

CHAPTER-VI

SUMMARY AND IMPLICATIONS

6.0 INTRODUCTION

Education is a process of all round development that helps an individual to become a productive and responsible member of society. The function of education is to equip each individual with various skills and competencies for successful living. Education of the present times is a fast changing one and those who are unable to keep pace with this change have to face its consequences. The reason for this fast growing change is the liberalisation, privatisation and globalisation. In developed countries, developing countries, and under developed countries, people want better civic facilities, educational facilities, and defense services. The study of economics encompasses the most effective means of utilizing available resources in virtually every sector including household management. Study of economics has now assumed great importance as the modern society cannot be comprehended in isolation. It has close links with production, arrangement and distribution of goods and services of a variety of nature not only national but also at international fronts. The study of economics has become more important as the modern Economics now deals with multifarious socio-economic and financial matters of an individual as well as of a society. It studies systematically and methodically the economic network of society including agriculture, business, money and banking, international trade, transportation, planning, growth and development. NCF (2005) also recommends that children's life at school must be linked to their life outside the school. So, the responsibility of Economics teacher has also increased. The teacher becomes the pivot around whom the whole educational process moves on. So Economics teacher should skillfully incorporate the present socio-economic factors into teaching. The Secondary Education Commission (1952-53) has emphasized the need for using right methods of teaching in these words, "Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus

remain dead unless quickened into life by the right methods of teaching and the right kind of teachers. He judges the success of his lesson not by the amount of matter covered but by the understanding, the appreciation and the efficiency achieved by students.” The Commission has further observed, “Any method, good or bad links up the teacher and his pupils into an organic relationship with continuous mutual interaction, it reacts not only on the mind of the students but on their entire personality; their standard of work and judgment, their intellectual and emotional equipment, their attitude and values. Good methods which are psychologically and socially sound may raise the whole quality of their life. So, in the choice and assessment of methods, teachers must always take into consideration their end products, namely, the attitudes and values inculcated in them consciously or unconsciously.”

Knowledge has many branches and economics is an important and useful branch of knowledge. In recent years the science of Economics has assumed greater significance in view of the fact that knowledge of economics is being used for initiating and accelerating growth in the economies of the world and thus for eradicating wants, poverty, unemployment from the human race. Besides, the nature of so many other problems such as inflation, stagnation and recession, population, adverse balance of payments and so on that confront the economies of today cannot be understood and solution for them cannot be provided without the adequate knowledge of the science of Economics. So, to provide enough knowledge and experience to the students competencies are required in the teachers teaching Economics. Ryans (1960) rightly remarks: “if the competent teacher can be obtained, the likelihood of attaining desirable educational outcomes is substantial, on the other hand, although school may have excellent material resources in the form of equipment, building and textbook, and although curricula may be appropriately adapted to community requirements, if the teachers are misfit or are indifferent to their responsibilities the whole programme is likely to be ineffective and largely wasted.” The teacher has to play pivotal role in teaching learning process.

6.1 NEED OF TEACHING COMPETENCY FOR ECONOMICS TEACHERS

Economics is an essential part of social studies. It has a very close relationship with social sciences. It has a deep relationship with the practical aspect of human life.

In Economics, one studies various human activities related to money or wealth. One studies how a man gets wealth and how he uses it or various human activities that have relationship with money or wealth. No practical aspect of human life can function successfully without money. Money or wealth has a very important place in social life. It is a means of purchasing things. All trade depends on it. Hence, there is a cut-throat competition to acquire more wealth and more and more money. Economics helps us to know about the ways and means of leading a successful life. It has two aspects- Theoretical as well as practical.

Under theoretical aspect of Economics, we study and analyze various principles and theories. It deals with the basis of various functions of man, the analysis of various circumstances and causes that bring about production, land, capital, labour, organization, enterprise, etc. The position and influence of all these things is studied under the theoretical aspect of Economics. Knowledge of Economics is helpful in our day-to-day life in acquiring various means of livelihood. It teaches us to utilize whatever we have or we earn.

Under the practical aspects Economics are the functioning and running of various industries, trades, etc. The practical aspect of Economics is more important than the theoretical aspect. The Economist who can find out and imagine the direction towards which the whole of the economic structure is moving, he can know about the various trends in the field of production, consumption, marketing, etc. Therefore, it is taught at school level with a view to strengthen students' understanding of socio-economic aspects and their roles in the development. Review of Economics course objectives of ICSE and IB board show that students studying Economics are expected to develop international perspective, and students studying Economics in CBSE schools are expected to sensitize themselves in national building. So the section of IB syllabus quoted – Economics has an important role to play in promoting such

international cooperation and mutual understanding because of its focus on global issues. Teacher of the course must aim to promote awareness in their students of how impact of economics can both improve cooperation and understanding between countries and, unfortunately, cause extensive damage. To achieve this understanding, students must be taught to consider economic theories, ideas and happenings from the points of view of different individuals, nations and cultures in the world economy. Although complete knowledge is impossible, students can search for understanding through a wide range of different aspects of the global economy. Their search may inspire a lifelong interest in the promotion of international understanding (p.5). So, teachers are expected to understand why Economics is taught and plan the classroom activities according to the demand of content. But results of Seventh All India Education Survey (2002) show that at the higher secondary stage, Economics is being opted by large number of students; it emerges as the most popular social science subject. Despite its importance and popularity, development of economics curriculum remains a major challenge. Economists as well as economics educators in the country seem to be disinterested in the teaching-learning process of this dynamic subject. There is hardly any research to investigate economics classroom processes. Discussion and debate on the emerging areas, inclusion/deletion of topics, pedagogy of teaching-learning in economics, evaluation methods, inter-linkages between school and college or university level economics curriculum are lacking. (Srinivasan, 2010).

Teaching learning at knowledge, understanding and application level which is commonly practiced in schools implies that we still are lacking behind in effective teaching learning process. Opinion of Laments in Importance of Economics in the curriculum that “we spend too much time forging theoretical tools and too little time in trying to make practical use of them. If this situation still continues then it will be difficult to fulfill the expectations from the various higher education programmes as it is essential to develop higher order cognitive abilities of analysis, synthesis, evaluation and creativity in the students to achieve the goal of producing competent skilled force. Opinion of Tubewell in Importance of Economics in the curriculum that in case of developing countries it is only a premature flowering of economics which is responsible for its separation from practical life.

It is essential to study what goes on in the classroom and how they are related with achieving the objectives. The effectiveness of the teachers counts a great deal in translating objectives into learning outcomes in the pupils. As such teacher's teaching competency plays a vital role in the entire teaching-learning process. Therefore, it should be more meaningful to identify those desirable competencies of economics teachers in teaching of economics within the social situation, and to analyze their teaching for the purpose of finding out the factor which influences the teacher to be competent one. In the light of above discussion the investigator arrived at the competencies and prepared the draft of competencies list.

6.2 SUMMARY OF THE REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY

The studies show a variety of patterns. There is a need to find out expected teaching competencies and competencies in practice for teaching Economics. It is also essential to find out the gap between expected and practiced. The studies reviewed have pointed out variation in teaching methods, skills, resources, and evaluation methods employed. Effective teachers use various innovative practices which reflect their competencies, but, studies on such teaching practices present a gloomy picture. The descriptive survey focused on aspects of Economics Teaching and highlights the nature of conducting Economics classes by the teacher.

There are studies on teaching effectiveness, patterns of teacher classroom behavior, teachers trained through integrated and traditional methods in terms of teaching competence. Most of the studies used survey methods and tools, like, questionnaire, evaluation sheet, rating scale, observation schedule, teaching competency scale, interview, and attitude scale. Out of these 11 studies were found experimental in nature, 03 studies were correlation type, whereas, 01 study was found exploratory in nature.

Debnath (1971), Sharma (1971) tried to find out certain determinants of teaching effectiveness. Debnath (1971) took teacher's age, experience, qualification, training as variables, Sharma (1971) took teacher's aptitude scores, academic grades, experience, socio-economic status and sex as

variables. The findings of Debnath (1971), and Sharma (1971) revealed that professional training, intelligence, interest in teaching, favourable attitude, friendliness, demographic variables (age and sex) have direct relation with teaching efficiency. The study by Sharma (1971) revealed that teacher aptitude; and socio-economic status is sound predictor of teacher effectiveness.

Two studies were reviewed on determinants of teaching effectiveness. Study of Debnath (1971) was conducted in West Bengal, whereas Sharma (1971) was conducted in Utter Pradesh. These 02 studies used Survey method. These studies revealed that teaching efficiency goes with attitude, intelligence, and interest of performing the task. Professional training and qualification of the teachers were found to have direct relationship with teaching efficiency. So it was worthwhile to study the subject specific teaching competencies of the teachers.

Works of Sharma (1972) and Shaida (1976) reported that teachers' teaching patterns affect pupils' achievements. The studies revealed that teaching patterns, viz., narration and narrow questions with feedback produced significantly higher mean achievement. The study by Roy (1977) relative effectiveness was on three styles of teaching i.e. lecturing, questioning and response without feedback, questioning and response with feedback sequence. Roka (1976) reported that significant difference was found between experimental and control group of the teachers in favour of additional training in such interactive behaviors as asking divergent questions, lecturing and student response. Nayar (1976) found that there was wide variation in the occurrence of every exposition category and mode, among each lesson of a subject and among the different subjects viz., teaching of English, Kannada, Mathematics, Social Studies, Physical Science and Biological Science.

