

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

For the present study, the investigator has reviewed the related studies conducted in India and abroad from books, journals, doctoral theses, international dissertation abstract, Indian Educational Surveys, and ERIC, both, on Teaching Competency and Economics Education. The studies reviewed by the investigator have been presented in two sections. First section of the studies deals with teaching competency, whereas, the second section deals with Economics Education.

2.1 STUDIES RELATED TO TEACHING COMPETENCY

Agrawal (1969) studied Measurement and Competence of Teachers of Primary Schools. Main objective was to assess the classroom teaching competence of teachers with reference to product criteria, to measure intelligence, teaching abilities and subject knowledge of teachers as presage criteria. The study was conducted on 770 teachers of Madhya Pradesh. Major findings were: (1) More than 53 percent teachers were not intelligent enough to be teachers, and intelligence was significantly and positively related to subject knowledge ($r = 0.42$). (2) 50 percent did not possess adequate knowledge of the subject to be able to teach completely. (3) In the classroom teaching, about 52 percent teachers were below average whereas 47.35 percent were weak in the competence of organizing co-curricular activities, school programmes and other activities of the school.

Debnath (1971) tried to find out Certain Determinants of Teaching Efficiency. Researcher has taken teachers' age, experience, academic qualification and training as variables. Two hundred and twenty six headmasters selected by stratified random sampling and staff members of twenty two colleges of West Bengal served as the sample of the study.

Questionnaire and Evaluation sheet were used as the tools. The study revealed that (1) professional training, intelligence, interest in teaching, friendliness, democratic behaviour have relation with teaching efficiency. (2) Researcher pointed out that superior teaching efficiency went with a favourable attitude and good adjustment.

Sharma (1971) conducted a study of the relationship of predictors of teacher effectiveness at elementary level and follow-up after one year of training. The investigation aimed at studying the relationship between characteristics possessed by teachers and teacher effectiveness with a view to predicting teacher success. Teacher characteristics were selected on the basis of teacher aptitude test scores, academic grades, teaching experience, socio-economic status and sex. Teacher effectiveness was evaluated on the basis of U.P. Departmental examination marks in theory and practice, the personality rating scores of trainees and supervisors' rating of classroom teaching during training period. A representative sample consisting of 700 teachers (269 female and 431 male) obtained from normal government schools of U.P. was used in the study. The research tools were rating scale for measuring teacher effectiveness; teaching aptitude test developed by Pandey, rating scale for measuring teachers' personality, a class teaching evaluation form, an inventory of self appraisal for teachers, teacher information sheet, and observation sheet. Multiple correlation technique, multiple regression equations were obtained. On the whole, the combination of five predictors, i.e. teaching aptitude, academic grades, socio-economic status, teaching experience and age, in order of their arrangement, appeared to be sound predictor of teacher effectiveness.

Santhanam (1972) conducted a study of the patterns of teacher influence in some selected schools. One of the main objectives were to study the patterns of teacher behaviour in relation to age, decency of training, experience, sex, marital status of the teacher, the subject matter being taught by him. The study was conducted with two samples. The first sample constituted of 174 secondary teachers. The second sample consisted of thirty-two primary and upper primary school teachers of Madras city. Each teacher was observed for half an hour for each of the six subjects taught by him. Major findings were: (1) age, decency of training and experience of the teacher did not seem to affect

teacher influence in terms of i/d and I/D. (2) The male teachers, on an average, were more indirect than the female teachers on the criteria of i/d, but not on the criteria of I/D. (3) The unmarried teachers, on an average, were more indirect than married teachers on the criteria of i/d, but not on the criteria of I/D. (4) The teachers differed significantly in their influence patterns (in terms of both I/D/ and i/d) when the subject taught by them was altered.

Sharma (1972) studied relationship between patterns of teacher classroom behaviour and pupils' attainment in terms of instructional objectives. The study is an attempt to see the relationship between the process (four patterns of teacher classroom behaviour) and pupils' attainment in three instructional objectives- knowledge, comprehension and application). The total sample of the study was 973 students and three teachers. Pre-test and post-test design was used. Flender's interaction analysis for the teachers, Desai- Bhatt group intelligence test for the students was used as instruments. The study involved use of descriptive statistics, product- moment correlation, three way analysis of variance and analysis of covariance. Findings of the study were: (1) Pattern III (narration) was found to be more effective as compared to other three patterns. (2) Pattern I (open questions) showed low attainment for comprehension.

