial aspects of international trade in relation to currencies and exchanges. It explains the policies of global markets and how one nation's policy may affect trade potential with another nation. International economics takes a macroeconomic look at the world's dealings and how those dealings affect one another.
- **Public finance:** The great depression of the 1930s led to the realization of the role of government in stabilizing the economic growth besides other objectives like growth, redistribution of income, etc. Therefore, a full branch of economics

known as Public Finance or the fiscal economics has emerged to analyse the role of government in the economy. Earlier the classical economists believed in the laissez-faire economy ruling out role of the government in economic issues.

- **Development economics:** After the Second World War many countries got freedom from the colonial rule, their economics required different treatment for growth and development. This branch developed as development economics.
- **Health economics:** It is a branch of economics concerned with issues related to efficiency, effectiveness, value and behavior in the production and consumption of health and health care. In broad terms, health economists study the functioning of healthcare systems and health-affecting behaviors such as smoking. This is a new realization has emerged from human development for economic growth.
- **Environmental economics:** Unchecked emphasis on economic growth without caring for natural resources and ecological balance, now, economic growth is facing a new challenge from the environmental side. Therefore, Environmental Economics has emerged as one of the major branches of economics that is considered significant for sustainable development.
- **Urban and Rural Economics:** Role of location is quite important for economic attainments. There is also much debate on urban-rural divide. Therefore, economists have realized that there should be specific focus on urban areas and rural areas. Therefore, there is expansion of branches like urban economics and rural economics. Similarly, regional economics is also being emphasized to meet the challenge of geographical inequalities.

There are many other branches of economics which helps in establishing the economics development of the country. They are welfare economics, monetary economics, energy economics, transport economics, demography, labour economics, agricultural economics, gender economics, economic planning and economics of infrastructure.

1.3 OBJECTIVE OF TEACHING ECONOMICS AT HIGHER SCENDODARY LEVEL

Economics provides the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It helps in taking various decisions of households, firms and governments based on human behaviour, beliefs, structure, constraints and need. The study of economics helps to understand various aspects of finance. In India, various education commission reports and educational polices have formulated objectives of higher secondary school teaching since independence as follows:

1.3.1 HIGHER SECONDARY EDUCATION COMMISSION (1952-53)

- Education for democratic value,
- Education for developing democratic citizen,
- Education for improving vocational efficiency,
- Education for development for personality and
- Education for development of good leadership.

1.3.2 KOTHARI EDUCATION COMMISSION (1964- 66)

- Economic growth and full employment,
- Social and national integration
- Development of human resources,
- Education for productivity,
- Vocational education,
- Education for modernization
- Education for social, moral and spiritual values,
- Maintain secularization and religion ,
- Education for democratic values.

1.3.3 NATIONAL POLICY ON EDUCATION (1986) MODIFIED IN (1992)

Secondary education begins to expose students to differentiated roles of science, the humanities and social science. This is also an appropriate stage to provide children with a sense of history and national perspectives and give them opportunities to understand their constitutional duties right as citizens. Vocationalisations through specialized institutions or through refashioning of secondary education provide valuable manpower for economic growth.

1.3.4 PROGRAMME OF ACTION (1986)

It stated that secondary and higher secondary education is on the one hand terminal for those who enter the world of work after this stage. For such people a strengthened vocational scheme should form the main plank of strategy. For the rest it is preparatory to higher education and, therefore, a good ground in the subject area should be provided along with learning orientation.

1.3.5 NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (1988)

- To acquaint students with the contemporary economic problems and to help them appreciate the efforts being made to solve these problems at local and national level.
- To foster an urge and among students for effective participation in the tasks of national reconstruction.
- To prepare students to cope with the stress and strain that occurs in the process of economic reconstruction.
- To develop an understanding of the nation's physical and human resources and their potentialities for a better tomorrow.

- To develop among students understand that various sectors of the Indian economy are interlinked and that all the sectors must develop simultaneously, through planned and well coordinated efforts.
- To develop among students a favourable attitude towards conservation and wise use of natural resources, avoiding their misuse and wastage.
- To develop among students a passion for social justice and an urge to resist exploitation in any form by men or by the state.
- To familiarize students with the basic terminology and elementary ideas of economics
- To help students to acquire skills in interpreting simple statistical data.

1.3.6 NATIONAL CURRICULUM FRAMEWORK (2005)

- Understand the processes of economic and social change and development with examples from modern and contemporary India and other parts of the world
- Critically examine social and economic issues and challenges like poverty, child labour, illiteracy and various other dimensions of inequality
- Understand the rights and responsibilities of citizens in a democratic and secular society.
- Understand the roles and responsibilities of the state in the fulfillment of constitutional obligations.
- Understand the processes of change and development in India in relation to the world economy and polity.
- Appreciate the rights of local communities in relation to their environment, the judicious utilization of resources, as well as, the need for the conservation of the natural environment.

1.4 PRESENT SCENARIO OF TEACHING PRACTICES

To fulfill the objective of teaching economic teacher should use some effective way of teaching the subject. In the traditional method students simply obtain information from the teacher without building their engagement level with the subject being taught.

Traditional method focuses mainly on textbooks. Traditional approach is least practical, more theoretical and emphasis on memorizing the concept. It does not apply activity based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecture method may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such shortfalls, teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants.

In traditional method of teaching, assessment is seen as a separate activity while in modern method of teaching, assessment is seen as an activity integrated with teaching and learning. The modern method relies on hands-on materials approach. Presentation of materials starts with the whole and then moves to the parts. Modern method of teaching emphasizes on big ideas. Teachers often use techniques which cater to multiple learning styles to help students to retain information and strengthen understanding. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn. In innovation, a chapter can be taught in several ways where teacher can use questioning, explaining, collaborating, and demonstrating method.

Innovations in present economic world takes place that demand every individual have competency in making decisions and choices, which needs accurate understanding and exact evaluation of situations. To promote awareness and importance of economics and economics teaching there should have been intensive and continuous efforts. In recent years, there has been increasing interest in teaching economics at the higher secondary level. In addition, more teaching teacher materials have been prepared for use in separate economics courses. Their aim is to be development of the professional and special didactics.

Perumal, V. (1989) studies three different teaching methods, from that using group discussion, assignment method is more effective than using lecture method. Hansraj (1992) examined the effectiveness of innovative teaching methods and traditional methods for the teaching of science subjects. The study revealed that the group of

students who were taught science using various curricular activities gained significantly in their verbal fluency, flexibility, originality, elaboration, verbal and non verbal creative thinking. Innovative methods develop practical knowledge, content clarity and interest in the subject.

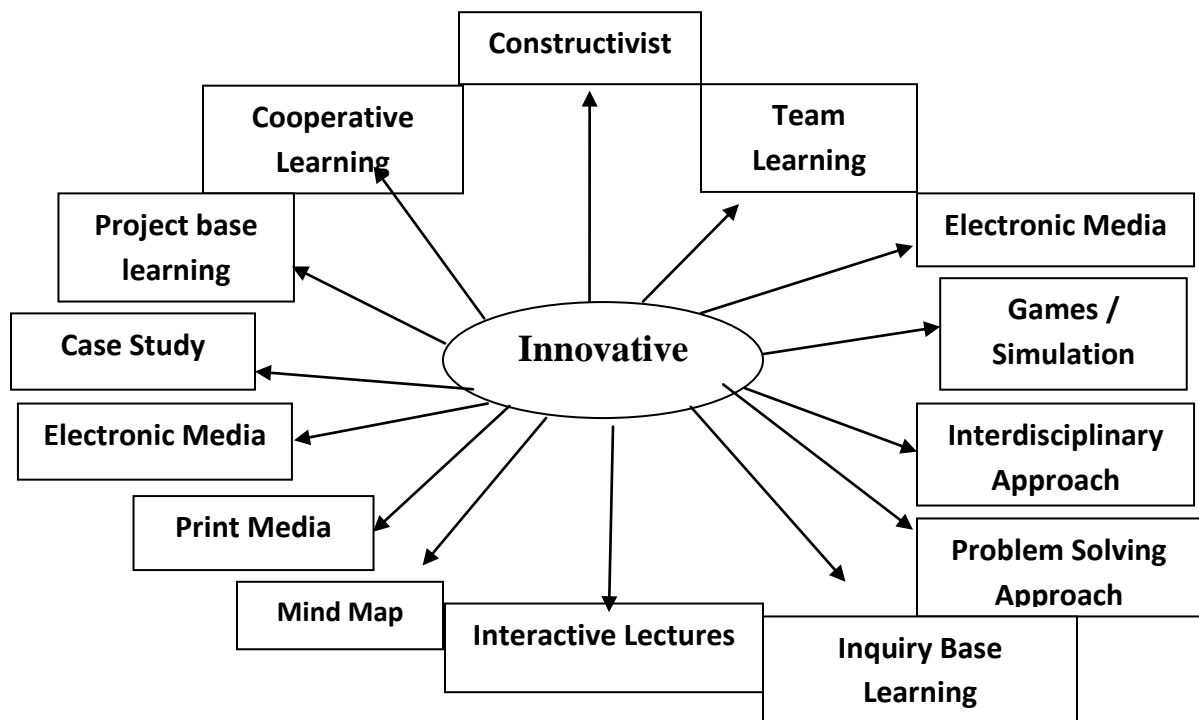
1.5 NEED OF INNOVATIVE AND INTERACTIVE PROGRAMME IN TEACHING

In today's world of education, the classroom no longer is bounded by four walls and lecture method. It is a two way communication processes where students and teacher both are involve in teaching learning process, they interact with each other. This includes exploring new ideas in teaching, sharpening practices that are effective and broadening the use of technology. By changing the focus of the classroom from teacher to the learner has far reaching implications on how teacher teach subject to make it a more interesting subject where concepts are understood deeply so that they can be applied. Teachings in classrooms teachers have to posses various types of experiences. Sometime they feel a lot of trouble while teaching the students because they find the responses very little. Therefore innovations in teaching needed to solve the problem. So it is the need of the time to discover something new and useful in education. When teacher act as a well skilled and well professional teacher, he/she does his best. If a teacher does not understand the needs and problems of the students then how he can ensure student's learning effectively? So when a teacher faces any problem, he/she is motivated to an innovation. Teaching through innovative technique makes concepts clear. Students develop interest to know exactly the concept. Creates long lasting memory correlation of a concept. Which helps in relating concept with their daily practices and it becomes easy for implication in a daily life.

1.5.1 INNOVATIVE AND INTERACTIVE PROGRAMME IN TEACHING

“I hear and I forget. I see and I believe. I do and I understand” - Confucius

Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institution to overcome problems and difficulties, they face in day to day functioning.