Mehta (1976), reported that no relationship has been found between age, sex, recency of training and teaching experience with communication patterns of teachers whereas, Santhanam (1972) reported that age, training and experience of the teacher did not seem to affect teacher influence in terms of teaching patterns. Maheshwari (1976) reported that effective teachers used categories of accepting feelings, praise, use of student ideas, questions, initiations, whereas, ineffective teachers employed lecture, direction and authority, respectively.

A total of 08 studies were reviewed on teachers' classroom verbal interaction patterns and pupils attainments. All the studies were conducted in India. Study by Sharma (1972), Santhanam (1972), and Maheshwari (1976) were conducted employing Exploratory and Descriptive survey method, study of Shaida (1976), Roka (1976) were conducted employing Experimental method, Mehta (1976), and Nayar (1976) employed Correlation method.

The review of related literature reveals that most of the studies concentrated on influence of demographic factors i.e. age, sex, teaching experience on teaching patterns. But subject wise variation in exposition category and mode patterns was found in the study of Nayar (1976). So it is necessary to study Economics subject specific exposition category and mode patterns.

From the review it can be seen that all 08 studies in concerned section were during 1972 to 1976.

Studies by Agrawal (1969) revealed that teachers were lacking in subject knowledge and were also weak in competence of organizing activities. Bawane (1999), Hussain (2002) and Tiwari (2002) reported that discrepancy was seen between competencies expected and in practice. The expected role was not being played by the teachers, and teachers did not possess the required theoretical and functional knowledge. Kala (2009) reported that discrepancy was seen in the teaching competencies of planning, presentation and evaluation of teachers of three districts of Tamilnadu. Bondu & Viswanathappa (2007) reported that differences in teaching competency were found among D.Ed. and B.Ed. teachers, whereas, Sain, et.al (2014) reported that effect of generation gap was seen on teaching competency of teachers. Rajkhowa (2012) reported that all the teachers need to improve their introductory explanation of the chapter and teachers are found poor in the use of chalk board work. Kaur (1983) reported variation in the style of teaching, designing of teaching material and interacting with students at school, college and university level.

Works of Shaikh (1992) reported that science teachers possess competencies of presentation, use of teaching equipments, preparing examination results at higher level; competencies of organizing and supervising field trip at lower level, and with respect to conducting laboratory work, developing interest, values, preparing evaluation tests science teachers possess those competencies at moderate level. Copriady (2014) reported that teachers' competency in

designing practical activities for chemistry practical was at lower level, whereas, teachers' competencies of implementation was found at higher level. Dabas (2011) reported that teacher effectiveness was significantly differing as per gender and locality of school. Singh (2012) reported significant difference between teaching competence of private and government school teachers, whereas, Joseph (2013) reported that professional commitment level varied among the teachers working in self financed and government aided institutions.

Rao (1985) found that effective teachers use certain new components of teaching i.e. drawing, derivation which can be considered as the components of teaching skills whereas, Ambe, et.al. (2014) reported that professional competence of the teachers has significant relationship with the implementation of curriculum. Passi & Sharma (1982) considered teacher's sex, age, attitude, interest, self perception, and pupils' achievement as variables. The study revealed that competencies of planning, presentation, handling, and shifting sensory channel were varying.

Balachandran (1981) found variation between self rating of the teachers and students rating about their teachers. Malhotra (1975) reported that teachers who were indirect in their classroom behavior were rated higher by students, peers and principals. Basi & Kaur (1991) found positive correlation between job satisfaction and teaching competency of the teachers, whereas, Gupta & Kumar (2009) reported that positive relationship was found between the experience of teachers and satisfaction level of students about teaching performance, students were least satisfied with teachers' performance with respect to use of teaching aid, reference material, knowledge of current affairs, class control and personality behavior.

Works of Abhilasha & Gogna (2009) reported about variation of male and female teachers with respect to subject knowledge and personality characteristics. Ponmozhi & Nellaiyapen (2014) revealed positive relationship between emotional intelligence and teaching competency of the student teachers. Anisha (2008) reported that significant relationship was found between teaching competency and self efficacy of the teachers, whereas, Jeba (2005) reported that there was significant correlation between teaching competency and mental health of student teachers.

Works of Noad (1975) reported that teachers should have competencies of planning, assessing, using resources, evaluating with respect to Economics. Travers & others (1986) revealed that planning competencies were the most relevant competencies followed by evaluation and management. Gupta (1979) reported the factors that can be helpful in class teaching as- black board work, correcting oral mistakes, explaining difficult points, general knowledge, handwriting, knowledge of the subject, maintaining discipline, power of oral expression, revision of main points, skill of questioning, and the use of material. Mathew (1980) reported fourteen desirable teaching competencies of teaching physics.

Tichkowaky (1975) identified that competencies have positive relationship with students discipline and control, teaching methodology, personal attributes, learning climate, knowledge of subject matter and professional growth.

Works of Natrajan (1984) found that competency based instruction proved suitable for teaching selected units. Bajwa (2003) reported that basic teaching competency training strategy was more effective in developing general teaching competency as compared to traditional training model whereas, Devadasa (2007) reported that instructional package were found effective in improving the knowledge based science teaching competencies of the teachers.

One comparative study by Singh (1985) was conducted on teachers trained through integrated and traditional methods and found that there were differences in teaching competence and role performance, the integrated group scored higher than traditional group.

A total of 33 studies were reviewed on teaching competencies at primary, secondary and college level education. Out of the 33 studies, 27 studies were conducted in India whereas 06 studies were conducted in abroad. Studies on discrepancy in teaching competency were conducted by Bawane (1999) in Madhya Pradesh, Hussain (2002) in Kahmir, Tiwari (2002) in Allahbad, Kala (2009) in Kanyakumari, Tirunelveli & Tuticorin (Tamilnadu), Bondu & Viswanathappa (2007) in Andhra Pradesh, Dabas (2011) in Haryana, Rajkhowa (2012) in Assam, whereas, Sain, et.al (2014) conducted in Bilashpur City.

Studies abroad on discrepancy in teaching competency were conducted in different countries. Shaikh (1992) conducted a study in Dhaka (Bangladesh), Copriady (2014) in Indonesia, Ambe,et.al (2014) in Nigeria, whereas, Tawalbeh & Ismail (2014) conducted in Taif (Saudi Arabia).

The review of related literature reveals that studies on teaching competency were conducted at primary, secondary and higher education level. The studies concentrated on determinants, teaching patterns, teacher classroom behaviours, personality characteristics associated with teaching competency, competency based programme, role discrepancy, teacher training and teaching effectiveness, teacher attitude, self concept and teaching competency. Discrepancies were found in the planning, presentation, and evaluation stages of teaching.

Out of these studies very few studies were conducted in particular subject teaching. Study of Nayar (1976) was conducted on English, Kannada, Mathematics, Social Studies, Physical Science teaching, study of Chaudhari (1985) was on English teaching, study of Basi & Kaur (1991) was on language teaching, studies of Rao (1985) & Shaikh (1992) were on science teaching, study of Rajmeenakshi (1988) & Bondu & Viswanathappa (2007) were on B.Ed. teaching. No study on Economics Teaching Competency could be spotted in the Gujarat State.

Rajmeenakshi (1988) reported that training in the skill of demonstration and micro teaching significantly increased the teaching competency. Studies conducted by Kumar & Lal (1980) revealed that there was improvement in general teaching competence and teaching skills through micro teaching. Both the studies were conducted in India by employing Experimental method.

The review of related literature reveals that training in the area of skills can increase teaching competency. Skill is one of the main components of teaching competency. So skills employed by the teacher must be studied.

Mann (1980) studied differences between successful and unsuccessful teachers. The study revealed that personality characteristics, attitude towards teaching profession and allied aspects, achievement were the determinants of successful teaching, whereas, Bhagoliwal (1982) studied effective and ineffective teachers and reported that effective teachers were characterized by higher level of differentiations, integration of their cognitive and perceptual functioning, good organizational interest, capability of viewing the reality as integrated whole, imaginative and original thinking ability.

Two studies were reviewed on personality characteristics associated with teacher effectiveness (Bhagoliwal (1982) and Mann (1980)). Both the studies were conducted by employing survey method.

Singh (1999) and Madhuri (2005) studied Commerce Education Programme at higher secondary schools and found that most of the students felt Economics as a difficult subject of commerce stream.

Patil (2010) and Ramama (2010) studied Economics in social science at secondary schools and found that Economics subject is taught by teachers not belonging to Economics. Most of the teachers were found using lecture method for teaching economics. The use of learning resources was found to be very rare.