Malhotra (1975) conducted study on teacher classroom behaviour in relation to presage variables of teacher attitude and adjustment and product variables of students liking and perceived behaviour by peers, principals and self. Main objectives of the study were to find out the relationship between demographic (age, sex, qualification) and professional (teaching experience, professional status and subject taught) variables on one hand, and the indirect-direct classroom behaviour on the other, to find out the relationship between indirect-direct teacher behaviour and students liking about their teachers. Multistage randomised cluster design was employed. Flender's interaction analysis category system, the bell adjustment inventory, the students liking scale, the personal information proforms were used as tools. ANOVA followed by t-test and correlation approach were used for data analyses. Major findings of presage process study were: (1) Younger teachers were more indirect in their classroom behaviour than older teachers, (2) the male and female teachers did not differ in indirect-direct teacher classroom behaviour, teachers with low teaching experience were more indirect in their classroom behaviour than teachers with high teaching experience, science teachers were

more indirect in their classroom behaviour than arts teachers, teachers with positive attitude were more indirect in their classroom behaviour than teachers with negative attitude. Major findings of process-product study were: (1) The teachers who were indirect in their classroom behaviour were more liked by students than teachers with direct classroom behavior. (2) The teachers with indirect classroom behaviour were rated higher by the peers and principals and rated higher by themselves also for their own behaviour.

Noad (1975) conducted study on Teaching Competencies for Economics. In the study researcher found the needed competencies for economics teachers as, Teachers should be able to prepare a student assignment for an economics class, should assess depth of treatment for an H.S.C. economics topic, should be able to prepare an economics student study guide for one area, be able to prepare for economics teaching hand-drawn projectiles, be able to view 8mm economics film and evaluate possible effectiveness in terms of motivation, economic analysis and pupil participation, be able to collect and prepare for economics teaching materials on contemporary and controversial economic issues, be able to prepare a single concept economics slide with script with the aim of developing visual economic literacy, be able to prepare lists of resource materials and collect these for a resource materials file, be able to assess the effectiveness of various note-taking techniques for economics teaching, be able to prepare evaluation devices for assessing knowledge and understanding of economic concepts, be able to assess the effectiveness of using multimedia kits in teaching economics, be able to prepare worksheets to teach three economics concepts, be able to assess the value of using community resources in teaching economics, be able to assess the effectiveness of using interstate and overseas resource materials in economics classes.

Tichkowaky (1975) identified competencies which elementary teachers in self- contained classroom consideration should be given top priority in training and selecting teachers. Eight- four teachers were involved in the study. The identified competencies were found to have positive relationship with students' discipline and control, teaching methodology, personal attributes, favorable learning climate, and knowledge of subject matter, individual differences and professional growth.

Maheswari (1976) conducted a study on the classroom verbal interaction pattern of effective and ineffective teachers.

A sample of 200 teachers consisting of 100 effective (50 males and 50 females) and 100 ineffective (50 males and 50 females) was selected. The effective and ineffective teachers were identified on the basis of pooled criteria of the Minnesota Teacher Attitude Inventory scores, academic qualifications, rating of principals, students' ratings and students' results. Flander's interaction analysis technique was employed for encoding and decoding the classroom verbal behaviour. The main findings of the study were (1) effective teachers used the categories of accepts feeling, praise, uses student ideas, questions, student response and initiation, whereas ineffective teachers employed lecture, direction and authority categories in the classroom behavior. (2) the effective teachers involved more indirect influence, student initiation, teacher response ratio and pupil steady state ratio, whereas, ineffective teachers involved more direct teacher talk, silence or confusion, steady state ratio and non-stimulating situation in classroom behavior. (3) in the effective teachers' teaching, student response and initiations were followed by teacher's praise and accepting feelings, whereas ineffective teachers' teaching, student response and initiation were followed by direction and authority. (4) The effective teachers involved more creative teaching models.