- **Interactive Lectures:** Instead of traditional teaching the trial began with lectures being interactive with small written and oral activities which broke the monotony of listening to the teacher. For instance, after completing the concept of the relationship between elasticity of demand and expenditure, students were given 2-3 application questions that needed to be discussed in small groups and the

findings had to be reported out. For example they needed to discuss the impact of a rise in the price of school uniform on their parent's expenditure just before the academic term started, or how would the revenue of a 5 star hotel change if it offered a discount during off peak season. Questions such as these help students to better understand concepts and their applicability in the real world scenario. Some more activity which is very useful in interactive lectures is brainstorming. These short of exercise in small groups or pairs gives an idea how many students are aware of a topic before it is introduced in the classroom.

- **Print Media:** Print media can be use in classroom for doing data presentation in statistics, students are asked to collect different types of graphs. When the government budget is announced, take newspaper cuttings to discuss about the budget. Similarly students can keep a record of foreign exchange rates for a week so that this data can be used while explaining flexible exchange rates. Along with these basic uses, print media can be used to take discussions beyond the academic curriculum on a particular topic.
- **Electronic Media:** Showing the video, feature films and documentaries can also be use to teach different topics related to environment, sustainable development, co-operatives etc. It gives deep visual impact on the students, which helped them for better understanding and be sensitive to the conditions and concept clarity.
- **Case Study :** Discussing any case in the classroom teacher can use the case study method to extend student's understanding of real life issues and in turn enhances his/ her existing conceptual knowledge.
- **Power-point Presentations:** The concepts could be simplified and attempted making a power-point presentation. The visual presentation helped the student understand the concept with greater ease. Through the power point presentation teacher can able to make a static equilibrium diagram more dynamic where students can identify changes in the budget in last three years. Students can analysis major changes in the budget through the graphical presentation. Power point presentation can also use recapulised the concept. The visual impact assisted students to better grasp abstract concepts.

- **Problem Solving Approach:** Many a times problem solving is an effective strategy to help students construct their concepts. For example, in budget chapter students have to make their school budget for new school session where they have to control on expenses, need to purchase projectors, increase in income and invest for future. Each group will choose their area and work together. Through these exercise students themselves come up with the problem in making budget. Problem solving method forms a wonderful way of helping students construct their own knowledge based on their findings on a given problem. Here the teacher's role is as a facilitator and guide.
- **Games and Simulations:** Use of games is a very interesting tool that helps students retain their learning. In national income accounting, converting national income into related aggregates by using depreciation, net factor income from abroad and net indirect taxes can be quite challenging for students.
- **Constructivist Approach :** In the classroom teacher provide opportunity to students for share their own experience , listen to peers and collect information about the different three year budget anlysis the budget and find major changes in tax rules and find out difference between deficit budget or surplus budget. Here students create their own knowledge teacher perform as facilitator or guide. Learners construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences.
- **Performance related tasks, Dramatization:** This strategy helps students to perform something related to the chapter where teacher can conduct role play, drama. Dramatization of ideas is a powerful medium through which children can learn. In the process of enactment, they internalize the overarching ideas on a topic and are able to recall them at a later date. In addition to reading and learning the content, presentation gives tremendous scope for students to imbibe life skills such as communication, team work, and time management. Students can act like different ministers in the parliament where they have to pass the budget and discuss about it .Some are in the favour and some are findings loophole in the budget. This discussion does not require remembering they internalize the concept.

- **Interdisciplinary Approach:** It helps students in active learning, engaging more students in the learning process. Students become the center of the learning experience by collaborating in real-life career focused projects and problems that connect to their current interests and future pursuits.
- **Cooperative Learning:** Cooperative Learning refers to a method of teaching and classroom management that emphasizes group work and a strong sense of community. This model fosters students' academic and social growth and includes teaching techniques such as "Think-Pair-Share" and reciprocal teaching. Cooperative learning falls under the student-centered approach because learners are placed in responsibility of their learning and development. This method focuses on the belief that students learn best when working with and learning from their peers.
- **Project-Based Learning:** Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. These methods include developing a focus questions, allowing for multiple solutions. Students can make different type of budget in the groups. This help students to know about different budget and identify the major area where have budget maker have to concentrate. PBL offers the best method in indentify different types of income, taxes in the budget.
- **Team Teaching:** Team teaching involves peer teaching and learning, pair learning. In team teaching a group of instructors working purposefully, regularly, and cooperatively to help a group of students. Teachers together set goals for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results. They share insights, argue with one another, and perhaps even challenge students to decide which approach is better.
- **Inquiry-based learning:** Inquiry-based learning is a teaching method that focuses on student investigation and hands-on learning. In this method, the teacher's primary role is that of a facilitator, providing guidance and support for students through the learning process. Inquiry-based learning falls under

the student-centered approach, in that students play an active and participatory role in their own learning process.

- **Mind Maps:** Mind maps were developed to help students in making notes that used only key words and images but mind map can be used by teachers to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The nonlinear nature of mind maps makes it easy to link and cross-reference different elements of the map. Mind Maps are also very quick to review, as it is easy to refresh information in your mind just by glancing once.

1.5.2 ADVANTAGE OF INNOVATIVE AND INTERACTIVE PROGRAMME IN TEACHING

- **Learning is more engaging:** In the innovative programmes students engaged in the process of learning. Students get deeper understanding of the concept. Students don't require to memories the concept they have to understand. Students move from being passive learners to being active learners. Classrooms become participatory and interactive which in turn make learning more effective.
- **Learning is more effective:** Innovative strategies in the classroom add value to the learning of content as students achieve identified goals. According to Wiggins and McTighe (2005) effective learning "helps learners become more competent and productive at worthy work. They develop greater skill and understanding, greater intellectual power and self reflection."
- **Learning is fun:** In strategies such as case studies, games and dramatization learning becomes fun and enjoyable. There is a joy of learning through discovery. This relaxes the classroom environment and helps students clarify doubts without being threatened. Carlson and Schodt (1995) present a study where students are convinced that use of case studies adds interest and economic classes become more real.
- ❖ **Higher motivation level:** In the interactive programme when students work in groups or individually they enjoy more, they can express themselves which give

them satisfaction and clarity of thoughts. They help and support each other which develop motivational level. This encourages students to work and think better they can share ideas and issues with their friends and teachers.

- ❖ **Improved attention spans:** In the interactive programme students find classroom transactions interesting so they become more attentive, less fidgety and distracted.
- ❖ **Longer retention of content:** Students are able to relate content to a particular activity which helps in recall the concepts. They understand the concept and memories.
- ❖ **Development of higher order thinking and reflective skills:** Learner centric strategies help in developing critical and creative thinking skills in students. When they apply their knowledge towards finding and solutions to problems, such exercises improve learners understanding and applicability of economic concepts in the real world. The process of developing solution to the problem, learning with different individual or group projects helps students self-reflect on their learning, which improves conceptual understanding.
- ❖ **Better communication skills:** In the interactive programmes students are active learner, they interact in the class which enhance student's communication skills.
- ❖ **Co-operative and collaborative learning:** In innovative and interactive programme different strategy were used in the class room teaching where students work in groups. Students share their views, ideas and experiences and try to understand the perspectives of others. They work cooperatively and collaboratively with their peers.
- ❖ **Team work:** In the team work students get collaborative environment. They have to work as team in any project which develops the spirit of working in a team as team member. Team work activities enhance students leadership skills and qualities. Each student can get benefit in teamwork. When they contribute in the project and feel the important part of team than they build confidence and self-esteem. Teamwork activities can be the time for each student to shine and show their skills and talents.

1.6 RATIONALE OF THE STUDY

The main aim of economics teaching in schools is to foster in students the thinking skills, substantial economic knowledge and attitudes necessary to become effective and participating citizens. Most of the educationists have urged that the teaching of economic should start from higher secondary stage of education. That means from class IX. At this stage the students are in the age group of 14-17 years. The mentality of students has been grown to some extent and they are able to understand various things related to their daily life. Higher secondary school is a period of intense physical change and formation of identity. It is also the period of intense vibrancy and energy. The ability for abstract reasoning and logical thinking emerges, allowing Students the possibility of deep engagement with both understanding and generating knowledge.

The study of economics widens understanding and adds value to democracy and good citizenship. Students of economics get the opportunity to learn about various economic issues faced by the nation. A large variety of economics curricular activities help in critically analyse economic issues. Economic theories train students to think like a scientist - to put it rightly - as an economist - logically and rationally. In the learning process, students are exposing to the scientific methodology of collecting evidence - facts and figures and analysing them by using statistical tools and economic theories. Students who have completed a high school course in economics tend to have higher scores on tests of economic literacy than students with no formal education in this subject (Walstad 1988).

The growing phenomenon of globalization, liberalization and privatization has been influencing the Commerce education. The technological revolution has further provided new dimensions E-banking, E-marketing, E-commerce, E-finance, E-investment has been gaining importance of all over the world. At the same time, the outsourcing business, call centre, small business operation, IT based services etc. are expanding very fast. These developments demands paradigm shift in teaching and learning process. The new skills and training are required to cope up with these changes. The technological advances must be integrated into the basic fabric of economic education. Moreover, in the present time, due to globalization and advancement of information technology, competitive

marketplace is emerging and education systems are changing. In this age of internationalization, there is a need to transform the conventional system and practices of economic education and to provide global competitiveness to commerce students by adopting specialized, industry oriented, technology supported, practical based, multifaceted, problem posing or knowledge centric economic education. Reflecting on this, the study is a venture to identify and address the challenges evolving in the dynamic world of economic education and to suggest some innovative practices in economic education for the improvement of its content and quality.

Innovative and interactive programme includes interactive lectures, print media, electronic media, power point presentation, problem solving based learning, project based learning, performance related task, collaborative learning. This type of programme makes the subject easy, interesting and practical to understand the concept. Neo and Neo (2001) studies emphasis that multimedia technology learning environment could be used alternatively as an innovative and effective tool in a problem based learning for the acquisition of problem solving skills.

Babu & Vimala (2008) studies emphasis that multimedia approach will help students in reducing the errors in any subject. Carpenter (2006) studies emphasis that collaborative leaning helps more in concept clarity. The use of innovative and interactive programme in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. Therefore, it is necessary to teach economic in a classroom with different innovative way, here researcher would prepare a programme to teach Government Budget in higher secondary level in innovative and interactive way, which helps students to learn economics concepts and content in more meaningful ways. Researcher has prepared innovative and interactive programme, where interactive teaching enhance where case study use pre-test post- test tools to collect data. To analysis the outcome of the programme researcher collect scores of the post-test result and find students reaction about the programme. This study will be benefited to students as well teachers to use effective and innovative and interactive programme to teach in the class. To make the subject interesting and practical some innovative and interactive programme requires, which helps students to learn economics in more meaningful ways. Innovative

programme leads to creative learning, the implementation of new methods, tools and contents which could benefit learners in their daily life. Innovative and interactive programme enhance the concept clarity and makes the subject easy and practical.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

This section critically reviews the research literature that is related to the teaching and learning of economics and other subjects innovatively. Before discussing the research on teaching and learning of economics, it is important to provide background information on current trends in teaching learning practices in economics teaching. Review of literature is divided in to three parts as follows:

2.1 Studies related to Current Trends in Teaching Learning Practice.

2.2 Studies related to Innovation through different Interactive program to learn in different subjects.

2.3 Studies related to Innovation through Interactive program to learn economics and commerce subjects.

A review of related literature is an essential and important step for research. It helps the investigator to develop a deeper insight into problem and gain information on what has been done before in the field. Such reviews provide the basis for assessing the need for the study and formulate the design and tools to be used.