6.3 IMPLICATION OF THE REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY

- Three studies by Bawane (1999), Shaikh (1992), and Hussain (1985) have been conducted on discrepancy between competencies expected and in practice. The present study is an attempt to explore the teaching competencies expected and in practice of Economics at Higher Secondary level.
- Teachers' self rating about their performance was significantly higher than the students' rating about their teachers. In the present study, teachers' performance has been rated by observing economics classes of the teachers.
- Teaching competency can be analyzed and measured. Enhancement of competency of teaching can be done by controlling the factors which impede teaching competency.
- Teacher's knowledge, internalization of content, content organization, pupil behaviour has been found playing their role in spontaneously occurring teacher behaviours. The present study has been attempted to explore realities related to Economics classes.
- Curriculum reforms envisage change in the teacher role and a scientific analysis of this role is essential in order to ensure the realization of educational objectives.

So, a need was felt to find out the gap between teaching competencies of the Economics teachers expected and practiced by them, so as to develop their teaching competencies by meeting the gaps between the expected and practiced competencies.

6.4 RATIONALE FOR THE PRESENT STUDY

The quality of Education is influenced by Physical facilities, qualified and competent teachers, curriculum and instructional materials, support materials and equipments, teaching-learning strategies, comprehensive and continuous evaluation and the effective management. By improving the quality of each one of these elements, we can hope to bring about significant improvement in the overall quality of Education. Teaching Competency is one of the most important determinants of quality education. Mathew (1980) had studied (1) presage variables like intelligence of teacher, attitude, interest in teaching, self-perception of teaching (2) process variables like teacher's class room behaviour, skills and techniques of teaching (3) product variables like students' rating on teachers and identified fourteen desired factors. These desired factors indicate about expected teaching competencies.

Teacher is the most vital input in an education institution. It seems that teaching experience contributes to the enhancement of knowledge base, attitude, and skills in the focus area. Study of Buch & Quraishi (1970) observed that teacher's experience matters while dealing with students. Jorkasky (1971), Santhanam (1972) found differences in presentation according to the nature of the subject. Ramana, (2010) has mentioned that the qualification in a discipline has direct bearing on teaching competency. So, Availability of the teachers and their competencies are most essential ingredients to move towards excellence. In the absence of continuous updating, teachers' skills and competencies becomes outdated. The study of Mathur (2000) revealed that the Teachers find difficulty in explaining certain concepts, like, Biotechnology, Genetic Engineering. Multimedia packages are available in the markets which are not being used by the teacher. They need to be oriented about the use of technology in the instructional process. Teaching

learning process of Organization of Commerce was studied by Bhatia (2008) and found that teachers rarely use teaching aids and practical activity; innovative ideas are missing and teachers have no efficiency in speaking fluent English. From the above discussion it is evident that ability to teach along with the use of teaching aids used during the teaching experiences helps to bring about all round development.

Today the economic structure of different countries is changing fast. It is necessary and useful to have knowledge of different economic conditions of various countries, through Economics. The student of Economics can acquire knowledge of the economic structures of various countries and put it to proper use. Nobody can be thoroughly well in Economics unless he has a wide practical knowledge. The study of Madhuri (2005) reveals that Economics is a difficult subject and the way it has been taught is theoretical.

Due to Liberalization, Privatization, Globalization world has become like global village. Lots of business opportunities are expanding in different sectors. In the changing economical scenario in India in particular and all over the world in general, the Indian Economics Education at school level is exposed to many challenges, like, global competition, technological up gradation, quality enhancement, cost consciousness, and new combination of the cost of production. The schools are now realizing the growing disparities between what they impart to economics students and what the demands of the employment market are. Sarkaria (2005) Commerce is one of a few practical subjects, which is being taught theoretically. So it is very essential to study what is expected and in practice as per the Economics teaching is concerned. Efforts were made by Bawane (1999) at Primary School level. Bawane (1999) found gaps between expected and practiced teaching competencies among primary school teachers and also identified that the Teacher Education Programmes have not been sufficient in developing the expected competencies especially in the areas of teaching methods, remedial instruction.

Economics has theoretical and practical aspects. Also it is based of Science, as well as, Art. Economist Rao states that “let us not think that education is just consumption or welfare activity, something that can be postponed in reference to investment, to irrigation, power, and steel mills or the more salaries for

government officers who will administer these programme. The sooner this is recognized to influence persons in this country; the better would be India's chances to achieve the high rate of economic growth which we desire." (As in Aggarwal, 2007) Therefore, competent human forces are required. The teacher becomes the pivot around whom the whole educational process moves on. So there is a need to study and enhance the teaching competencies of Economics teachers.

6.5 STATEMENT OF THE PROBLEM

A Study of Teaching Competencies of Economics Teachers of Higher Secondary Schools

6.6 OBJECTIVES OF THE STUDY

1. To identify the teaching competencies expected among the teachers teaching Economics.
2. To study the teaching competencies in practice among the teachers teaching Economics.
3. To identify gaps between the teaching competencies Expected and Practiced by the teachers teaching Economics.

6.7 EXPLANATION OF THE TERM

Teaching Competency for Economics:

In the present study teaching competencies for Economics have been referred to attitude and knowledge possessed and skills exhibited in teaching Economics. These fall under four functional areas, namely, Planning, Presentation, Pupils' Participation and Evaluation.

6.8 DELIMITATION OF THE STUDY

The present study was delimited to teachers teaching Economics, Students in XI Std. in schools of Anand district affiliated to Gujarat Secondary and Higher Secondary Board (GSHSEB) and their Parents.

6.9 TYPE OF THE STUDY

Survey method has been employed for the present study.

6.10 POPULATION FOR THE STUDY

The population for the present study constituted of all the teachers teaching Economics at Higher Secondary level, Students and their parents of Anand District for the calendar year 2012-13. There are 78 higher secondary schools affiliated to Gujarat Secondary and Higher Secondary Board (GSHSEB) (General Stream) in Anand District.

6.11 SAMPLE FOR THE STUDY

- The Sample for the present study was drawn by employing systematic random sampling technique.
- Out of these 78 GSHSEB Schools 50 schools are grant-in aid and 28 schools are non- grant aid in nature. 50% of these schools were selected. Thus 39 (Grant-in-aid 25+ Non Grant-in-aid 14) schools were selected.
- All the teachers teaching Economics subject in these schools were selected as a sample for the present study.
- Ten students were drawn from each class through systematic random sampling and their parents constituted the sample for the present study.

So the final sample for the present study was as follows:

TABLE: SIZE OF SAMPLE

Sample	Size
Teachers	42
Students	720
Parents	43

6.12 TOOLS AND TECHNIQUES FOR DATA COLLECTION

Perception scale for the teachers, Content cum Pedagogic Analysis Proforma, Interview schedule for the Parents, Questionnaire for Identification of Learning Needs of the students, Conceptual Model, Questionnaire on Economics Teaching for Students were constructed by the Investigator and validated by the Experts.

i. Perception Scale For Economics Teachers (Appendix- I)

Three points Rating scale was constructed by the researcher keeping in mind four functional areas, namely, Planning, Presentation, Pupils' Participation and Evaluation. Twenty three Competencies and sub-competencies were covered in this perception scale. The instrument also consists of six open ended questions framed on Economics Education practicality, activities to make theories of Economics well applicable, way of relating subject with present social situations, international outlook of students, salient features of Economics teaching and developing Economics Literacy of students. Close ended questions were framed on required competencies, facilities, skills, competencies development with respect to Economics Subject.

ii. Content cum Pedagogic Analysis Performa (Appendix- II)

The criteria for the analysis of content were- Lesson format, Content relevance, Continuity in presentation, Language expression, Illustration related to textual content, Adequacy of illustration, Contextuality of questions asked while developing the content, Appropriateness of level of questions/suitability of activities given at the end of lesson, Expected teaching competency

iii. Interview Schedule For the Parents (Appendix- III)

A semi-structured interview schedule was prepared to gather data regarding the views of the Parents about Economics Subject and subject teacher's behavior related to it. The interview centre around 19 main questions closely related to the expected behavior of Economics teachers while teaching Economics.

iv. Questionnaire for the Identification of learning needs of the Students (Appendix- IV)

A Questionnaire was constructed for identifying needs of Std. XI. Students with respect to Economics Learning. This questionnaire covered open ended and close ended questions related to essential behaviors of Economics teachers, presentation of the content by the teacher, teaching aids, resources, materials and prompts, activities assigned by the teacher, feedback and evaluation by the teacher, difficulties and ways to overcome, motivating factors, skill development, and guidance by the teachers.

In the questionnaire alternatives were given for each close ended question and the respondent students were expected to give preference to the alternatives provided to them for each question. Their ranking of these alternatives would reveal how they expected learning of Economics. For open ended question the Economics students were expected to write responses openly.

v. Conceptual Model (Appendix-V)

A Conceptual Model was constructed on the basis of inputs from the above mentioned four tools viz., Perception Scale of Teachers, Content cum Pedagogic Analysis, interview with Parents and Questionnaire for the Identification of Learning Needs of the Students.

- ✓ For the identification of expected teaching competencies from the perception scale of teachers, most important responses and important responses category on each the competency were considered as most expected competency for teaching Economics. Perceptions of teachers on open ended questions, repetition of same responses perceived by the teachers was considered as most important behavior for teaching Economics and include in the Conceptual Model.
- ✓ Expected Teaching competencies identified by the investigator through content cum pedagogic analysis were also considered as essential Competencies of teaching Economics. It was given place in the Conceptual Model.