Mehta (1976) conducted an enquiry into the relationship between teachers' classroom communication pattern and certain perceptual factors. The main objectives of the study were to enquire into the communication pattern of teachers teaching history in the classes VIII, IX and X of the secondary schools of great Bombay and to find out its relationship with the demographic factors, to study the relationship of the instructional roles as perceived by the teacher himself with his classroom behavior, to study the relationship between teachers' instructional goals, perception and his classroom behavior, to study the relationship between teachers' communication pattern in the classroom and his perception of the teaching profession. The sample consisted of thirty-six males and 114 female teachers, chosen randomly, from Gujarati medium secondary schools of great Bombay. The Flanders Interaction Analysis category system and the Patted Teachers' perception scale were used. Mean, SD, t-test were used. The major findings of the study were: (1) There was no relationship between the age of the teachers and their communication pattern in the classroom, and similar result was found between the sex of the teachers

and the measure of teacher communication pattern. (2) Significant negative relationship was found between the sex of the teachers and teacher response ratio. (3) Significant relationship was observed between the qualifications of the teachers and teacher question ratio. (4) No relationship was found between the regency of training and the teaching experience with the teachers' classroom communication pattern. (5) The teachers' teaching in the boys schools differed significantly from the teachers' from the other two types of the schools on teacher response ratio. (6) The male teachers were not found to differ from the female teachers significantly regarding i/d, I/D and teacher question ratio. (7) The male teachers differed significantly from female teachers regarding teacher response ratio. (8) Post-graduate teachers differed significantly from the graduate teachers on teacher question ratio. (9) There was no relationship between the teachers' instructional goals perception and i/d, teacher response ratio and teacher question ratio. (10) Teachers' perceptions of students were not found to have relationship with their communication patterns in the classroom.

Nayar (1976) studied cognitive interactions in classroom instruction. The main objectives of the study were to find out how much time was spent on different levels of cognitive interaction, viz, the exposition-reception level (E-R), the solicitation-reproduction level (S-R), the facilitation comprehension/discovery level (F-C/D), the facilitation/posing-application/evaluation level (FP-AE), and the facilitation/posing-synthesis level (FP-S), to find out how much time in a lesson was spent on different modes of presentation in each category of interaction at E-R level and on each irrespective of the mode of presentation, to find out the frequency of occurrence and time consumption in a lesson on each category or pair of interaction at S-R, F-C/D, FP-AE AND FP-S levels. There was a descriptive and correlational type of study. Cognitive interaction involved in the teaching English, Kannada, Mathematics, Social Studies, Physical Sciences and Biological Sciences were observed and analysed. Total numbers of lessons observed were six hundred. The tools employed were a system of analysing interaction, teaching competence rating scale. The major findings were: (1) Nearly one-third of the total time was spent in acquainting the information. (2) Nine to thirteen percentage of time was used in clarification. (3) Eleven percentage of time

was used in explanation. (4) Drawing was conspicuous in biological sciences than in physical sciences. (5) Display was most prominent in physical sciences. (6) Oral presentation took more than half the time in social sciences and least in mathematics. (7) There was wide variation in the occurrence of every exposition category and mode, among each lesson of a subject and among the different subjects.

Roka (1976) conducted a comparative study of verbal teaching behaviour patterns and student's achievement in terms of instructional objectives. The objective of the study was to ascertain whether some selected verbal teaching behaviour patterns affected students' achievement. The study has adopted experimental approach. The sample of the study consisted of nine teachers, randomly selected and assigned to three groups equally. These nine teachers belonged to five schools in Ajmer. The boy students of class VII, who were taught general science in their respective classes by these nine teachers, represented the sample of learners. Previous knowledge tests, achievement test in general science, observational category system, group intelligence test in Hindi by Mehta were used as tools. The major findings of the study were: (1) Limited training as imparted to one experimental group did not result in significant difference when a number of verbal teaching behaviours were to be changed. (2) Comparison between one experimental group and second experimental groups of teachers indicated significant difference at 0.05 levels in favour of additional training in such interactive behaviours as asking divergent questions, lecturing and student response. (3) Occurrence of such teaching behaviors' as accepting student's feelings, and criticizing and justifying authority were generally rare in all the three groups of teachers. (4) Significant difference was found at 0.05 level in mean achievement at understanding and application level of the students.

Shaida (1976) studied teaching patterns-questioning and feedback and pupil attainment. The main objectives of the investigation were to study the effects of four patterns of teaching, namely narrow questions with feedback (P1), narrow question with no feedback (P2), broad questions with feedback (P3), and broad questions with no feedback (P4), upon the attainment of class VIII boys in social studies in terms of knowledge, comprehension, application and total scores, to study the effects of four patterns upon retention in terms of

knowledge, comprehension, application and total scores. The study was experimental in nature. In order to study the effect of different patterns of teaching, the 4×4 Grageco-Latin Square Design was used. All the class VIII pupils of the government higher secondary school at Kaithal were involved in the experiment. Tools used were Jalota's group general mental ability test, Kuppuswamy's socio-economic status scale and criterion test. Analysis of variance and t-test were applied. The result revealed that: (1) The teaching patterns of narrow questions with feedback produced significantly higher mean for the development of knowledge and its retention than all other patterns. (2) The teaching patterns of broad questions with feedback produced significantly higher mean than the remaining other two patterns. (3) The teaching pattern of broad questions with feedback produced significantly higher mean for application and its retention than all other patterns. (4) The teaching pattern of broad questions with feedback did not produce significantly higher mean for total attainment than other patterns.