2.1 STUDIES RELATED TO CURRENT TRENDS IN TEACHING LERARNING PRACTICES

Malani , I. (1975) Survey of problems , faced by the Asian Teacher and their attitudes towards Innovation in classroom Teaching. The researcher design of the study to gather data in sort of problem faced by Asian teacher, at the lower grades of education, faced in the classroom and their ways of handling these problems as reflected in their suggested solution and their attitudes towards innovation in classroom teaching.

The stratified proportional random sampling was used to select the teacher subjects in each country. A total of 5223 teacher from the following countries participated in the study, Afghanistan, India (Delhi and Kerala), Indonesia, Japan , Republic of Korea, Malaysia, Philippines, Singapore, Sri Lanka, Thailand.

According to overall rank of the fifteen innovative measures, to which teachers' attitudes were scaled, on the biases of cross-national mean percentages of favorableness, the following innovation were more favored by the teacher respondents. (i) Mastery learning (78%) (ii) flexible learning (75%) (iii) programmed instruction (73%) (iv) peer tutoring (73%) (v) team teaching (72%).

Hansraj (1992) examined the effectiveness of innovative teaching methods and traditional methods for the teaching of science subjects. Sample comprised of 266 high school students, of ninth grade from four secondary schools for boys in backward hilly region of Jammu, were selected. Of them 100 were finally selected for the conduct of experiment and were further divided into five identical groups with 20 students in each group. Each group was taught using one of the four curricular activities: brainstorming, problem solving, project and quiz or traditional method of teaching. The study revealed that the group of students who were taught science using various curricular activities gained significantly in their verbal fluency, flexibility, originality, elaboration, total non verbal creative thinking and total creative thinking as compared to the group of students taught through the traditional lecture method.

Neo and Neo (2001) focused on "Using Multimedia Technology as an Innovative Teaching and Learning Strategy in a Problem Based Learning Environment". Results of the study showed that the students were very positive towards problem based learning environments, enjoyed teamwork, able to think critically and became active participants in their learning process. The study indicated that Multimedia based learning environment could be used alternatively as an innovative and effective tool in a problem based learning for the acquisition of problem solving skills. Educational technology is perceived as a major vehicle in the movement towards educational reform.

Pye and Sullivan (2001) examined the effectiveness of computer based instruction in middle school social studies. They gathered data from middle school social studies teachers in Missouri. These teachers asked to respond to a questionnaire determining the use of computer based application during classroom instruction. The results indicated that more than 73 per cent of teachers use one or more computer based strategies on a regular basis. It was found that student seemed to be quite enthusiastic in learning social studies and also had positive effects on the classroom learning environment after computer based instruction was regularly used in the middle school social studies classroom.

Natarajan (2005) Development in the field of science and technology resulted in an increased availability of teaching materials which are known as audio-visual aids or techniques. Advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching-learning situation positively. They are the important landmarks in knowledge transfer. Unfortunately, the employment of audiovisual techniques as an integral part of instructional technology is very limited in India as compared to the Western countries where it is being used extensively with great effect. The limited employment of audio visual techniques in India may be attributed to the inadequate appreciation of the impacts of the techniques, lack of commitment to improved instructional methods and lack of support from the authorities. It therefore implies a thorough understanding on the part of the teachers and school authorities towards the relative merits of technological aids and its application to achieve the best result.

Karthik (2005) The study is related to current trends in teaching learning process. He finds that prior to the last century, teaching was considered as a rigid, formal and stereotyped process of transmitting knowledge. Education was taken as a bipolar process with teachers at the giving end and students at the receiving end. Teachers were considered to be the only source of knowledge, may be through manuscripts or printed materials. Schools were the knowledge shops and teachers are the information managers. Emphasis was laid on rigid discipline, blind memorization and hard reinforcement.

Verbalism was enforced and no audio-visual aids or materials were utilized in the field of education. Recently, learning has assumed more importance than teaching.

It has been rightly observed by the International Commission on the Development of Education that there has been a change in the learning process which is tending to displace the teaching process. Multimedia systems have to now acquire more significance and educational technology has been popularly used for effectiveness.

Damodharan V. S., & Rengarajan.V. (2007) Innovative Methods of Teaching The purpose of this paper is to evaluate the traditional methods of teaching as well as multimedia teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. The researchers recommend that the teaching would be highly effective if the teacher start to use the recent multimedia technologies like usage of computers extensively or some modifications in the conventional mode of teaching. The use of computers may be very well practiced in the environment where the use of such technology is highly possible, but there must be some sort of innovation which can also be practiced in an environment where such use of technology is on its way to growth.

Kaur (2010) Current Trends in Teaching Learning Practice Educational systems should also take into account the fact that new technologies can create an empower culture, which puts the learner at the centre of the learning process. Teaching methods in recent times have been moved from predominantly teacher oriented and controlled approach to student interactive system. Such a system requires a number of changes in the instructional procedure and the materials used for effective teaching. In a formal education system, the use of audio visual aids is useful for the classroom teaching. Undoubtedly, the instructional and pedagogical skills of the teacher and the readiness of the students play significant role to make the classroom teaching effective. In the present period of educational technology, teacher should not depend upon any single method of teaching.

Baranisree (2012) investigated on “Effectiveness of Video based programme in teaching grammar for VII standard Students”. The study was conducted among 100 sample and a

package of video based programme on grammar-articles and adjectives was used to teach grammar. The result showed that the academic achievement of the students taught through Video programme proved to be higher than that of the traditional method.

2.2 STUDIES RELATED TO INNOVATION THROUGH DIFFERENT INTERACTIVE PROGRAM TO TEACH IN DIFFERENT SUBJECTS

Muddu (1978) conducted a study entitled ‘A study of prevalent status of instructional procedures in biology in high schools’. To evaluate the facilities provided to teachers, such as laboratories, audio visual aids, to find out the type of instruction adopted in teaching biology in accordance with the concepts envisaged in the syllabi and to find out the extent to which the instructional procedures met the demands of biology syllabi in the process of reorganizing the scheme of secondary education. The study was designed as a quantitative empirical study. The sample consisted of teachers of 120 high schools teaching biology in class VIII, IX and X of the twin cities of Hyderabad and Secunderabad. The variables involved in the investigation were the present status of instructional procedures followed by teachers in biology teaching, the adequacy of classroom instruction to effect behavioural changes in students and the adequacy of the laboratories, reading materials, extracurricular activities in secondary schools. A questionnaire was prepared and administered to the selected teachers’ and percentages were computed to process the data. Analysis of the data revealed fifty nine percent of the teachers stated they did not have adequate classrooms to teach biology, for eighty five percent of the 37 teachers instructional procedures followed by them were not according to the aims and objectives of biology teaching. This was due to non availability of adequate teaching aids, most teachers preferred only the lecture demonstration method, facilities of reference books on biology were not adequately available in school libraries, sixty six percent teachers were found to give priority to knowledge objectives in dealing with the topics in biology while application and interest aspects were accorded least preferences, in seventy percent schools there were no separate laboratories for biological sciences and in thirty percent schools there were improvised laboratory facilities for biological instruments. Only thirty five per cent student’s maintained good practical

notebooks, teachers expressed their difficulty in conducting demonstrations and practical in biology because of the absence of adequately equipped laboratories, lack of leisure periods and overcrowded classrooms. Tools such as demonstration tables, bulletin board were in poor condition and were rarely used in biology instruction, availability of aids like filmstrips, projectors, and microscopes were very inadequate.

Ramani, M. V. (1989) Studied “A comparative study of the outcome of the teaching of some selected units on electronics by different strategies at higher secondary level”. The objective of the study to find the i) To develop different lesson plan based on the four method of teaching science. ii) To study effectiveness of different methods of teaching science., method and ii) To study the effectiveness of different methods of teaching science . Samples of the study all 40 students of Std. XI in Government Higher Secondary School, Sholavandhan .Experimental method, the solomon four group design was used, ANOVA Test used for statistical analysis. Major finding of the research i) Laboratory was more effective than demonstration method. ii) The group discussion method was more effective than the demonstration.iii) Demonstration was more effective than the lecture method.

Gangopadhyay., & Kanti T. (1991) An experimental study of the effectiveness of classroom teaching techniques in relation to student’s achievement. The problem is to investigate the relative effectiveness of teacher’s classroom teaching techniques in relation to students. To find out the effectiveness of four techniques of teaching lecturing (T1). Lecturing of explanation (T2), lecturing and explanation with questioning answering (T3), and lecturing and explanation with questioning answering by using feedback (T4) on the development of knowledge (x1), comprehension (X2) and application (X4) of the pupils in a given teaching learning situation. The pupils were studying class IX, and the content for teaching as selected from history.

The sample consisted of 100 students of class IX, divided into four groups, of Bengali medium school in Howah, West Bengal. The 15 teaching units were planned in lesson of four types. The tools used included Desai- Bhatt Group Test of intelligence. Socio-Economic Status Scale of Kuppaswamy. Pre-test of Achievement of history for Class IX, lesson End Tests and Post-test of Achievement. The collected data were treated using

description statistics, product moment correlation, analysis of variance test, item difficulty index and split-half method of reliability coefficient.

Findings of the study 1) Technique T2 (Lecturing and explanation) showed more Effectiveness than T1(learning) for knowledge. Comprehension and total achievement at the post-test level.

2) Technique T3 (lecturing and explanation with questioning- answering) showed more effectiveness than T2 (lecturing and explanation and T1 (lecturing) at the post- test level.

Ready, G. L., & Ramar. R., (1995) The study is an attempt to develop multimedia modules for mathematics for use of low achievers studying in the class VIII and to measure their effectiveness and also assess the advantages over the traditional teaching lectures method. The sample of the study comprised of 50 low achieving students of VII class from SSHN higher Secondary School, Muhavoor. They were divided equally constitute experimental group and the control group following the systematic random sampling technique. The control group was taught through traditional lecture method and experimental group through the multimedia modular approach. An experimental group of 25 post-test was conducted to all the groups and data were analysed by using mean S. D. and “t” test. His findings revealed 1) The control group of low achievers performed significantly better in their post test as compared to their pre-test performance and so were the experimental group. 2) On the post-test the experimental group performed better than the control group. 3) The experimental group comprising high achievers performed significantly better than the control group subjects as well as experimental group subject.