- ✓ For the identification of expected teaching competencies from the views of Parents on close ended items, 60% and more than 60% responses on each behaviour was considered as most expected behavior for teaching Economics. Views of Parents on open ended questions, repetition of same responses viewed by the parents was taken as most important behavior for teaching Economics. These responses are included in the Conceptual Model.
- ✓ For identification of the expected learning needs of Economics students, First preference on the alternatives given for each close ended question and same repeated responses by the students on open ended question was considered as the most expected learning needs of Economics students. Therefore, it was placed in the Conceptual Model.

All the identified most expected Teaching Competencies and sub-competencies were listed and a Conceptual Model was constructed by the researcher. Twenty two competencies and sub-competencies are presented in this Model.

vi. Questionnaire On Economics Teaching for Students (Appendix-VI)

The Questionnaire constitute twenty one close ended questions in the area of follow up of work, presentation, difficulty, solution and examination, guidance, field work and field experiences.

6.13 DATA COLLECTION

The data for the present study were collected in two phases:

PHASE- I : In this phase, data regarding Expected Teaching Competency were collected.

- ✓ The perception scale was distributed to 42 Economics Subject Teachers of 39 sample schools. They were asked to give their responses.
- ✓ Data from the text book of Std. XI. were gathered through Content cum Pedagogic analysis by the investigator herself.

- ✓ 10 students in each class were taken and asked to give their responses regarding their learning needs of Economics.
- ✓ 43 parents were interviewed during parents meeting at schools for getting their views on Economics subject & subject teaching.

PHASE- II: In this phase, data regarding Competency in Practice were collected.

- ✓ 02 periods of every Economics Teachers (total $2 \times 42 = 84$ lessons) were observed by the investigator employing Conceptual Model.
- ✓ Data from 720 students were gathered on the performance of Economics teachers. They were asked to give their responses on close ended and open ended questions.

6.14 DATA ANALYSIS TECHNIQUE EMPLOYED

The data collected through close ended questionnaire were analyzed through frequency and percentage. The data collected through open ended questionnaire, text book of Std. XI, and Interview were analyzed through content analysis. Some of the data of interview were also analyzed with the help of frequency and percentage.

6.15 FINDINGS OF THE STUDY

A. Perception of Economics Teachers on Economics Teaching:

- Competencies i.e. oral and written expression (100 percent), ability to come up with number of ideas about the topic (100 percent) were rated by all Economics teachers, while, information ordering (97.62 percent), grouping things in different ways (95.23 percent), determining time, costs, resources to perform work activity (95.23 percent), identifying information (85.71 percent), assigning the value, importance and quality of things or people (90.48 percent) were rated high by a majority (66-99.99 percent) of Economics teachers.

- Majority of Economics teachers perceived that the Economics is practical (71.43 percent) with respect to present market.
- Facilities i.e. learning resource centre (100 percent), teaching-learning material room 97.62 percent), computer room (97.62 percent) were rated high by a majority of Economics teachers.
- The Economics teachers have enlisted activities to make theories of Economics well applicable thought.
 - Surveys, searching ,visiting, and exhibitions;
 - Group discussion, questioning, oral presentation, and demonstration;
 - Seminar, Economics club constitution, project work, and situational presentation;
 - Use of teaching aids- charts, pictures, graphs, cutting of news paper, magazine, internet, and power point presentation.
- Majority of Economics teachers rated skills i.e. diversity awareness skill (83.33 percent), problem solving (66.67 percent), interpretation (69.05 percent), decision making (80.96 percent) and vocational (69.05 percent) as most required, while, observation (50 percent), demonstration (61.90 percent) as somewhat required skills for teaching Economics effectively.
- The Economics teachers have responded with regard to the relevance of the subject with present social situations. The teachers have enlisted some activities in this regard as follows:
 - Relates subject through sharing about utilization of resources.
 - Reporting on issues arising due to economical factors.
 - Sharing about ways and means.
 - Linking with gaining and saving.
 - Establishing cause & effect.

- The Economics teachers have expressed the salient features of Economics teaching. The teachers have enlisted the features in this regard as follows:
 - Economic efficacy.
 - Preparing disciplined citizens.
 - Preparing productive members.
 - Preparing skillful people.
 - Developing analytical ability, enquiry skills and critical thinking.
 - Providing base for economic independence.
 - Enhancing entrepreneur skills.
 - Preparing for better life.

- Development of Competencies i.e. earning and consuming (100 percent), understanding the use of knowledge of Economics in day to day personal life (100 percent), undertaking one's own enterprise (100 percent), vocational change (100 percent), pursuing more than one economics activity (100 percent), understanding the economics issues facing the nation (100 percent), participation in business life (100 percent) were rated by all the teachers, while, developing competency to pursue a specialized vocation (97.62 percent) was rated by a majority of the Economics teachers.

- The Economics teachers responded about efforts done for the development of international outlook of students. They have been doing the following work in this regard.
 - Motivating students as per their interest.
 - Making comparisons.
 - Assigning planning and implementation activity.
 - Arranging post prayer talks on economics topics.
 - Focusing, and illustrating with examples.
 - Guiding for task, suggesting reading of news, and using internet.

- The Economics teachers responded about their efforts done for development of Economic literacy. The teachers have enlisted some activities in this regard.
 - Arranging Economics fun games.
 - Suggesting resources, and references.
 - Providing searching based assignments, searching activity (full form of abbreviation, new words, and objects)
 - Advising prior reading before content taught.
 - Emphasizing on new words.
 - Encouraging Economic communication.
 - Writing new word on black board and giving their meaning.
 - Assigning preparation of material.

- In the planning of Economics instruction, sub-competencies, viz., setting content appropriate to achieve objectives (64.29 percent) and helping to develop desirable attitude (57.14 percent) were placed by most of the teachers in most important category.

- In organizing content, sub-competencies, viz., logically (71.42 percent) and systematically (73.81 percent) were rated in most important category by a majority of the teachers while psychologically were placed in this category by most of the teachers (59.52 percent).

- In deciding the instructional objectives, sub-competencies, viz., as per the characteristics of Economics discipline (66.67 percent), as per the characteristics of learner (66.67 percent), and as per the needs of society (73.81 percent) were rated by a majority of economics teachers as most important, while building on the previous knowledge of the students (61.90 percent), leading to what they have to study further in Economics (59.52 percent), specifically (57.14 percent), adequately (59.52 percent) and feasibly (64.29 percent) were placed in most important category by most of the teachers.

- In classifying the objectives domain-wise, viz., sub-competencies of cognitive domain (80.95 percent) were rated by majority of the teachers; affective domain (57.14 percent) was rated by most of the teachers, while psychomotor domain (47.62 percent) was rated by a large number of the teachers as most important category.
- Competencies and sub-competencies of selecting teaching methods, i.e. appropriate to the students (78.57 percent), appropriate for presenting the topic (80.95 percent), and suitable to learn facts, concept and principles (66.67 percent) were rated in most important category by a majority of the teachers.
- In choosing the teaching aids, sub-competencies, suitable to the pupils (73.81 percent), in line with the content (83.33 percent) were placed in most important category by a majority of the teachers, while, adequate for attaining objectives (52.38 percent), and cost effectively (54.76 percent) were rated as most important by most of the teachers.
- In introducing the lesson, sub-competencies, viz., using students' previous knowledge (54.76 percent) was rated in most important category by most of the teachers, while pausing meaningfully (40.48 percent) and oral visual switching (42.86 percent) were placed in most important category by a large number of teachers.
- Majority of the teachers viewed discussion (76.19 percent), project (73.81 percent) as most important methods, while most of the teachers rated lecture (61.90 percent), problem solving (64.29 percent) and demonstration & field study as most important methods of teaching Economics.
- Majority of the teachers rated competencies and sub-competencies of explanation of concepts and principles effectively, i.e. using appropriate vocabulary (69.05 percent), speaking correctly and fluently (78.57 percent), using appropriate examples (85.71 percent), observing continuity in sequence of ideas (69.05 percent), using teaching aids (69.05 percent), while using well organized lecture leading to classroom discussion (78.57 percent) as most important category.

- Competencies and sub-competencies of asking questions i.e. well structured (69.05 percent), relevant to the topic (76.19 percent) and specific and concise (69.05 percent) were placed in most important category by a majority of teachers, sufficient in number (54.76 percent) and seeking further information (59.52 percent) were rated as most important by most of the teachers, while developing critical awareness (40.48 percent) was rated as most important by a large number of teachers.
- In increasing pupils' participation, sub-competencies, viz., discussion by students (85.71 percent), field study by students (69.05 percent) and demonstration by students (66.67 percent) were rated as most important by a majority of teachers.
- Majority of teachers rated competencies and sub-competencies of using chalk board i.e. writing neatly (78.57 percent), maintaining continuity writing adequately (83.33 percent), and drawing simple diagrams (90.48 percent) as most important.
- Competencies and sub-competencies of organizing and supervising field trips i.e. selecting objectives of field studies (73.81 percent), selecting suitable industry/site (83.33 percent) and instructing students on field trip/visit (69.05 percent) were placed in most important category by a majority of teachers, while orientating for field trip (61.90 percent) was rated as most important by most of teachers.
- Majority of teachers rated competencies and sub-competencies of giving home work and assignments i.e. defining objectives (66.67 percent), selecting appropriate time limit (66.67 percent) and correcting Assignments properly (71.43 percent), as most important, while giving assignments at proper stage of lesson (50 percent) and considering individual differences (54.76 percent) were rated as most important by most of the teachers.
- Majority of the teachers rated competencies and sub-competencies of maintaining classroom discipline i.e. planning for the day's lesson before hand (92.86 percent), making attractive beginning to set the mind of the pupils (73.81 percent), changing the teaching method when required (66.67 percent),

and motivating students constructively for observing discipline (69.05 percent) as most important, while most of the teachers placed sub-competency i.e. giving opportunities to ask questions (59.52 percent) in most important category.