Roy (1977) studied classroom questioning and pupil achievement: An Inquiry into Teaching Style. The major objective of the study was to find out the relative effectiveness of the three styles of teaching upon pupil achievement for the instructional objectives of knowledge, comprehension, application and total achievement. The three styles of teaching were lecturing, questioning and response without feedback; and questioning-response-feedback sequence. The sample consisted of 98 students of Baroda High School, studying in VIII standard. The numbers of students for the three styles of teaching were respectively 34, 33 and 31. The same lesson in geography was taught to all three groups by the investigator himself. Bartlett's test was employed to ensure homogeneity of variance of the experimental data. Three way analysis of variance, analysis covariance were used and t-test were also calculated to find out the significance of differences in the treatment means. The study revealed that: (1) The three teaching styles had equal effects on the development of knowledge and application abilities and total achievement of pupils. However, with regard of comprehension ability, there were differential effects. (2) Lecturing differenced significantly from question-response-feedback sequence. Question-response without feedback and question-response-feedback did not differ significantly.

Gupta (1979) studied a study of some factors considered to be helpful in class teaching. Major objectives of the study were to devise a suitable checklist of factors considered to be helpful in class teaching, to find out which of these factors were helpful in class teaching by student-teachers, teachers, supervisors and M.Ed. students. A checklist of thirty-six different factors was devised for the purpose. The sample constituted 515 student-teachers, 210 school teachers, 61 training college teachers and 22 M.Ed. students. The main findings of the study were: (1) The factors mentioned most frequently as helpful were the 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 in questioning, and the use of material aids. These were acknowledged to be helpful for class teaching by all the four groups of the sample. (2) Next in order of frequency were the factors like correcting written work, drawing figures, dress and appearance, familiar example, home task, loud voice, preparing the plan, removing doubts, showing pictures, and the style of reading.

Mann (1980) constructed a scale to assess the success in teaching of secondary school teachers in teaching of science. Researcher found (1) significant differences between successful and unsuccessful teachers with respect to eleven personality factors. The successful teachers had more healthy attitudes towards teaching profession. Both academic and professional course achievement has positive relationship between teaching experience and teaching success. (2) The study also revealed that personality characteristics, attitude towards teaching profession and allied aspects, academic achievement and achievement in professional courses were the determinants of success in teaching.

Mathew (1980) conducted study on factorial structure of teaching competencies among secondary school teachers. Objective of the study was to identify a set of desirable teaching competencies of physics teachers of standard IX. 130 schools teachers of Bangalore city were included in the study. The standard progressive matrix, teacher attitude scale, interest inventory and observation schedule were used for data collection. Data were analyzed by correlation matrix and factor matrix. Presage, process and product

variables were considered for the study; here fourteen desirable factors were identified: (1) General teaching competency (2) Teacher concern for study (3) Using audio-visual aids (4) Professional perception (5) Giving assignment (6) Illustration with examples (7) Pacing while introducing lesson (8) Logical exposure (9) Class room management (10) Using probing questioning (11) Use of black board (12) Initiating pupils participation (13) Recognizing attending behavior (14) Achieving closure.

Kumar & Lal (1980) studied use of micro teaching in improving general teaching competence of the in -service teachers. The main objectives of the study were to study the effectiveness of micro teaching in the improvement of general teaching competence of in service teachers, to study effectiveness of micro teaching in developing skills of questioning, reinforcement, stimulus variations, illustrations with examples, illustration with aids, increasing pupils' participation in in-service teachers. 20 in-service teachers of science in secondary teachers constituted the sample. Tool used for the study was Teaching Assessment Battery, Single group pre test, post test design was used. Major Findings of the study were: (1) There was improvement in general teaching competence and teaching skills through micro teaching. (2) Younger teachers benefited more through micro teaching.

Balachandran (1981) constructed a rating scale to evaluate teaching effectiveness of college teachers and evaluate the teachers in terms of their teaching effectiveness. After judgement 35 characteristics were selected as important and those 35 characteristics were used as items of five point rating scale. Researcher identified that (1) The teacher performance in respect of encouraging class room discussion was poor. (2) The students' rating and self rating of teaching effectiveness were positively and significantly related but the teachers' self ratings were significantly higher than the students rating about their teachers.