Aruna., & Annakodi (2005) studied the “Effectiveness of Multimedia and Cooperative Learning Strategies at secondary level”. The sample consisted of 100 boys and 100 girls of ninth standard students. The multimedia package and self learning module were prepared for teaching to the respective groups. Her findings revealed that there was a significant difference between the mean gain scores of traditional, Multimedia and cooperative learning groups. Her findings also revealed that though Multimedia process is effective, the effectiveness of cooperative learning approach is highly significant.

Carpenter (2006) made a study on “Effective Teaching Methods for Large Classes” The primary purpose of this exploratory study was to identify effective teaching methods for the large class environment using student learning outcomes as the criteria for effectiveness. Several commonly-used teaching methods (lecture, lecture/discussion combination, jigsaw, case study, team project) were applied and evaluated in a large class setting. Results indicated that most students preferred to be active in their learning process. The active and collaborative teaching methods examined in this study were not only desirable to many students, but they also appeared to produce significant improvement in terms of learning outcomes. The findings of this study suggested that faculty teaching large classes should attempt to include constructive, active teaching methods in their courses whenever possible. Structured, controlled collaboration would probably be most comfortable to students.

Akengin (2007) states that the content of social studies is generally abstract because it is concerned about people, history, culture, flora, landscape and climate. Therefore using information technology enables students to understand these facts easily and make them participate in the learning process more actively. Using technology in social studies classroom provides unforeseeable facilities and makes effective learning more accessible compared to traditional classrooms. Using technology in social studies teaching makes the teaching learning process meaningful, integrated and active.

Meera (2008) Social Studies are a field of study which deals with man and his relation with other men and his environment. Secondary school social studies include History, Geography, Economics and Civics. Education is a means for full and balanced development of person in social environment. Historically, the most 4 commonly used method in social studies classrooms has been a lecture format. Active learning in social studies involves providing opportunities for students to participate meaningfully by talking, listening, writing, reading and reflecting on the content, ideas, issues and concerns of an academic subject. Unfortunately, many social studies classroom continue to be dominated by a single medium and this is usually the printed textbooks. This dominance prevents teachers from reaching all students. Instead it forces them to cater for those who find the texts accessible and this creates barriers for those who do not.

Nagel (2008) Social studies are concerned about natural and social phenomena which cannot be easily expressed without the support of instructional methods and materials. To promote the development of social skills among students, collaborative group activities should be used while teaching social studies. It enhances learning opportunities for all students, teach important social skills through imitation, practices and reinforce concepts as students discuss different ideas among the members of their group. Besides this, other visual aids such as slides, filmstrips and models are extremely useful in the learning of social studies. It is true that the use of epidiascope and various kinds of projectors, records and cassettes is expensive but they are worth the expense. Teachers would be well advised to work out a proper balance between books and audio visual aids. Visual aids by providing a refreshing change from the stereotyped lecture method increase motivation and interest on the part of the students. It is of vital importance that every effort be made to utilize available instructional materials. They help to economize time and effort, to promote learning through actual experience. They strengthen the memory and make better participation.

Babu., & Vimala (2008) examined “The Impact of Multimedia approach in Accountancy Learning at Higher secondary level”. It was found that there was no significant difference between the pre-test and post-test errors of experimental group of aided school students with respect to the remediation through Multi media and the effect of remediation through Multimedia approach played a positive role in minimizing the errors in Accountancy learning at higher secondary level.

Sajjad (2010) did a study on “Effective Teaching methods at Higher Education level” with the main objective of determining the effectiveness of various teaching methods used for teaching students at graduate level. Two hundred and twenty undergraduate students studying in 11 departments of Faculty of Arts, University of Karachi were interviewed about their perceptions of best and effective teaching methods and the reason for that. Most of the students rated lecture method as the best teaching method as teacher provides all knowledge related to topic, time saving, students attentively listen to lecture and take notes etc. The group discussion was rated as the second best method of teaching because of more participation of students, the learning is more effective, the students

don't have to rely on rote learning, and this method develops creativity among students etc. Students' perception and ratings about the interesting and effective teaching methods is a way to suggest improvements in teaching learning process.

Ishan (2011) Studied "Effects of Multimedia-Based Instructional Technology on African American Ninth Grade Students' Mastery of Algebra Concepts". The design of the study is quantitative study using a quasi experimental design was to determine whether the use of Multi media-based instructional technology had an effect on urban African American ninth grade students' mastery of algebra concepts. It was found that Urban African American 17students lack an abstract understanding of algebra and are below their academic level in comparison to other ethnic groups

Parveen,. & Batool (2012) explored the "Effects of Cooperative learning on General Science Achievement among 9th Class Students". The materials used were lesson plans, worksheets and quizzes, designed to implement Cooperative learning methodology. The main result of the study was that Cooperative learning method is superior to traditional method in general science achievement of 9th grade students.

Dheeraj,. & Kumari (2013) attempted to study the "Effect of Cooperative Learning on Achievement in Environmental Science of School Students" This experimental study based on randomized two group posttest was conducted on a sample size of 60 students from Gaya district of Bihar. Two self developed tools 19 were used in the form of Instructional Tool unit wise Lesson Planning along with teaching aids and Measuring Tools in the form of a teacher made test and a 3 point scale to study the impact. Findings of the study reflected that mean achievement of the students exposed to Cooperative learning differed significantly from the mean achievement of the students taught through traditional method.

2.3 STUDIES RELATED TO INNOVATION THROUGH INTERACTIVE PROGRAMME TO TEACH ECONOMICS AND COMMERCE SUBJECTS

Perumal, V. (1989) studied “A comparative study of the outcome of teaching selected units in commerce by different teaching strategies at higher secondary stage”. The objective of the study to find the i) To study effectiveness of three teaching methods lecture method, group discussion method and assignment method. ii) To evaluate the effectiveness of these three methods of teaching commerce in terms of students’ achievement at +1 level at the higher secondary stage. Samples of the study all 60 commerce students of Std. XI in Devangar Higher Secondary School, Chinnalapatty. The post-test only equivalent group design was employed in this study.

Selected units of commerce were taught to two experimental groups by discussion and assignment method separately. The control group was taught by lecture method separately. Mean S.D. and “t” test, ANOVA were used for statistical analysis. Major finding of the research i) among the three methods of teaching the assignment method was the most effective in teaching commerce. ii) The group discussion method was more effective than the lecture method in teaching commerce.

Agarwal, R. & Day, A. E. (1998) researched on "The Impact of the Internet on Economic Education", presented one of the first empirical analysis examining the educational effectiveness of teaching techniques supported by the internet. They tested the following null hypotheses against two-tailed alternatives: 1. Internet implementation in economics courses has no impact on student learning and retention 2. Internet implementation in economics courses has no impact on student evaluations of instructor effectiveness. 3. Internet implementation in economics courses has no impact on student attitudes towards economics. The results of the analysis showed that the addition of Internet based activities and equipment to the education of economics offered very significant advantages in economic learning and the perception of students on the effectiveness of the teacher. The first hypotheses of this research is accepted and other two hypothesis number 2 and 3 were rejected.

Nazzeer, A. (2006) Teaching Economic at Secondary School level in the Maldives: A cooperative Learning Mode. The purpose of this study was to enhance the teaching and learning of economics at secondary schools in the Maldives by trialing a cooperative learning model to enhance economics teachers' awareness of the impact that cooperative learning might have on student learning. This study explored a cooperative learning approach to teaching and learning economics in secondary schools and investigated teachers' and students' perceptions of cooperative learning. Some elements of both ethnographic and grounded theory methodologies were employed and specific data collection methods included workshops, classroom observations, interviews, video tapes and student questionnaires. Nine teachers and 232 students were involved in this study. The research was conducted in three stages (pre-intervention, workshops to train the participants, and post-intervention) over a period of three months in three selected schools in Male', the Maldives. Four research themes were derived from the analysis of both pre and post intervention data. These themes were teaching issues, learning issues, cooperative learning implementing issues, and students' and teachers' reactions to cooperative learning.

The overall findings showed a considerable change in teachers' and students' attitudes and perceptions about traditional teacher-centered methods towards more student-centered methods of cooperative learning. It was evident that both teachers and students perceived cooperative learning to be an effective method of teaching. This study suggests that training teachers and students for cooperative learning is salient for effective implementation of cooperative learning for a positive influence on students' learning and teachers' pedagogy.

Weltman, D., & Whiteside, M. (2010) Comparing the Effectiveness of Traditional and Active Learning Methods in Business Statistics: Convergence to the Mean

This research shows that active learning is not universally effective and, in fact, may inhibit learning for certain types of students. The results of this study show that as increased levels of active learning are utilized, student test scores decrease for those with a high grade point average. In contrast, test scores increase as active learning is introduced for students in the lower level grade point average group. Every student

involved in the experiment is taught three topics, each one by a different teaching method. Students take a test following each learning session to assess comprehension. The experiment involves more than 300 business statistics students in seven class sections. Method topic combinations are randomly assigned to class sections so that each student in every class section is exposed to all three experimental teaching methods. The effects of the teaching method on score do not depend on other student characteristics analyzed (i.e. gender, learning style, or ethnicity). A linear mixed model is used in the analysis of results.

Ukpore, B. A. (2010) Secondary School Student's Attitude towards Consumer Education. The purpose of this study was to examine the attitude of secondary school students towards Consumer Education. This study involved XII level Home Economics Students in five schools in Delta State. The subjects were grouped into two: namely rural and urban. The rural group consisted of all the 38 students offering Food and Nutrition in three schools in Iosco South Local Government Area. The urban groups were made up of 64 students in two schools in various South Local Government Area. A questionnaire was the main instrument used to collect data for this study. Means were then used to analyze the data collected.

Study indicated that students in both urban and rural areas have positive attitude towards Consumer Education. However, the study found that inadequate facilities for Consumer Education are barriers affecting their interest in Consumer Education. Based on these findings, some recommendations were made.

Tsami E. (2011) Teaching Economics with the use of Technologies in Post –Secondary level. The aim of this paper is to challenge the hypothesis: “the use of computers and the internet in the teaching of economic modules does not affect student learning and retention”. Research restrictions stipulated that the research was to be conducted at Institutes for Professional Training (IEK) of the Organization for Professional Education and Training (OEEK), during spring semester, 2007-2008. 70 students, in total, participated in the research, comprising three classes of 25, 25 and 20 students respectively. “Money – Banks – Elements of Banking Techniques” was the course attended by these three classes. The lessons of the three classes took place in the

computer laboratory where 25 computers were installed. The result of this research is that students like to use of computers in Economic classes and learn more with the use of New Technologies.

Ganyaupfu., E. M. (2013) Teaching Methods and Students' Academic Performance. The objective of this study was to investigate the differential effectiveness of teaching methods on students' academic performance. A sample of 109 undergraduate students from the College's Department of Economic and Business Sciences was used for the study. Using the inferential statistics course, students' assessment test scores were derived from the internal class test prepared by the lecturer. The differential effectiveness of the three teaching methods on student academic performance was analysed using the General Linear Model based univariate ANOVA technique. The F (2, 106) statistic (10.125; $p < 0.05$) and the Turkey HSD post-hoc results indicate significant differences on the effectiveness of the three teaching methods. The mean scores results demonstrate that teacher-student interactive method was the most effective teaching method, followed by student-centered method while the teacher-centered approach was the least effective teaching method.