- In closing the lesson, sub-competency, viz., consolidating aptly (57.14 percent) was placed in most important category by most of the teachers.
- Competencies and sub-competencies of developing students' interest in Economics i.e. arranging group work (73.81 percent), and providing opportunities to discuss ideas (69.05 percent) were rated as most important by a majority of teachers, while suggesting resources (57.14) was rated as most important by most of the teachers.
- Competencies and sub-competencies of developing students' attitude in Economics i.e. encouraging students for viewing TV purposeful programmes related to Economics (66.67 percent), and encouraging students to develop hobbies related to Economics (76.19 percent), were placed in most important category by a majority of teachers, while encouraging questions on Economics in informal situation (57.14 percent) was rated as most important by most of teachers.
- Competencies and sub-competencies of developing students' values towards Economics i.e. encouraging students' questioning for seeking knowledge (83.33 percent) was rated as most important by a majority of teachers, while using inquiry approach for teaching Economics (59.52 percent), encouraging students' search for data and data mining (64.29 percent) and verification of findings (50 percent) were placed in most important category by most of the teachers.
- Majority of teachers rated competencies and sub-competencies of developing different types of test items i.e. objective type (73.81 percent), short answer type (80.95 percent) and essay type (66.67 percent) as most important.
- In the classifying test into domains, sub-competencies of cognitive domain (73.81 percent) and affective domain (66.67 percent) were rated as most important by a majority of teachers, while sub-competency of psychomotor domain (52.38 percent) was rated as most important by most of the teachers.

- Majority of teachers rated competencies and sub-competencies of preparing results i.e. scoring tests (73.81 percent), compiling test results (69.05 percent), analyzing results (66.67 percent), and grading (66.67 percent) as most important, while, making rank order (57.14) was placed as most important by most of the teachers.
- Competencies and sub-competencies of using results i.e. using test results for guiding students (66.67 percent), diagnosing students' difficulties (78.57 percent), and setting a plan for remedial teaching (73.81 percent) were placed in most important category by majority of teachers, while, taking appropriate steps to address students difficulties (64.29 percent) was placed in most important category by most of teachers.

B. Content cum Pedagogic Analysis of Economics Text-book of Std. XI.

Sr. No	Competency	Sr. No	Competency
1	Know the defining characteristics of the discipline of Economics	29	Employing methods, such as, lecture, problem solving, field study, discussion, and case study
2	Understand economic perspectives	30	Understand and analyze economic relationships, patterns, trends
3	Understand the diversity of interpretation with respect to the frame of reference	31	Data analysis & interpretation
4	Communicate clearly and coherently in writing, speaking and visually expressing ideas	32	Establishing cause & effect relationship
5	Acknowledging audience and purpose	33	Assigning activities/group task/individual task
6	Be able to illustrate with example	34	Application of theory into practice

7	Using skills: <ul style="list-style-type: none"> • Critical thinking • Diversity awareness • Hypothesizing • Analyzing • Decision making, • Demonstration • Graphical representation • Inferencing 	35	Ensure pupils work and conduct follow-up activities
8	Continuity in presentation/Observing continuity in sequence of ideas	36	Asking well structured, specific and concise questions Asking questions for developing critical awareness
9	Make argument, support with evidence, articulate and answer possible objections	37	Connecting with daily life
10	Concise Presentation	38	Suggesting resources
11	Construct appropriate evaluation tool/ Developing different types of test items	39	Analyze data from vantage points of others
12	Understand concepts, generalization, principles and theories of Economics	40	Information ordering
13	Make connection to prior knowledge	41	Sequencing of ideas
14	Know how to find out and organize information from a variety of sources	42	Encouraging Communication
15	Explanation at length	43	Evaluating activity/task
16	Continuity in narration	44	Using appropriate vocabulary
17	Draw inference	45	Correlating
18	Delivering well organized lecture	46	Using teaching aids Digital age proficiency
19	Clear closing	47	Information literacy
20	Apply Economics concepts for understanding of current local, national, and global events, issues and problems	48	Be able to use inquiry approach

21	Encouraging students for viewing T.V. purposefully	49	Utilizing data effectively
22	Developing scientific attitude	50	Understanding diversity of interpretation with respect to frame of reference
23	Assigning activity based assignment	51	Employing suitable modes of transaction and services
24	Arranging field study	52	Application
25	Motivating students constructively for observing discipline	53	Higher order thinking and sound reasoning
26	Identify students learning needs	54	Critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts
27	Technical proficiency		
28	Comparing		

C. Needs of Economics subject as Perceived by the Parents:

- The members responded about their problems due to price hike. They have enlisted problems in this regard.
- Purchasing power, saving & investment decreases
 - Feeling scarcity, keeping restrictions on needs and entertainment
 - Lacking comforts
 - Changing choices
 - Budget gets disturbed

Economics subject has utility in day to day life. On the basis of the problems of members due to price hike, the researcher derived following desirable efforts during Economics teaching.

- Suggesting resources, schemes
 - Managing resources
 - Establishing cause & effect relationship
 - Functional analysis of affecting factors, and their effect
- The members have responded with regard to the usefulness of Economics knowledge to them. The members have mentioned following reasons in this regard.
- To control expenditure and saving
 - For understanding market psychology
 - For solving Economical problems
 - Helping in Economical adjustment
 - Helping in decision making
 - Choosing vocations and resources
 - Showing art of living

It is evident from the responses of members that the knowledge of Economics is helpful in life. On the basis of that the researcher has derived following expected competencies from Economics teacher.

- Competency of critical thinking
- Competency of problem solving
- Competency of decision making
- Competency of viewing market psychology
- Competency of guiding on affecting matters of Economics
- Competency of showing art of living
- Competency of viewing resources

- The members responded that they assign responsibilities i.e. purchasing household things, budgeting, arranging things, planning activities, payment of electricity bill, tasks related to bank and LIC to their children.

The expected behaviors of Economics teacher was identified on the basis of content analysis of responses of members by the investigator.

- Assigning practical work
- Developing sense of responsibility
- Using theory into practice

- The members said that they provide guideline to their children about assigned transactional activity. The members have mentioned the following in this regard.

- Explaining modes, and processes of transaction
- Explaining budgeting
- Guiding about place
- Informing about products and schemes

Economics has direct concern with production, process and services. So, on the basis of the responses of members the researcher has identified desirable behaviors of Economics teacher while teaching Economics as follows:

- Competency of correlation
- Competency of using teaching aids
- Competency of explaining in proper context
- Competency of interpretation
- Competency to initiate the thinking of the students with respect to economic activity

- The members responded that Skills, such as, discussion, Illustrate with examples, explanation, viewing economical context, Using media, Using realia/objects, Making Situational presentation, Application, Practicability, Directing for planning & maintenance were expected from the Economics teacher for preparing a child for understanding economical problems.
- Majority of members said that knowledge of Economics would be helpful to their children in handling Economical crisis (97.67 percent). The members have mentioned following reasons in this regard.
 - Helps in identifying conditions, time and place, and needs.
 - Helps in thinking ways.
 - Understanding cause & effect relationship.
 - Providing awareness and application.
 - Providing solutions.

On the basis of responses of members desirable behavior of Economics teachers, namely, putting in situations, establishing cause and effect, interpreting modes, connecting with daily life, correlation, using application assigning practical were identified by the investigator.

- Majority of members said that studying Economics is generally helpful in life (90.70 percent), while, studying Economics for earning livelihood (51.16 percent) was viewed by most of members.
- Majority of members responded that qualities i.e. command on content (95.35 percent), using subject specific vocabulary (76.74 percent), observance of economical aspects and their effects (88.37 percent), predictor of economic aspects (72.09 percent), evaluator of Economic aspects (86.05 percent), and decision maker of economic aspects (76.74 percent) were required in Economics teacher, while, adaptability (51.16 percent) was viewed by most of the members.