Bhagoliwal (1982) studied a study of personality characteristics associated with teaching effectiveness as seen through Rorschach technique. One of the main objectives of the study was to discriminate between the effective and the less effective teachers. The sample consisted of 264 teachers drawn from twelve higher secondary schools of New Delhi following 10 +2 pattern of education. Main finding of the study was the more effective teachers were

characterized by a fairly higher level of differentiation and integration in their cognitive and perceptual functioning, they had superior capacity for imaginative and original thinking, they has a balanced and healthy approach to every reality with good organisational interest and ability, they were capable of viewing the separate facts of reality as integrated whole; besides, these teachers were capable of uncommon abstract concepts.

Passi & Sharma (1982) studied a study of teaching competency of secondary school teachers. The main objectives of the investigation were to study the relationship between the teacher's demographic variables (sex and age) and the teaching competency at the secondary level, to study the relationship between other presage variables (the teacher's attitude towards teaching, interest in teaching, self perception for his teaching behaviour and intelligence) and the teaching competency at secondary level, to study the relationship between the teaching competency of secondary language teachers and product variables in terms of academic achievement and pupils' liking of the teaching behaviour of their teachers. For the final descriptive phase 278 Hindi subject teachers and 278 English teachers and 9360 students were taken as sample. The various tools used were the Teacher Attitude Scale (Grewal), the Interest Inventory for Teachers (Grewal), Standard Progressive Matrices, teacher's self rating scale (Rama), the pupil liking scale (Rama), the classroom observation schedule and achievement test. The data were analyzed by employing Principal component analysis, varimax rotation, t-test, correlation and analysis of co-variance. The major findings were: (1) The competencies which were identified, shared a total variance of 76.80 percent. The competencies were giving assignment, loud reading, asking questions, introducing a lesson, managing classroom, clarification, secondary loud reading, using the black board, consolidating the lesson, using reinforces, pacing, avoiding repetition, dealing with pupils' responses, improving pupils' behaviour, audibility, recognizing pupils' attending behaviour, presenting verbal mode, and shifting sensory channel. (2) The male teachers and female language teachers did not differ in their competency. (3) There was positive significant correlation between the age of the language teachers teaching at secondary level and their teaching competency. (4) There was a significant negative correlation between the self- perception of language teachers teaching at secondary level and teaching competency. (5) There was

significant positive relationship between the teacher teaching competency, the liking of their pupils of their teaching behaviour and the academic achievement of the pupils of Grade IX in Hindi.

Kaur (1983) studied an investigation into dimensions of teacher effectiveness as perceived by secondary school, college and university students. Major objectives of the study were to explore the dimensions of teacher effectiveness in the subject of science, English, Hindi, mathematics and social science, at three levels of education separately, to discover the differences, if any, in the judgement of teacher effectiveness in each subject separately, to find out if the perception of teacher effectiveness in each of the subjects varied from level to level. The study involved descriptive survey method. It was also developmental in nature. The sample for the study comprised 1500 students drawn from H. P. University, Shimla. The semantic differential technique was used for measuring perception of teacher effectiveness. The data were analyzed factorial for extracting the dimensions of teacher effectiveness in the subjects of Science, English, Hindi, Mathematics and Social Science. Major findings were: (1) The number of factors varied between 14 to 20 for different subjects at different level. (2) These factors pertained to different cognitive and affective characteristics of teachers, styles of teaching, designing of teaching materials, interaction with students.

Natrajan (1984) conducted a study on competency based programme in Teacher Education Curriculum. Objectives of study were to study the relative efficiency of competency based teacher education in the pre-service education programme of secondary school teachers, to identify factors influencing competency achievement, such as, social status, economic status and level of Education and to find out the relationship between an individual's self-esteem and competency achievement. Experimental study (pre-test & post-test) was conducted. Five treatment groups with 40 student teachers in each group were formed by random selection. Each group was given different treatment. Actual experiment lasted for 5 months. Validated criterion references test were used based on identified explicit competencies. For 3rd objective Rosenberg's self-esteem scale was used. Checklist was used for 2nd objective. At last participants' attitude towards programme was ascertained through five points scale. Major Findings of the study were: (1) Competency based instruction proved suitable for teaching selected units in institutional planning &

administration, Seminar method seemed to be an effective method at it compared favorably with competency based approach. (2) The lecture method was effective as group method. (3) There was significant relation between self-esteem and acquisition of competencies.