2.4 IMPLICATION FOR THE PRESENT STUDY

The present age is an age of techniques and technologies and these days more stress is laid, in educational process, on the techniques of teaching. The new era makes the educationists to realize that in education 'learning' is now important than 'teaching'. Teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Desirable changes in students, teaching methods used by educators should be best for the subject matter.

- Most of the studies are conducted in the science and mathematic subjects. A few studies were conducted in economics subject with innovative methods of teaching.
- Karthik, (2005), Kaur (2010) studies are related to current trends in teaching learning process.

- Most of the studies , Ramani, M. V. (1989) Perumal, V. (1989) Gangopadhyay., Kanti T. (1991) Hansraj (1992), , Kumar (2004) Karthik, (2005), Carpenter (2006) and Sajjad (2010) found that traditional concept of teacher changed due to the advancement of science and technology. The traditional classroom with one teacher teaching students was mainly one way of communication is no longer effective in modern times due to dynamic nature of society. The different techniques in teaching need to introduce to make the effective and learner centric teaching.
- Pye and Sullivan (2001) Damodharan V. & S., Rengarajan.V. (2007) ,Neo and Neo (2001), Nazzeer (2006) Ready, G. L.,& Ramar. R., (1995) Babu and Vimala (2008) Ishan (2011) studied about the effectiveness of innovative teaching through using multimedia technology, problem base learning , teamwork group discussion, cooperative learning. They also found that the use of multimedia approach reduce the error in accountancy and other subjects. Advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching-learning situation positively. They are the important landmarks in knowledge transfer.

From the reviewed literatures it can also be seen that majority of studies focused on individual method of teaching in the classroom. No studies were focused on the innovative interactive programme. All these studies emphasized on learner centric study instead of teacher centric. Using different teaching technique, innovative and interactive packages is to make the presentation of the subject- matter easy, realistic, and convenient. A few studies were conducted in teaching economics through innovative teaching methods. Therefore, there is a need to prepare an innovative and interactive programme to teach economics at higher secondary level.

CHAPTER 3

METHODOLOGY

3.0 INTRODUCTION

This chapter discusses the methodology adopted for the study. The main objective of the study was to prepare an innovative and interactive programme to teach economics at higher secondary level. Implementation of the prepared programme and measuring the difference in traditional or innovative methods of teaching, which are critically examined and evaluate. Students achievement measures through the pre-test, post-test and students reaction were found for the prepared programme. To know the effectiveness of the programme pre-test, post-test single group experimental design was constituted. The following sections in this chapter will give a clear picture as how the study was conducted. The investigator has attempted to details out the procedure for the study its minutest detail.

3.1 Title of the Study

A study of effectiveness of Innovative and Interactive Programme of Teaching Economics at Higher Secondary Level.

3.2 Research Questions

- ❖ Why students feel economics a boring subject?
- ❖ Why concepts of economics are difficult to understand?
- ❖ Why there is a need of innovative techniques to teach economics?
- ❖ How to teach economics in an innovative way?

3.3 Objectives of the Study

1. To prepare an innovative and interactive programme to teach economics.
2. To find the effectiveness of prepared programme.
3. To know the reactions of students for prepared programme.

3.4 Hypothesis

1. There will be no significant difference between the mean achievement scores of pre-test and post-test.
2. There will be no significant difference between the observed and expected frequency against equality hypothesis on various statements of reaction scale.

3.5 Operationalization of the Term

In the context of the present study innovative and interactive programme consists different media such as interactive lectures, print media, electronic media, power point presentation, problem solving approach, project based learning, inquiry base learning, cooperative and collaborative learning, case study method, games and simulation.

3.6 Design of the Study

It is a pre-experimental design. It is a single group pre-test post-test design. The investigation was carried out in three phases.

3.7 Development of the Interactive and Innovative Programme

In order to prepare an innovative and interactive programme in economics subject the following procedure was followed.

The first objective of the study was to prepare an innovative and interactive programme in economics subject. Researchers found out different methodologies which were adopted in the schools. Researcher took help from expert of the economics subject and teachers

who are teaching economics in higher secondary section. While preparing an innovative and interactive programme researcher studied about different innovative strategy, methods and techniques can be use in the classroom, to make the process of teaching and learning an enjoyable and interactive. Therefore, case study, power point presentation, games. Simulation, group discussion, problem solving and inquiry base learning were included in the innovative interactive programme.

3.8 PROCEDURE FOR THE STUDY

3.8.1 Population of the Study

All the Higher Secondary students of Vadodara City (Commerce Stream) of Gujarat secondary and Higher secondary Education board constituted the population for the study.

3.8.2 Sample of the Study

30 Students of Standard XI (Commerce Stream) of Vidykunj School, academic year 2014-15 following Gujarat Secondary and Higher Secondary Education Board Syllabus constituted the sample for the study.

3.8.3 Sampling Technique

In the present study convenient sampling technique was used by the researcher to draw a sample.

3.8.4 Delimitation

The study was delimited to Government Budget topic of economics subjects of standard XI.

3.8.5 Tools for the Study

Pre-test, Post-test and Reaction Scale

3.8.6 Data Collection

The required data was collected using the above mentioned tools.

Phase: I Administration of Pre-test

Phase: II Implementation of the innovative and interactive programme.

Phase: III Administration of Post-test

3.8.7 Data Analysis

Sr. No.	Objectives	Nature of Data	Source of Data	Tools	Data Analysis
2,	To find the effectiveness of prepared programme.	Quantitative	Students of IX standard in commerce stream	Pre-test and Post-test	't' Test
3.	To know the reactions of students for prepared programme.	Quantitative	Students of IX standard in commerce stream	Reaction Scale	χ^2 analysis

CHAPTER 4

DATA ANALYSIS AND INTERPETATION

4.0 INTRODUCTION

This study was concerned with the objective of preparing and implementing the innovative and interactive programme and study the effectiveness of the prepared programme. The analysis of data and its interpretation is mentioned in this chapter.

4.1 OBJECTIVES OF THE STUDY

The objectives of the study are given below.

1. To prepare an innovative and interactive programme to teach economics.
2. To find the effectiveness of prepared programme.
3. To know the reactions of students for prepared programme.

Thus, this chapter is organised into three main parts that emerged through the process of data analysis. In the first part students knowledge about the government budget was scored through the pre-test. In the second part after implementing a prepared programme students scores were taken through post-test. In the third part students reactions about the prepared programme were taken, where students gave their reaction.

4.3 ANALYSIS OF THE RESULTS

Table 1: Results of the pre-test and post-test

Roll No.	Marks obtained	Percentage	Marks obtained	Percentage
	Pre-test		Post-test	
1	10	33%	22	73%
2	13	43%	27	90%
3	6	20%	26	87%
4	11	37%	28	93%
5	11	37%	26	87%
6	10	33%	25	83%
7	8	27%	27	90%
8	9	30%	24	80%
9	11	37%	29	97%
10	7	23%	27	90%
11	7	23%	27	90%
12	9	30%	28	93%
13	6	20%	26	87%
14	14	47%	27	90%
15	10	33%	28	93%
16	11	37%	28	93%
17	9	30%	23	77%
18	7	23%	28	93%
19	8	27%	25	83%
20	15	50%	26	87%
21	14	47%	26	87%
22	7	23%	27	90%
23	6	20%	29	97%
24	7	23%	25	83%
25	14	47%	26	87%
26	14	47%	29	97%
27	7	23%	26	87%
28	7	23%	20	67%
29	7	23%	24	80%
30	8	27%	23	77%
Total	283		782	

Table 2: Calculation of t-value

	N	Mean	SD	SEM	‘r’ Value	DF	‘t’ value	Level of significance
Pre- test	30	9.43	2.80	0.51	0.207	30-1 = 29	28.86	0.01
Post- test	30	26.07	2.14	0.39				

4.3 INTERPRETATION OF TABLE 1 AND 2 RESULTS

The table 1 represents the pre-test and post-test scores of the students in the sample. There are total number of 30 students in the class and their result is presented through the pre-test and post –test. Table shows the difference in score between the pre-test and post-test in the percentage. Students score more marks in post-test than the pre-test. In pre-test scale of percentage is between 0 to 60 where in the post-test it was between 60 to 100. Therefore, teaching with the use of prepared programme was more effective than traditional teaching.

Table 2 represents the computed t-value. Results show a positive impact of using innovative and interactive programme for teaching Government Budget topic of Economics subject. The investigator compared calculated t-value at 0.01 significant levels. It was found that the calculated t- value is greater than that of the table value which is 2.76. Thus, the null hypothesis ‘There will be no significant difference between the mean achievement scores of pre-test and post-test’ is rejected. It is inferred that, there is significant difference between the pre-test score and post-test score.

Table 3: Analysis of Reaction Scale

No. of Statements	χ^2 Value	Level of Significance (0.01 level)
1	32.759	Significant
2	36.195	Significant
3	18.623	Significant
4	32.759	Significant
5	24.416	Significant
6	26.891	Significant
7	16.000	Significant
8	23.288	Significant
9	24.416	Significant
10	36.195	Significant
11	36.195	Significant
12	20.87	Significant
13	29.665	Significant
14	22.222	Significant
15	24.416	Significant
16	29.665	Significant
17	26.891	Significant
18	24.416	Significant
19	18.623	Significant

4.4 INTERPRETATION OF TABLE 3

Table number 3 represents that computed value of χ^2 has been found significant at 0.01 level. Therefore, null hypothesis 'There will be no significant difference between the observed and expected frequency against equality on various statements of reaction scale' is rejected. It was found that the calculated χ^2 value is greater than the table value at 0.01 levels at 9.21 for 2 degrees of freedom. Prepared programme has generated positive impact on the students learning. Therefore the prepared programme has been found effective to enhance students learning.