- Majority of members responded that ways i.e. illustrate with examples (88.37 percent), and involve the students in activity by correlating with content (81.40 percent) were expected from Economics teacher, while use of media (53.49 percent), and use of different teaching aids (53.49) were expected of the teacher by most of members.
- Majority of members said that discussion about future opportunities (83.73 percent), make aware about potentialities (79.07 percent), suggesting resources (69.77 percent), and developing skills (81.40 percent) were expected of Economics teachers to prepare the students for profession.
- Majority of members responded that activity based (79.07 percent), field experience (76.74 percent), and problem solving based (88.37 percent) were expected from Economics teacher for teaching Economics.
- The members responded that efforts should be made by the Economics teacher to prepare students for optimum utilization of resources. They have mentioned following expectation in this regard.
 - Valuing & using resources.
 - Planning for managing resources.
 - Assigning activity.
 - Organizing activities.
 - Arranging group discussion, and project work.
 - Giving continuous feedback.
 - Informing about opportunities.
 - Communicating meaningfully.
- Majority of members responded that making aware about sources of income (72.09 percent), making aware about expenditure planning (95.35 percent), and providing awareness about saving schemes (79.07 percent) were expected from the Economics teacher for the provision of strong base of Economics.

- Development of competencies i.e. understanding Economics in daily life (93.02 percent), understanding of economical issues (88.37 percent) were expected by the members among students studying Economics, while earning and consuming (55.81 percent), occupational/ vocational change (58.14 percent), pursuing more than one economic activity (53.49 percent) were expected by most of the members among students studying Economics.
- The members responded with regards to their expectation from the Economics teacher in the context of changing market condition. They have expressed the following behaviors.
 - Competency to track ups & downs in the market.
 - Capability to present the emerging market trends through diagrams.
 - Competency to reproduce the real picture of the market.
 - Competency to analyze and identify the emerging trends in various fields along with scope.
 - Functional analysis of market affecting factors and their effect on various aspects
 - Competency to initiate the thinking of the students with respect to changing market conditions.
- The members responded with regards to their expectation from the Economics teachers for the development of Economic skill among the students. They have expressed the following activities.
 - Assigning practical work, field work & visits.
 - Objects making.
 - Assigning case study and problem solving.
 - Assignment.
 - Model making.
 - Arranging interactive sessions.
 - Arranging competitions.

- The members said that to prepare the students for local, national and international survival, behaviours, such as, appropriate teaching method, techniques of dealing ,assigning work keeping in mind required qualities of each type of market, prompting critical thinking, developing skills of students, discussion on entrepreneur were expected from the Economics teacher.

D. Identification of Learning Needs of Students:

- A large number of students studying Economics have given first preference to the follow up of homework (43.61 percent) and clarification of doubts (41.39 percent) as most essential behaviors of Economics teacher.
- Telling importance of topic while teacher introducing a topic was highly expected by a large number of students (36.11 percent), while, establishing rapport with the class (16.53 percent), writing title on the black board (15.56 percent), asking questions to know their previous knowledge (30.97 percent) were highly expected by some of the students.
- Most of the students responded that teacher should write content points (50.14 percent) on black board.
- Teaching aids i.e. radio (20.14 percent), tape recorder (11 percent), bulletin board (17 percent), charts (19 percent), pictures (08 percent), flash cards (04 percent), photographs (05 percent), slides (07 percent), exhibits (09 percent), models (05 percent), albums (04 percent), television (13 percent), material with recorded sound (09 percent) were given first preference by least students learning Economics.
- Providing handouts (35.42 percent), dictation (36.11 percent) and power point presentation (29.72 percent) were expected by the students.
- Most of the students have given first preference to asking questions (50.14 percent) to facilitate problem solving, while some students have given group discussion (30.69 percent) and co-operative learning (20.56 percent) as first preference.

- Prompt i.e. asking students to read aloud the subject matter and explain the meaning (60.69 percent) were highly expected by most of students for subject thinking, while asking students to compare various economics tasks (22.78 percent) and assigning an economics problem for solution (17.22 percent) were highly expected by some of the students.
- Most of the students have given first preference to the giving new words for searching its meaning (50.56 percent) for enhancing Economics vocabulary, while assigning tasks to students for searching relevant examples related to Economics theory (34.86 percent), and Playing words game (14.86 percent) were placed as first preference by some of the students.
- Questioning-answering (54.17 percent) was highly expected by most of the students for participation in Economics period.
- Activities based on content (53.19 percent) was highly expected by most of the students for learning Economics in better way, while competitions (12.50 percent), Field work (06.80 percent), visiting Industries and various service units (14.44 percent), and market survey (12.22 percent) were highly expected by some of the students.
- Verbal positive feedback (64.03 percent) on responses was rated high by most of the students, while verbal negative feedback (13.06 percent), non verbal positive feedback (17.64 percent), and non verbal negative feedback (06.34 percent) were highly expected by some of the students.
- Most of the students said that feedback is highly expected for the improvement of performance (59.72 percent).
- Most of the students have given first preference to the asking questions (55.69 percent) at the time of concluding lesson, while summarization by the teacher (25.28 percent) and summarization by the students (18.75 percent) were rated as first preference by some of the students.

- Most of the students have given first preference to the knowledge based (53.61 percent) home assignment, while application level (16.53 percent), searching enriching information based (20.95 percent), and activity based (15.56 percent) home assignment were rated as first preference by some of the students.
- Most of the students responded that home assignment can be useful to them for practicing of content taught in the class (62.64 percent).
- Some of the students responded that Journals and periodicals (29.44 percent), Government reports and surveys (14.58 percent), Encyclopaedias on Economics (33.47 percent), and Special issues brought by newspapers on Economics (22.78 percent) are required for strengthening knowledge of Economics.
- Facility of library (45.42 percent) was rated high by a large number of students, computer laboratory (38.61 percent) was rated as first preference by a large number of students while, career corner (13.06 percent) was placed as first preference by some of the students for learning Economics.
- A large number of students said that Question-Answer session (42.36 percent) by the teacher is required to overcome difficulties in Economics.
- Most of the teachers have given first preference to the mass media (50.42 percent) for learning current affairs, while referring WWW (20.14 percent), interviews with experts (14.72 percent), debates on broadcasting and T.V. programmes (16.53 percent) were placed as first preference by some of the students.
- Factor i.e. motivational behavior of the teacher (50.56 percent) was rated as first preference by most of students for better performance, while factors i.e. Class Climate (30.14 percent), availability of resources (10.42 percent), and debates and competitions (10.97 percent) were rated as first preference by some of the students.

- Arranging Co-curricular activity i.e. Economics magazine production (42.08 percent), organizing book reading contests (41.53 percent) were rated as first preference by large number of students, while undertaking projects (17.78 percent) was rated as first preference by some of the students.
- A large number of students responded that problem solving skill (46.81 percent) must be developed through Economics education, while skills i.e. computation (14.44 percent), graphical representation (09.31 percent), observation (06.53 percent), decision making (06.94 percent), vocational (08.47 percent), communication (03.33 percent), and interpretation (07.92 percent) were rated as first preference by some of the students.
- A large number of students responded that revision of syllabus is expected by the teacher before examination (49.72 percent), while solution of problems (19.86 percent), solution of previous question papers (12.64 percent), and Instruction regarding writing in the exam (19.58 percent) is expected by some of the students.
- Majority of teachers responded that teacher should provide guideline about writing (76.53 percent) to overcome difficulties in attempting questions, while providing remedial work (24.03 percent) was rated by some of the students.
- Type of guidance i.e. Showing students' mistakes and/or explaining (41.81 percent) was rated as first preference by a large number of students, while teacher to go around the class, supervising (26.53 percent), giving directions, prompts clues, hints (10.56 percent), eliciting through questioning, seeking clarification (08.47 percent), correction of students' Notebooks (07.50 percent), and working out with different strategies for solving the problems (08.75 percent) were rated as first preference by some of the students.
- Most of the students expect participation in various activities assigned by the teacher (55.69 percent) for becoming more competent in Economics.

E. Teaching Competencies in Practice by the Economics Teachers:

- The average score on observation of the teaching competency instructional objectives has been found to be 2.64. So the Economics Teachers have been found to be good on delineating the instructional objectives.
- The average score on observation of the teaching competency selecting appropriate teaching methods has been found to be 2.91. So the Economics Teachers have been found to be good on selecting appropriate teaching methods.
- The average score on observation of the teaching competency choosing teaching aids has been found to be 0.39. So the Economics Teachers have been found to be weak on choosing teaching aids.
- The average score on observation of the teaching competency introducing lesson and sustaining attention has been found to be 3.13. So the Economics Teachers have been found to be good on introducing lesson and sustaining attention.
- The average score on observation of the teaching competency employing a variety of methods in teaching economics has been found to be 2.90. So the Economics Teachers have been found to be good on employing a variety of methods in teaching economics.
- The average score on observation of the teaching competency effective explanation of concepts & principles has been found to be 3.20. So the Economics Teachers have been found to be good on effective explanation of concepts & principles.
- The average score on observation of the teaching competency asking questions has been found to be 3.08. So the Economics Teachers have been found to be good on asking questions.
- The average score on observation of the teaching competency utilizing facility effectively has been found to be 1.25. So the Economics Teachers have been found to be weak on utilizing facility effectively.

- The average score on observation of the teaching competency utilizing skills effectively has been found to be 3.21. So the Economics Teachers have been found to be good on utilizing skills effectively.
- The average score on observation of the teaching competency increasing pupils' participation has been found to be 2.90. So the Economics Teachers have been found to be good on increasing pupils' participation.
- The average score on observation of the teaching competency using chalk board has been found to be 3.02. So the Economics Teachers have been found to be good on using chalk board.
- The average score on observation of the teaching competency organizing and supervising field trips has been found to be 1.06. So the Economics Teachers have been found to be weak on organizing and supervising field trips.
- The average score on observation of the teaching competency home assignments has been found to be 2.81. So the Economics Teachers have been found to be good on home assignments.
- The average score on observation of the teaching competency observing classroom discipline has been found to be 2.85. So the Economics Teachers have been found to be good on observing classroom discipline.
- The average score on observation of the teaching competency closing the lesson has been found to be 2.10. So the Economics Teachers have been found to be average on closing the lesson.
- The average score on observation of the teaching competency developing students' interest in economics has been found to be 2.51. So the Economics Teachers have been found to be good on developing students' interest in economics.
- The average score on observation of the teaching competency developing students' attitude in economics has been found to be 1.56. So the Economics Teachers have been found to be average on developing students' attitude in economics.

- The average score on observation of the teaching competency developing students' values towards economics has been found to be 1.46. So the Economics Teachers have been found to be weak on developing students' values towards economics.
- The average score on observation of the teaching competency developing different types of test items and classifying domain wise has been found to be 3.87. So the Economics Teachers have been found to be very good on developing different types of test items and classifying domain wise.
- The average score on observation of the teaching competency preparing results has been found to be 3.40. So the Economics Teachers have been found to be good on preparing results.
- The average score on observation of the teaching competency feedback on results & follow up has been found to be 2.33. So the Economics Teachers have been found to average on feedback on results & follow up.

F. Views of Economics Students on Actual Performance of Economics Subject Teacher

- Majority of students responded that teacher takes follow up of previous day's home work (88.89 percent).
- A large number of students responded that Economics teacher introduces the lesson by telling importance of lesson (49.86 percent) and by writing title on the black board (41.11 percent).
- Most of the students viewed that the Economics teacher focuses content point by writing content points (50.97 percent), while a large number of students viewed that the Economics teacher focuses content point by drawing figures, graphs (46.39 percent)
- Most of the students responded that the Economics teacher use teaching aid i.e. charts (55.56 percent) frequently, while use of teaching aids by the teacher i.e. tape recorder (40.97 percent), bulletin board (46.94 percent), pictures (43.06 percent) and exhibits (38.47 percent) were responded by a large number of students.

- A large number of students responded that the Economics teacher facilitate problem solving by asking question (48.61 percent), and group discussion (46.53 percent).
- Most of the students said that the Economics teacher gives prompt i.e. asking students to read aloud the subject matter and explain the meaning (62.78 percent).
- Most of the students responded that the Economics teacher make efforts i.e. giving new words for searching its meaning (50.83 percent), assigning tasks to students for searching relevant examples related to economics theory (52.78 percent) for enhancing Economics vocabulary.
- Most of the students said that they participate in Economics period by answering teacher's question (63.89 percent), while a large number of students reported their participation by completing assigned task (43.89 percent).
- Majority of students responded that the Economics teacher gives verbal positive feedback (69.44 percent) on classroom behavior, homework and responses.
- Most of the students said that the Economics teacher concludes the lesson by asking questions (59.72 percent), while a large number of students viewed that the lesson is summarized by the teacher (47.22 percent).
- A large number of students responded that the Economics teacher suggests materials i.e Journals and periodicals (44.58 percent), Encyclopaedias on Economics (41.94 percent), and Special issues brought by newspapers on Economics (35.14 percent) for strengthening knowledge .
- Majority of the students said that the Economics teacher assigns assignments.
- Majority of the students responded that project making (66.53 percent) activity is given to them, while, 42.22 percent responded that chart making activity.
- A large number of students responded that question-answers are done by the Economics teacher to overcome difficulties in Economics.

- A large number of students said that the Economics teacher arranges debates on broadcasting and T.V.programmes (48.89 percent), Talk with experts (41.81 percent) for teaching current affairs.
- A large number of students responded that co-curricular activities i.e. Economics magazine production (42.64 percent), Undertaking projects (40.83 percent), Organizing book reading contests (37.78 percent) were assigned by the teacher.
- Most of the students said that the Economics teacher revises syllabus (58.47 percent) before examination.
- Majority of students said that Economics teacher provides guidelines about writings (70.69 percent) to overcome difficulties in attempting questions.
- Most of the students responded that teacher provides guidance by showing mistakes and explaining it (53.06 percent).
- A large number of students said that the Economics teacher assigns visit to industries (43.75 percent).
- Most of the students responded that the Economics teacher make provision i.e. state objectives clearly (55.69 percent) for field experience, while a large number of students viewed that the provision is made by the teacher by instructing about field (49.17 percent).

G. Gaps Between Economics Teaching Competencies Expected and in Practice

- Competencies of Delineating instructional objectives were expected by the Economics teachers and practice with regard to this was found in ‘good’ category in the rating by the investigator which means that the Economics teachers possess those competencies. The discrepancy was not found in competencies expected and in practice of delineating instructional objectives.
- Competencies of Content development and organization were expected by the Economics teachers and investigator. Practice with regard to this was found in ‘good’ category in the rating by the researcher. There was no discrepancy between expected competencies and in practice of content development and organization.

- Competencies of Selecting appropriate teaching methods were expected by the teachers, investigator, parents and practice with regard to this was found in 'good' category. There was no gap between expected and practice of selecting appropriate teaching methods.
- Competencies of Choosing and using teaching aids were expected by the teachers, investigator, parents and students. The practice with regard to this was found in 'weak' category' in the rating by the researcher. Most of the students responded that the economics teacher uses charts and bulletin board while teaching Economics. So only two teaching aids were rated by most of the students. There was discrepancy in expected and in practice of choosing and using teaching aids.
- Competencies of introducing lesson and sustaining attention were expected by the teachers, investigator and students. The practice with regard to this was found in 'good' category in the rating by the investigator. There was no gap between expected and practice of introducing lesson and sustaining attention.
- Competencies of employing variety of methods i.e. using lecture, discussion, problem solving, project Economics were expected by the teachers, investigator and parents. Employing methods, such as, case study, problem solving, assignment were expected by the parents. Using of techniques i.e. assigning situational presentation, activity based teaching were also expected by the parents. Competencies of employing variety of methods i.e. using lecture, discussion, problem solving, and project were found in practice. The practice with regard to this was found in 'good' category in the rating by the researcher.
- Competencies of effective explanation of concepts & principles were expected by the teachers, investigator and parents. The practice with regard to this was found in 'good' category in the rating by the researcher. There was no gap between expected and practice of effective explanation of concepts & principles.

- Competencies of asking questions were expected by the teachers and investigator. The practice with regard to this was found in ‘good’ category. There was no gap between expected and practice of asking questions.
- Competencies of utilizing facilities effectively were expected by the teachers and students. The practice with regard to this was found in ‘weak’ category. There was discrepancy in expected and in practice of utilizing facilities effectively.
- Competencies of utilizing skills effectively were expected by the teachers, investigator and parents. The practice with regard to this was found in ‘good’ category. There was no gap between expected and practice of utilizing skills effectively.
- Competencies of increasing pupils’ participation were expected by the teachers, investigator, parents and students. The practice with regard to this was found in ‘good’ category. There was no gap between expected and practice of increasing pupils’ participation.
- Competencies of using chalk board were expected by the teachers, investigator and students. The practice with regard to this was found in ‘good’ category. The discrepancy was not found in competencies expected and in practice of using chalk board.
- Competencies of organizing and supervising field trip were expected by the teachers, investigator and parents. The practice with regard to this was found in ‘weak’ category. The discrepancy was found in competencies expected and in practice of organizing and supervising field trip.
- Competencies of assigning home assignments were expected by the teachers, researcher and students. The practice with regard to this was found in ‘good’ category. The discrepancy was not found in competencies expected and in practice of assigning home assignments.
- Competencies of observing classroom discipline were expected by the teachers, investigator and students. The practice with regard to this was found in ‘good’ category. The discrepancy was not found in competencies expected and in practice of observing classroom discipline.

- Competencies of closing the lesson were expected by the teachers, investigator and students. The practice with regard to this was found in ‘average’ category.
- Competencies of developing students’ interest in Economics were expected by the teachers, investigator, parents and students. The practice with regard to this was found in ‘good’ category. The discrepancy was not found in competencies expected and in practice of developing students’ interest in Economics.
- Competencies of developing students’ attitude in Economics were expected by the teachers, investigator, parents and students. The practice with regard to this was found in ‘average’ category.
- Competencies of developing students’ values towards Economics were expected by the teachers, investigator, and parents. The practice with regard to this was found in ‘weak’ category. The discrepancy was found in competencies expected and in practice of developing students’ values towards Economics.
- Competencies of developing different types of test items and classifying domain wise were expected by the teacher and investigator. The practice with regard to this was found in ‘good’ category. The discrepancy was not found in competencies expected and in practice of developing different types of test items and classifying domain wise.
- Competencies of preparing results were expected by the teacher. The practice with regard to this was found in ‘average’ category.
- Competencies of checking previous day’s work were expected by the investigator and students. The practice with regard to this was found on the basis of responses of students. So the discrepancy was not found in competencies expected and in practice of checking previous day’s work.
- Competencies related to giving feedback on classroom behavior, homework and responses were expected by the parents and students and the practice with regard to this was found on the basis of responses of the students.