CHAPTER 5

SUMMARY

5.0 INTRODUCTION

In the present day society human needs have grown so enormously that now it has become very difficult to say which human needs are main and which one is subsidiary. In such a situation human needs always remains unfulfilled and individual is in a constant trouble for the achievement of needs and fulfillment of wants. To achieve the aim of need satisfaction the individual is always busy in performing various types of activities for satisfying their needs and wants, they can be satisfy only if they have enough wealth and money. Thus, all human activities are directed towards earning money and acquiring wealth. It means that most of the activities are economic activities. Economics deals with the study of various activities of man directed towards acquisition of wealth and earning money. Economics as a separated subject is not taught in primary and secondary section. At primary and secondary section initial and practical knowledge of economics is provided to the students as a part of social studies. Students of higher secondary level study economics in a commerce stream. Economics provide a theoretical background to analyze the effort of human being in earning their livelihood through the operations of production and the processes of exchange. Economics scientifically studies the sum total of all economics activities and help in arriving at broad principles or laws that characterize the human behavior under different sets of circumstances. In commerce these very activities are studies from the occupational point of view and lays down norms for systematically carrying them out. Commerce can rightly be described as practical economics or business economics. Therefore economics and commerce is inter-related subject. Some of the important facts and knowledge of economic are included in the commerce subjects which is useful to the students in their daily practical life. These facts and ideas are mostly based on the important features of the Indian economy and economic system. H.G. Shields (1930) defines commerce education as follows, “Real commerce education is economic education, not of academic sort, long on theory and

short on facts, but economic education which will give the student a knowledge of the basic realities of business life and relationships". The basic science of business is economics and without a thorough grounding and awareness of economic problems students can't enter in the business. Therefore, to provide a practical knowledge of economics, teacher should use effective teaching approach. Education plays a vital role to the pace of the social, political and economic development of any nation, so effective teaching is very essential. Effective teaching is important because teaching is based on helping children to progress from one level to another in a more sociable interactive environment and to get the approach right to get students to be independent learners (Muijus and Reynolds, 2005). Effectiveness does not mean being perfect or giving a wonderful performance, but bringing out the best in students. Therefore, the primary purpose of teaching at any level of education is to bring a fundamental change in the learner. To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional approach many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners, comparative to learner-centered methods. Learner centered methods makes the learning effective. Moreover, research on teaching and learning constantly endeavor to examine the extent to which different teaching methods enhance growth in student learning. Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order to the method used for teaching to be effective. Adunola (2011) mention that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered. Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The role of teacher is changing to the facilitator. Therefore there is a need to change in the teaching methods. As a facilitator, teachers can use of some innovative interactive teaching programme which enhance students learning more effectively and practically.

Commerce and economics are inter-related subjects. Through the knowledge of commerce, it is possible to learn the economics. The teacher of economics should try to teach the subject in an innovative way that students will be able to correlate the subject with each other.

RELATIONSHIP BETWEEN ECONOMICS AND COMMERCE

Economics and commerce are inter-twined subjects. It cannot be studied separately. Through the knowledge of commerce it is possible to run the economy of a country more efficiently. Commerce as a stream of study, studied right after 10 years of schooling, commerce is available as an option in 10+2 or the Higher Secondary level. Commerce offers foundation for many professional careers like Finance, Planning, Accountancy, Tax Practitioners, Economist, Banking and Broking etc. Commerce is the whole system of an economy that constitutes an environment for business. The system includes legal, economic, political, social, cultural and technological systems that are in operation in any country. Thus, commerce is a system or an environment that affects the business prospects of an economy.

ECONOMIC EDUCATION

Economics is essential to understanding the world in which we live and work. Economics is the social science that studies economic activity to gain an understanding of the processes that govern the production, distribution and consumption of goods and services in an exchange economy. Economics focuses on the behavior and interactions of economic agents and how economic work. A study of economics gives a better understanding of the objectives, methods and limitations of government economic policy. How can government policy help to reduce environmental pollution? How does the tax system affect the incentives for people to work, for families to spend and save, and for firms to invest? How do government budget deficits and debt affect the economy? Economics is a dynamic subject which touches our lives daily. Economic at every step, ranging from taking decision whether to buy a pair of shoes to take loan for purchase a house all such decision are driven by economic principles. If Economics is so important then why do most students find the subject at the secondary level, boring and dry which

needs to be rote learn. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

BRANCHES OF ECONOMICS

The horizon of economics is gradually expanding. It is no more a branch of knowledge that deals only with the production and consumption. However the basic thrust still remain on using the available resources efficiently while giving the maximum satisfaction or welfare to the people on a sustainable basis. Given below is the list of the major branches of economics Microeconomics, Macroeconomics, International economics, Public finance, Development economics, Health economics Environmental economics, and Urban and Rural Economics there are many other branches of economics that form the scope of economics. There are welfare economics, monetary economics, energy economics, transport economics, demography, labour economics, agricultural economics, gender economics, economic planning, and economics of infrastructure, etc.

OBJECTIVE OF TEACHING ECONOMICS IN HIGHER SCENDODARY LEVEL

In India, various education commission reports and educational polices have formulated objectives of higher secondary school.

- To develop the interest of students in learning economics and to impart the knowledge of basic principle theories, rules and processes of Economics.
- To develop the power of logical reasoning of students and to acquaint them with the economic condition.
- To impart to students critical knowledge and assumption of various departments of economics such as production, consumption, distribution etc.
- To develop a healthy and conscious outlook in the students and to develop in them the capacity of understanding social, national and international economic structure and organization.

- To acquaint students with the economic problems and solve the problems at local and nation level.
- To foster an urge among students for effective participation in
- To prepare students to cope up with stress and strain.
- To develop an understanding of the nations resources.
- To develop among students a favorable attitude towards economic education.

PRESENT SCENARIO OF TEACHING PRACTICES

To fulfill the objective of teaching economic teacher should use some effective way of teaching the subject. In the traditional method students simply obtain information from the teacher without building their engagement level with the subject being taught. Traditional method focuses mainly on textbooks. Traditional approach is least practical, more theoretical and emphasis on memorizing the concept. It does not apply activity based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecture method may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such shortfalls, teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants.

In traditional method of teaching, assessment is seen as a separate activity while in modern method of teaching, assessment is seen as an activity integrated with teaching and learning. The modern method relies on hands-on materials approach. Presentation of materials starts with the whole and then moves to the parts. Modern method of teaching emphasizes on big ideas. Teachers often use techniques which cater to multiple learning styles to help students to retain information and strengthen understanding. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn. In innovation, a chapter can be taught in several ways where teacher can use questioning, explaining, collaborating, and demonstrating method.

Innovations in present economic world takes place that demand every individual have competency in making decisions and choices, which needs accurate understanding and exact evaluation of situations. To promote awareness and importance of economics and economics teaching there should have been intensive and continuous efforts. In recent years, there has been increasing interest in teaching economics at the higher secondary level. In addition, more teaching teacher materials have been prepared for use in separate economics courses. Their aim is to be development of the professional and special didactics. Perumal, V. (1989) studies three different teaching methods, from that using group discussion, assignment method is more effective than using lecture method. Hansraj (1992) examined the effectiveness of innovative teaching methods and traditional methods for the teaching of science subjects. The study revealed that the group of students who were taught science using various curricular activities gained significantly in their verbal fluency, flexibility, originality, elaboration, verbal and non verbal creative thinking. Innovative methods develop practical knowledge, content clarity and interest in the subject.

NEED OF INNOVATIVE AND INTERACTIVE PROGRAMME IN TEACHING

In today's world of education, the classroom no longer is bounded by four walls and lecture method. It is a two way communication processes where students and teacher both are involve in teaching learning process, they interact with each other. This includes exploring new ideas in teaching, sharpening practices that are effective and broadening the use of technology. By changing the focus of the classroom from teacher to the learner has far reaching implications on how teacher teach subject to make it a more interesting subject where concepts are understood deeply so that they can be applied. Teachings in classrooms teachers have to posses various types of experiences. Sometime they feel a lot of trouble while teaching the students because they find the responses very little. Therefore innovations in teaching needed to solve the problem. So it is the need of the time to discover something new and useful in education. When teacher act as a well skilled and well professional teacher, he/she does his best. If a teacher does not understand the needs and problems of the students then how he can ensure student's learning effectively? So when a teacher faces any problem, he/she is motivated to an

innovation. Teaching through innovative technique makes concepts clear. Students develop interest to know exactly the concept. Creates long lasting memory correlation of a concept. Which helps in relating concept with their daily practices and it becomes easy for implication in a daily life.

INNOVATIVE AND INTERACTIVE PROGRAMME IN TEACHING

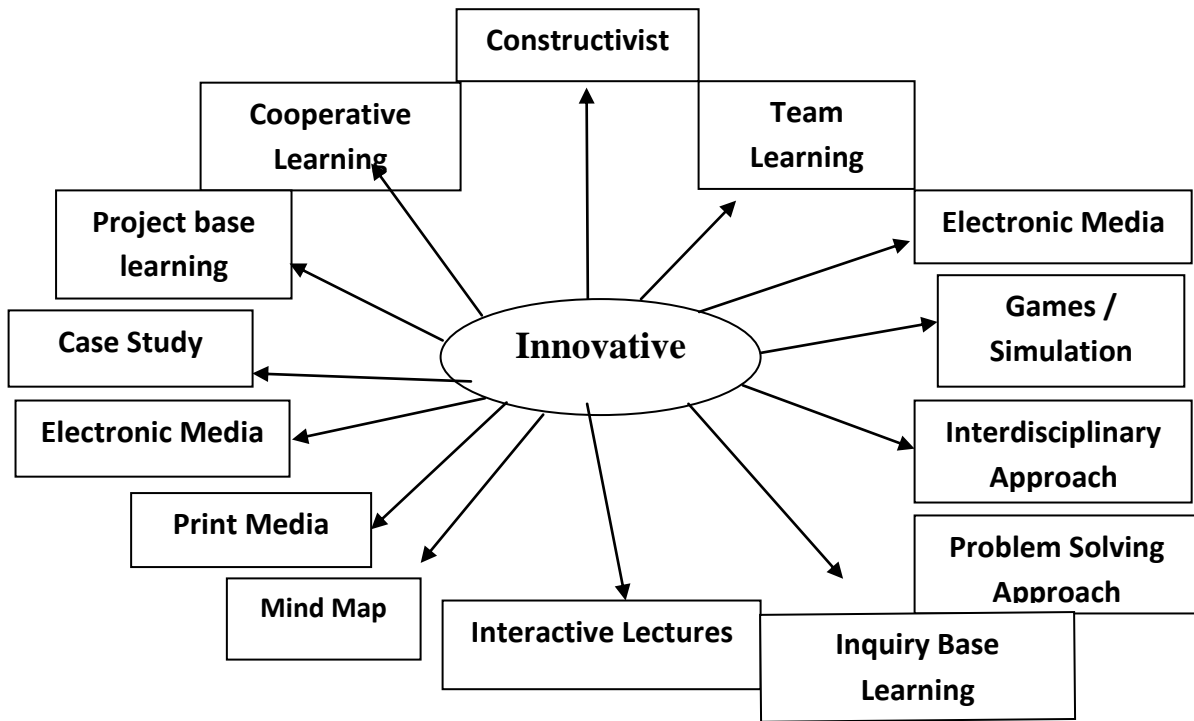
“I hear and I forget. I see and I believe. I do and I understand” - Confucius

Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institution to overcome problems and difficulties, they face in day to day functioning.

INNOVATIVE STRETEGY IN TEACHING

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ADVANTAGE OF INNOVATIVE TEACHING

- ❖ Learning is more engaging
- ❖ Learning is more effective
- ❖ Learning is fun
- ❖ Higher motivation level
- ❖ Improved attention spans
- ❖ Longer retention of content
- ❖ Development of higher order thinking and reflective skills
- ❖ Better communication skills
- ❖ Co-operative classrooms and respect for others views
- ❖ Team work

5.1 RATIONALE OF THE STUDY

The main aim of economics teaching in schools is to foster in students the thinking skills, substantial economic knowledge and attitudes necessary to become effective and participating citizens. Most of the educationists have urged that the teaching of economic should start from higher secondary stage of education. That means from class IX. At this stage the students are in the age group of 14-17 years. The mentality of students has been grown to some extent and they are able to understand various things related to their daily life. Higher secondary school is a period of intense physical change and formation of identity. It is also the period of intense vibrancy and energy. The ability for abstract reasoning and logical thinking emerges, allowing Students the possibility of deep engagement with both understanding and generating knowledge.

The study of economics widens understanding and adds value to democracy and good citizenship. Students of economics get the opportunity to learn about various economic issues faced by the nation. A large variety of economics curricular activities help in critically analyse economic issues. Economic theories train students to think like a scientist - to put it rightly - as an economist - logically and rationally. In the learning process, students are exposing to the scientific methodology of collecting evidence - facts and figures and analysing them by using statistical tools and economic theories. Students who have completed a high school course in economics tend to have higher scores on tests of economic literacy than students with no formal education in this subject (Walstad 1988).

The growing phenomenon of globalization, liberalization and privatization has been influencing the Commerce education. The technological revolution has further provided new dimensions E-banking, E-marketing, E-commerce, E-finance, E-investment has been gaining importance of all over the world. At the same time, the outsourcing business, call centre, small business operation, IT based services etc. are expanding very fast. These developments demands paradigm shift in teaching and learning process. The new skills and training are required to cope up with these changes. The technological advances must be integrated into the basic fabric of economic education. Moreover, in the present time, due to globalization and advancement of information technology, competitive

marketplace is emerging and education systems are changing. In this age of internationalization, there is a need to transform the conventional system and practices of economic education and to provide global competitiveness to commerce students by adopting specialized, industry oriented, technology supported, practical based, multifaceted, problem posing or knowledge centric economic education. Reflecting on this, the study is a venture to identify and address the challenges evolving in the dynamic world of economic education and to suggest some innovative practices in economic education for the improvement of its content and quality.

Innovative interactive programme includes interactive lectures, print media, electronic media, power point presentation, problem solving based learning, project based learning, performance related task, collaborative learning. This type of programme makes the subject easy, interesting and practical to understand the concept. Neo and Neo (2001) studies emphasis that multimedia technology learning environment could be used alternatively as an innovative and effective tool in a problem based learning for the acquisition of problem solving skills.

Babu & Vimala (2008) studies emphasis that multimedia approach will help students in reducing the errors in any subject. Carpenter (2006) studies emphasis that collaborative leaning helps more in concept clarity. The use of innovative interactive programme in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country. Therefore, it is necessary to teach economic in a classroom with different innovative way, here researcher would prepare a programme to teach Government Budget in higher secondary level in innovative interactive way, which helps students to learn economics concepts and content in more meaningful ways. Researcher has prepared innovative interactive programme, where interactive teaching enhance where case study use pre-test post- test tools to collect data. To analysis the outcome of the programme researcher collect scores of the post-test result and find students reaction about the programme. The aim of this study is to help This study will be benefited to students as well teachers to use effective and innovative interactive programme to teach in the class. To make the subject interesting and practical some innovative and interactive programme requires, which helps students to learn economics

in more meaningful ways. Innovative programme leads to creative learning, the implementation of new methods, tools and contents which could benefit learners in their daily life. Innovative interactive programme enhance the concept clarity and makes the subject east and practical.

5.2 Research Question

1. Why students feel economics a boring subject?
2. Why concepts of economics are difficult to understand?
3. Why there is a need of innovative techniques to teach economics?
4. How to teach economics in an innovative way?

5.3 Title of the study

A study of effectiveness of Innovative and Interactive Programme of Teaching Economics at Higher Secondary Level.

5.4 Objective of the Study

1. To prepare an innovative and interactive programme to teach economics.
2. To find the effectiveness of prepared programme.
3. To know the reactions of students for prepared programme.

5.5 Hypothesis

1. There will be no significant difference between the mean achievement scores of pre-test and post-test.
2. There will be no significant difference between the observed and expected frequency against equality hypothesis on various statements of reaction scale.

5.6 Operationalization of the Term

In the context of the present study innovative and interactive programme consists different media such as interactive lectures, print media, electronic media, power point

presentation, problem solving approach, project based learning, inquiry base learning, cooperative and collaborative learning, case study method, games and simulation.

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It is a pre-experimental design. It is a single group pre-test post-test design. The investigation was carried out in three phases.

5.8 Development of the Interactive Innovative Programme

In order to prepare an innovative and interactive programme in economics subject the following procedure was followed.

The first objective of the study was to prepare an innovative and interactive programme in economics subject. Researchers found out different methodologies which were adopted in the schools. Researcher took help from expert of the economics subject and teachers who are teaching economics in higher secondary section. While preparing an innovative and interactive programme researcher studied about different innovative strategy, methods and techniques can be use in the classroom, to make the process of teaching and learning an enjoyable and interactive. Therefore, case study, power point presentation, games. Simulation, group discussion, problem solving and inquiry base learning were included in the innovative interactive programme.

5.9 PROCEDURE FOR THE STUDY

5.9.1 Population of the Study

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5.9.2 Sample of the Study

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5.9.3 Sampling Technique

In the present study convenient sampling technique was used by the researcher to draw a sample.

5.9.4 Delimitation

The study was delimited to Government Budget topic of economics subjects of standard XI.

5.9.5 Tools for Study

Pre-test, Post-test and Reaction Scale

5.9.6 Data Collection

The required data was collected using the above mentioned tools.

Phase: I Administration of Pre-test

Phase: II Implementation of the innovative and interactive programme.

Phase: III Administration of Post-test

5.9.7 Data Analysis

Sr. No.	Objectives	Nature of Data	Source of Data	Tools	Data Analysis
2,	To find the effectiveness of prepared programme.	Quantitative	Students of IX standard in commerce stream	Pre-test and Post-test	't' Test
3.	To know the reactions of students for prepared programme.	Quantitative	Students of IX standard in commerce stream	Reaction Scale	χ^2 analysis

5.10 FINDINGS

On the basis of data obtained, the followings are the findings of the study:

1. The adjusted mean score of post-test was found to be significantly greater than that of the pre-test. Hence, the implemented innovative and interactive programme gave positive effect to enhance students learning.
2. The analysis of the data with the respect to implementation of the programme, most of the students reactions were positive towards the prepared programme. Hence, the null hypothesis is rejected against all statement of the reaction scale. Therefore, the prepared programme was found effective.

5.11 DISCUSSION

Innovative and interactive programme refers to use different strategy in teaching process where students develop their skills which help them in daily life and work. The study was undertaken by the investigator with the objective of enhancing students learning and overall development with the help of innovative and interactive programme to teach economics and to find the effectiveness of the programme. After implementation of the programme students were in a position to answer the question beyond the prescribed text content, programme helped students in cognitive development. It was found that there was significant difference in the learning of the students in the pre-test and post-test score. Different teaching strategy, approach, technique or tools were used, to produce quantifiable gain for student learning.

The post test scores indicate that majority of the students showed considerable improvement in the scores. Programme helped learners to remember and transfer their knowledge. Using ICT techniques, like video clips, charts, graphical presentation or other kinds of presentations help to get the information closer to reality. It raises the attention & interaction between students and economics. Concepts can be taught to the learners abilities and previous knowledge from easy to difficult or difficult to easy. It provides learners with the different ways of teaching which encourage curiosity in them. Programme helped learners look to into topics from a broader perspective. In order to enhance conceptual learning, researcher use innovative and interactive programme for students of high secondary level, which comprises of lectures, demonstration, group discussions, creative writing tasks problem solving, case study, ICT presentation (audio/video lectures, documentaries, pictures and images), games and simulations.

The findings of the reviewed literature of Pye and Sullivan (2001), Neo and Neo (2001), Ready, G. L., & Ramar. R., (1995) Babu and Vimala (2008) Ishan (2011) indicated that using the multimedia approach and ICT helps students in the learning process. It makes the subject more realistic and gives clarity in the concepts. Gangopadhyay., & Kanti T. (1991) and Carpenter (2006) studies indicated using lecture method with the discussion, explanation and questioning were most effective. Hansraj (1992) and Damodharan V. & S., Rengarajan.V. (2007) studies revealed that various innovative teaching activities

gained significantly effect in their verbal fluency, flexibility, originality, elaboration, total non verbal creative thinking. Nazzeer (2006) and Parveen & Batool (2012) studies emphasis on the cooperative and collaborative learning, they found that students were more comfortable in working in team. These all findings were match with the present study.

It is evident from the finding that the prepared programme was effective in the terms generating positive impact on students learning process and outcomes. It gave the clarity of the concept, developed self confidence, active participator in the class, able to relate with daily life. Students get aware of barriers or constraints that may prevent students from achieving their goal. It is observed from the findings of the reaction scale that students were positive towards the prepared programme.

5.12 IMPLICATIONS OF THE STUDY

- The prepared innovative and interactive programme helped to enhance student's knowledge and learning. Such programmes should be a part of teacher education programme.
- In –service teacher training programme needs to be organized on orienting the in service teachers on preparing innovative and interactive programme.
- Text books can be designed on the pattern of the innovative and interactive programme where they can give some activity so teacher can implement in the classroom teaching.
- Such innovative and interactive programme can be made a part of B.Ed curriculum.

5.13 SUGGESTIONS FOR THE FURTHER STUDIES

- The same study of preparing innovative and interactive programme can be conducted using case study method in any of the school following GSEB and CBSC board.
- The same programme can be implemented in the experimental design with control group and experimental group.

- The innovative and interactive programme can be implemented across the discipline and its effectiveness can be measured.
- The innovative and interactive programme can be implemented for other subjects for effective learning
- The implementation of the programme can be done on a larger sample.
- Doctoral study can be conducted for more topics in same subject.

5.14 CONCLUSION

The present study was an attempt to teach economics by using innovative and interactive programme. The effect of the prepared programme was found positive. The innovative and interactive programme has enhanced the learning of students in economics subject and helped for their overall development.

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APPENDIX 1

LIST OF EXPERTS FOR VALIDATION OF THE TOOL

DR. MANDIRA SIDKAR

Associate Professor,
School of Science and Education,
Navrachana University.
Vadodara.

DR. PRAMILA RAMANI

Assistant Professor,
School of Science and Education,
Navrachana University.
Vadodara.

DR. HITESH BHATIA

Assistant Professor
School of Business and Law,
Navrachana University.
Vadodara.