- Assigning co-curricular activities were expected by the students. A large number of the students responded that activities i.e. Economics magazine production (42.64 percent), undertaking projects (40.83 percent), organizing book reading contests (37.78 percent) were in practice.
- Competencies of revising syllabus were expected by the students. The practices i.e. with regard to this was found on the basis of responses of the students.
- Facilitate problem solving by asking questions (50.14 percent) was expected as first preference by most of the students and the practice (48.61 percent) with regard to this was found.
- Prompt i.e. asking students to read aloud the subject matter and explain the meaning (60.69 percent) was expected as first preference by most of the students and the practice (62.78 percent) with regard to this was found.
- Effort i.e giving new words for searching its meaning (50.56 percent) was expected as first preference by most of the students and the practice (50.53 percent) with regard to this was found.
- Competencies of suggesting additional materials for strengthening knowledge of Economics were expected by the students and practices with regard to this were found.
- To overcome difficulties in Economics efforts i.e. giving references (19.58 percent), question-answers (42.36 percent), providing clues (19.03 percent), and group discussion (21.11 percent) were expected by the students as first preference. The practices with regard to these were found (29.86 percent), (65 percent), (26.25 percent), and (34.03 percent) respectively.
- Teaching of current affairs by the teacher using debates on broadcasting and T.V. programmes (16.53 percent), talks with experts (14.72 percent), referring www (20.14), and mass media (50.42 percent) were expected by the students as first preference and practices with regard to this were found.

- To overcome difficulty in attempting questions efforts i.e. providing guideline about writing (76.53 percent), providing remedial work (24.03 percent) were expected by the students as first preference and the practices with regard to these was found (70.69 percent), and (33.06 percent) respectively.
- Types of Guidance i.e. teacher to go around the class, supervise (26.53 percent), show students' mistakes (41.81 percent), give directions, prompts, clues, hints (10.56 percent), elicit through questioning, seek clarification (08.47 percent), correct students' notebooks (07.50 percent), and working out with different strategies for solving the problems (08.75 percent) were expected as first preference by the students. The practices with regard to these were found (44.72 percent), (53.06 percent), (24.17 percent), (28.47 percent), (19.44 percent) and (06.53 percent) respectively.

6.16 SUMMARY OF FINDINGS

Competencies (1 to 22) were based on responses of teachers, investigator, parents and students on Expected teaching competencies. Practice with regard to these was seen by the investigator observing Economics classes and responses of the students on actual performance of the teacher.

Sr. No.	Teaching Competencies			Status
		Expected	Practiced	
1	Delineating instructional objectives	Yes	Yes	Good
2	Content development and organization	Yes	Yes	Good
3	Selecting appropriate teaching methods	Yes	Yes	Good
4	Choosing and using teaching aids	Yes	Yes (But only two are practiced more) viz., <ul style="list-style-type: none"> • Charts, • Bulletin board (Other expected are rarely in use)	Weak
5	Introducing lesson and sustaining attention	Yes	Yes	Good
6	Employing variety of methods & Techniques	Yes	Yes (But only four are practiced, viz., <ul style="list-style-type: none"> • Lecture, • Discussion, • Problem-solving, • Project (Other expected are rarely in use)	Good

7	Effective Explanation of Concepts & principles	Yes	Yes	Good
8	Asking Questions	Yes	Yes	Good
9	Utilizing facility effectively	Yes	Not upto the Expectation	Weak
10	Utilizing Skills	Yes	Yes	Good
11	Increasing pupils' participation	Yes	Yes	Good
12	Using chalk board	Yes	Yes	Good
13	Organizing and supervising field trip	Yes	Yes (Better organized by the urban Economics Teachers than rural)	Weak
14	Assigning Home assignments	Yes	Yes	Good
15	Observing classroom discipline	Yes	Yes	Good
16	Closing lesson	Yes	Yes (But mostly through questioning, and/or summarizing by the Teacher) (Other expected are less in use)	Average
17	Developing students' interest in Economics	Yes	Yes	Good
18	Developing students' attitude in Economics	Yes	Yes (But not upto the Expectation)	Average
19	Developing students' values towards Economics	Yes	Yes (But much less than Expectation)	Weak

20	Developing different types of test items and classifying domain wise	Yes	Yes	Good
21	Preparing results	Yes	Yes	Good
22	Feedback on results and follow ups	Yes	Yes	Average
Competencies (23 to 34) were identified on the basis of responses of the Students on their learning needs and students responses on actual performance of the Economics Teachers as follows:				
23	Checking previous day's work	Yes	Yes But only one competency i.e. takes follow up of homework is in practice more)	Yes
24	Facilitate problem solving	Yes	Yes	Yes
25	Giving prompts to the students for subject thinking	Yes	Yes	Yes
26	Efforts by the teacher for enhancing Economics vocabulary	Yes	Yes	Yes
27	Giving feedback on classroom behavior, homework and responses	Yes	Yes	Yes
28	Suggesting additional materials for strengthening knowledge of Economics	Yes	Yes	Yes

29	Efforts by the teacher to overcome difficulties in Economics	Yes	Yes	Yes
30	Teaching Current Affairs	Yes	Yes (But namely, arranging debates on broadcasting and T.V. programme, and talk with Experts are practiced more) (Other expected are less in practice)	Yes
31	Assigning co-curricular activities	Yes	Yes (But two activities are practiced more), viz., <ul style="list-style-type: none"> • Economics magazine production • Undertaking projects (Other expected are less in practice)	Yes
32	Revising syllabus before Exam	Yes	Yes	Yes
33	Effort by the teacher to overcome difficulty in attempting questions	Yes	Yes	Yes
34	Providing Guidance	Yes	Yes	Yes

6.17 IMPLICATION OF THE FINDINGS

- Economics Teachers should be motivated for using teaching methods, viz., Case Study, Problem solving, and Activity based teaching.
- Innovative practices by the Economics teachers should be appreciated by the school principal.
- Schools should take care for requirements of Economics subject, i.e. TLM, Career Corner, Audio-Visual Room, and Technology Laboratory for teaching Economics effectively.
- The Economics teachers should develop their understanding about choosing and using teaching aids and should make use of various teaching aids while teaching Economics.
- Facilities available in the schools must be utilized at optimally by the teachers teaching Economics.
- Theory and practice should be matched.
- Subject specific thinking of the Economics teachers must be enhanced for planning, organizing and supervising field experiences. Continuous contacts should be established between market resource persons, entrepreneurs and Economics teachers by the school management.
- Economics teaching should be made effective by developing students' values towards Economics.
- Economics lesson closure should be realized effectively.
- There is a need to conduct in-service programmes on competencies required for preparing results.
- There is a need to strengthen co-curricular activities in Economics, such as, Economics Magazine Production, Project Works, and Book Reading Contests.

- Economics Education demands more of learning resources and their references and accessibility, group discussion and question answer sessions.
- There is a need to introduce current affairs of Economics through broadcasting, multicasting, MOOCS, WWW and expert talks.
- There should be due diagnosis and remediation for Economics Education.

6.18 SUGGESTIONS FOR FURTHER RESEARCH

- The present study was confined to the teaching competencies of Economics teachers, whereas, a similar attempt can be made to study the discrepancy between competencies expected and in practice among teachers of other subjects.
- A comparative study can be undertaken to compare the nature of competencies practiced by the Economics teachers belonging to GSHSEB & CBSE board.
- The present study on teaching competency of Economics teachers has been conducted in Anand district of Gujarat. It would be worthwhile to replicate the present study in different states of the country.
- The present study was confined to finding the gap between teaching competency Expected and in practice. Attempt can be made to find out the relationship between competencies of competent teachers with different attributes which distinguish effective and ineffective teachers.
- An Experimental study can be undertaken on development of instructional material to enable the prospective Economics subject teachers to acquire teaching competencies.

6.19 CONCLUSION

The focus of the present study was Teaching Competencies of Economics Teachers of Higher Secondary Schools. Fourteen expected teaching competencies and sub-competencies were practiced at optimum level, viz., delineating instructional objectives, content development and organization,

selecting and employing teaching methods, introducing lesson, employing methods, explanation, asking questions, utilizing skills, increasing pupils participation, using chalk board, assigning home assignment, observing classroom discipline, developing students interest, and developing test items. Four teaching methods have been found to be practiced at optimum level, whereas, other expected teaching methods viz., case study, situational presentation, assignment were found to be rarely in practice. Three expected competencies and its sub-competencies were found in practice under 'average' category. These competencies were closing lesson, developing students' attitude in Economics, and preparing results. Four expected competencies and its sub-competencies were found weak in practice. These were choosing and using teaching aids, utilizing facilities effectively, organizing and supervising field trips, and developing students' values towards Economics. Maximum two competencies of viz., checking previous day's work, giving feedback on classroom behaviour, home work and responses, assigning co-curricular activities, facilitating problem solving, efforts for enhancing Economics vocabulary, giving prompts for subject thinking, teaching current affairs, providing guidance were found in practice. Other sub-competencies of above mentioned competencies were practiced very rarely.