APPENDIX II

Pre-test

Name of the Student

Date:

Subject: Economics

Duration: 30 Minutes

Topic: Government Budget

Marks: 30

Part-1

Multiple Choice Questions

Marks (1×10=10)

- 1) When interest payments are subtracted from fiscal deficit, the remainder is known as—
 - (A) Revenue deficit
 - (B) Primary deficit
 - (C) Monetized deficit
 - (D) None of the above

- 2) Which fiscal measure should be adopted in correcting inflationary Gap?
 - (A) Reduction in Public Expenditure
 - (B) Increase in Taxes
 - (C) Increase in Public debt
 - (D) All the above

- 3) National income at market-price in an economy in one year is equal to
 - (A) The sum of wages, interest, rent and profit
 - (B) National income at factor costs plus indirect taxes
 - (C) The sum of all factor payments plus indirect taxes minus subsidies
 - (D) Value of goods and services produced in a country

- 4) If prices rise, the direct real burden of public debt will
 - (A) Also increase
 - (B) Fall
 - (C) Remain unchanged
 - (D) be uncertain

- 5) Assume that production in the India is valued at Rs.10, 00,000. National income is therefore Rs.10, 00,000. Of their income, workers pay Rs.1, 00, 00 in taxes, save Rs.50, 000, spend Rs 80,000 on consumer goods, and spend Rs 5,000 on imports. Businesses spend Rs. 10,000 in new investment spending. And, foreigners spend Rs. 5,000 on exports. In order to avoid any problems of inflation or unemployment, the government should have a budget deficit or surplus of:
- (A)0 (B) Rs. 5,000 surplus (C) Rs. 5,000 deficit (D) Rs.10,000 deficit
- 6) The largest transfer in the federal budget is:
- (A)defense (B) education (C) social security (D) welfare
- 7) The largest tax collected at the federal government level is the:
- (A) Income tax (B) sales tax (C) property tax (D) social security tax
- 8) If the official federal budget shows a deficit of Rs.200 cores while the structural budget is has a surplus of Rs. 200 cores, it can be concluded that:
- (A)there is hyperinflation
 (B) the unemployment rate is well above the natural rate
 (C) state and local governments have large surpluses
 (D)off-budget spending is counted in the official deficit but not in the structural deficit
- 9) A budget surplus would exist when which of the following occurs?
- (A) Taxes are greater than government transfers plus government spending.
 (B) Taxes are less than government transfers plus government spending.
 (C) Taxes are less than government transfers minus government spending.
 (D) Government transfers are less than government spending less taxes.
- 10) If the Budget of the Government does not get passed by 31st March how is the Government expenditure undertaken?
- (A) Vote on credit
 (B) Supplementary demands
 (C) Vote on account
 (D) None of the above

Part-II

Answer the Following Questions

Marks (2×10=20)

1) What is Budget? Objectives of Government Budget.

2) What does a fiscal policy relate to?

3) What is disinvestment?

4) What does zero primary deficit mean?

5) What are Budget Receipts? In a Govt. Budget, revenue deficit is Rs. 8, 00,000 Cr. and borrowings are Rs. 50,000 Cr. How much is the fiscal deficit?

6) What is meant by monetary expansion?

7) How can a govt. budget help in reducing inequalities of income? .Explain

8) In the Government of India's budget for the year 2013-14 the Finance Minister proposed to raise the excise duty on cigarettes. He also proposed to increase income tax on individuals earning more than Rs. one crore per annum. Is the objective only to earn revenue for the government? What possible welfare objective can you think of from these proposals? Explain.

9) Are fiscal deficits necessarily inflationary? Give reasons in support of your view.

10) From the following data about a government budget find a) Revenue Deficit b) Fiscal Deficit and c) Primary Deficit.

Sr .No.	Items	Rs. (cr.)
01	Tax revenue	47
02	Capital receipts	34
03	Non-tax revenue ¹⁰	10
04	Borrowings	32
05	Revenue expenditure	80
06	Interest payments	20

APPENDIX III

Post-test

Name of the Student

Date:

Subject: Economics

Duration: 30 Minutes

Topic: Government Budget

Marks: 30

Part-1

Multiple Choice Question

Marks (1×10=10)

- 1) When interest payments are subtracted from fiscal deficit, the remainder is known as—
 - (A) Revenue deficit
 - (B) Primary deficit
 - (C) Monetized deficit
 - (D) None of the above

- 2) Which fiscal measure should be adopted in correcting inflationary Gap?
 - (A) Reduction in Public Expenditure
 - (B) Increase in Taxes
 - (C) Increase in Public debt
 - (D) All the above

- 3) National income at market-price in an economy in one year is equal to
 - (A) The sum of wages, interest, rent and profit
 - (B) National income at factor costs plus indirect taxes
 - (C) The sum of all factor payments plus indirect taxes minus subsidies
 - (D) Value of goods and services produced in a country

- 4) If prices rise, the direct real burden of public debt will
 - (A) Also increase
 - (B) Fall
 - (C) Remain unchanged
 - (D) be uncertain

- 5) Assume that production in the India is valued at Rs.10, 00,000. National income is therefore Rs.10, 00,000. Of their income, workers pay Rs.1, 00, 00 in taxes, save Rs.50, 000, spend Rs 80,000 on consumer goods, and spend Rs 5,000 on imports. Businesses spend Rs. 10,000 in new investment spending. And, foreigners spend Rs. 5,000 on exports. In order to avoid any problems of inflation or unemployment, the government should have a budget deficit or surplus of:
- (A) 0 (B) Rs. 5,000 surplus (C) Rs. 5,000 deficit (D) Rs.10, 000 deficit
- 6) The largest transfer in the federal budget is:
- (B) defense (B) education (C) social security (D) welfare
- 7) The largest tax collected at the federal government level is the:
- (A) Income tax (B) sales tax (C) property tax (D) social security tax
- 8) If the official federal budget shows a deficit of Rs.200 cores while the structural budget is has a surplus of Rs. 200 cores, it can be concluded that:
- (A) there is hyperinflation
 (B) the unemployment rate is well above the natural rate
 (C) state and local governments have large surpluses
 (D) off-budget spending is counted in the official deficit but not in the structural deficit
- 9) A budget surplus would exist when which of the following occurs?
- (A) Taxes are greater than government transfers plus government spending.
 (B) Taxes are less than government transfers plus government spending.
 (C) Taxes are less than government transfers minus government spending.
 (D) Government transfers are less than government spending less taxes.
- 10) If the Budget of the Government does not get passed by 31st March how is the Government expenditure undertaken?
- (A) Vote on credit
 (B) Supplementary demands
 (C) Vote on account
 (D) None of the above

Part-II

Answer the Following Questions

Marks (2×10=20)

1) What is Budget? Objectives of Government Budget.

2) What does a fiscal policy relate to?

3) What is disinvestment?

4) What does zero primary deficit mean?

5) What are Budget Receipts? In a Govt. Budget, revenue deficit is Rs. 8, 00,000 Cr. and borrowings are Rs. 50,000 Cr. How much is the fiscal deficit?

6) What is meant by monetary expansion?

7) How can a govt. budget help in reducing inequalities of income? .Explain

8) In the Government of India's budget for the year 2013-14 the Finance Minister proposed to raise the excise duty on cigarettes. He also proposed to increase income tax on individuals earning more than Rs. one crore per annum. Is the objective only to earn revenue for the government? What possible welfare objective can you think of from these proposals? Explain.

9) Are fiscal deficits necessarily inflationary? Give reasons in support of your view.

10) From the following data about a government budget find a) Revenue Deficit b) Fiscal Deficit and c) Primary Deficit.

Sr .No.	Items	Rs. (cr.)
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03	Non-tax revenue10	10
04	Borrowings	32
05	Revenue expenditure	80
06	Interest payments	20

APPENDIX IV

REACTION SCALE

Name of the Student:

Direction: Respond to each of the following statement by indicating Agree, Partially Agree or Disagree

No.	Statement	Agree	Partially Agree	Disagree
1.	Presented programme was innovative and interactive in nature.			
2.	The prepared programme was able to enhance the understanding of students.			
3.	Content was in a logical progression and arranged in precise format.			
4.	Language of the programme was easy to understand.			
5.	Presented programme catered the need of different types of learner.			
6.	Prepared programme enhance students to increase the cognitive skills i.e. higher order thinking ability.			
7.	The presentation of the diagrams and graphs were easy to understand.			
8.	Presented content was adequate within the allotment time.			
9.	Use of technology effective in conveying the subject matter and developing understanding.			
10.	Programme was concluded with clear summary.			
11.	Prepared programme helped students in future for concept clarity.			

12.	Programme was riched enough to provide extra material for exercise.			
13.	Programme could cater the confusion while learning.			
14.	Differant strategies were used to modify difficult academic tasks.			
15.	Practical and real world examples were included to teach content.			
16.	Prepared programme could involve students to participate and interact during the classroom teaching and learning.			
17.	Programme could create productive learning environment.			
18.	Programme has provided opportunities for students to articulate and revise their thinking, which aids in knowledge construction.			
19	The skills and practices that have been shown to increase student engagement, the likelihood of appropriate behavior, learning time, and achievement have been articulated in the programme.			

APPENDIX V

Personal Budget Form

Category	Monthly Amount
Fixed Expenses	
1.	
2.	
3.	
Variable Expenses:	
1.	
2.	
3.	
Periodic Expenses	
1.	
2.	
3.	
Saving 20% of Income	
TOTAL	

Monthly Income: _____ Monthly Expenses: _____

Surplus /Deficit: _____

APPENDIX VI

Government Budget Worksheet

1. Each level of government in India is responsible for certain matters of concern.
 - a) Name three responsibilities at the **federal** (or national) level.
 - b) Name two responsibilities at the **provincial** level.
 - c) Name two responsibilities at the **municipal** (or local) level.
2. The federal government both spends money and collects money.
 - a) What is the term for government **spending**?
 - b) How much money does the federal government expect to spend next year?
 - c) What is the term for the **collection of money** by the government?
 - d) How much money does the federal government expect to collect next year?
3.
 - a) Explain the terms **deficit** and **debt** and their relation to each other.
 - b) Is the government projected to have a **surplus** or a **deficit** in the upcoming budget?

APPENDIX VII

Political Spectrum Quiz

This questionnaire will indicate, in general terms, whether you fall on the left, right, or centre of the political spectrum .Answer each question as honestly as you can by indicating whether you

Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD) next to the question.

	Political Statement	Answer
1	More funds should be allocated to paying off the debt, even if it means fewer public services.	
2	The government should decrease the amount it spends on health care by charging for some procedures and allowing for privatization of services.	
3	When there is an economic problem, government spending usually makes it worse.	
4	The federal government is too big and government workers are overpaid.	
5	It should be more difficult for people to receive unemployment benefits or welfare, so that people have an incentive to find work.	
6	Corporate tax rates should be higher than they are now.	
7	The government should invest in more social programs to help the most vulnerable persons even if it means we have to increase taxes.	
8	The government should increase its transfers for post-secondary education so that tuition could be decreased.	
9	People with higher incomes should pay more taxes than they do now.	
10	The government should make child carefree for all parents in India.	