Choudhari (1985) explored the competencies required for the teacher teaching English at secondary level. He found that the contextual variable of location of school had effect on competency. The demographic variables of teachers' sex and educational qualifications had an impact on competencies.

Hussain (1985) studied a study of high school teachers' role discrepancy in Kashmir in relation to their morale, teaching effectiveness and academic alienation. Major objectives of the study were to determine the roles of high school teachers as perceived by their pupils, to determine the real roles of high school teachers as performed by them in the class, to study difference in ideal role perceived by pupils and real role as performed by teachers in the class, to analyze the relationship between role discrepancy of the teachers and the levels of their teaching effectiveness, to compare the relative position of teachers working in private and government schools with regard to role discrepancy, morale, teaching effectiveness and academic alienation. The sample consisted of 938 students studying in std. X and 165 teachers teaching various subjects. Real role scale and teaching effectiveness scale (developed by investigator), an Indian adaption of the Purdue teachers morale inventory, alienation scale were used. Data were analyzed using K-S test, chi-square, and median tests. Major finding of the study were: (1) The practice of teachers dictating notes in the class was disapproved by more than 50% of the students in all schools. (2) Their required roles were not being played by majority of the teachers. (3) The discrepancy in ideal role and real role was found significant in all teachers. (4) Government and private school teachers were not different as far as their role discrepancy was concerned. (5) The government school Urdu teachers and social studies teachers were different from private school Urdu and social science teachers on teaching effectiveness. (6) In government schools and in private school teachers teaching English and mathematics were found to be highly discrepant. (7) Teachers of government schools were found highly effective in comparison with private school teachers. (8) The maximum number of private school teachers was low alienated.

Rao (1985) Studied Classroom Teaching of Effective Science Teachers- An Analytical Study. Objectives of the study were to identify effective science teachers on the basis of selected criteria, to analyze the teacher behaviours of selected science teachers with respect to their (i) content processing (ii) interacting behaviours (iii) component teaching skill behaviors. All 215 secondary school teachers were selected for first phase of the study. Among them seventeen teachers were selected as effective teachers for the second phase of the study. For selecting effective science teachers rating scale was used. For the analysis of interactive behaviors' Hough and Duncan's observation system for Instructional Analysis (OSIA) was used. Major findings were: (1) Content processing like breaking content or given content related to basic ideas, making the hierarchy of relationship between the ideas are employed by all effective teachers. (2) The other content processes like categorization, application or principles, logical responding are meagerly employed only by a few effective teachers and they are found very rudimentary. (3) There was no concurrence in interactive patterns observed with the teachers. (4) Explaining skills like, providing information, clarifications are seen consistently with all effective science teachers. (4) Some of the effective science teachers are found using certain new component teaching activities like, drawing and derivation which can be considered as component teaching skills. (5) The co-ordination between verbal and non verbal skills has no avail.

Singh (1985) conducted a comparative study of teachers trained through integrated and traditional methods in terms of attitude towards teaching, teaching competence and role performance. Investigator compared four years integrated B.Ed. programme with traditional one year B.Ed. programme. 120 teachers trained in RIE Bhopal and Ajmer and serving in different schools were taken. 120 teachers trained through one year B.Ed. programme of Arts and Science disciplines were taken. Tools used for the study were Ahluwalia's teacher Attitude scale, Passi and Lalita's Baroda general teaching competency scale. To test the role performance self rating scale was developed by author. Data were collected over a period five months and two lessons of each teacher were observed for assessing teaching competency. Major findings of the study were: (1) There was no difference in attitudes of the groups under two modes, (2) There were differences in teaching competence and role performance, the integrated group scored higher than traditional group.

Travers, et, al. (1986) attempted to Identify Instructional Competencies that are considered to be the most relevant for successful teaching in Trade and Industrial Education. The instrument contained fifty competency statements and respondents rated each statement as its relevance for successful teaching and the amount of instruction received in the competency. Analysis of data revealed that planning competencies were the most relevant competencies followed by evaluation and management.

Rajmeenakshi (1988) studied factors affecting Teaching Competency of B.Ed. Trainees Teaching Physical Science. Objectives of study were to identify factors that affected the teaching competency of B.Ed. Trainees, to assess teaching competencies of B.Ed. students using appropriate tools, to make differential and correlation studies between teaching competency and various factors. A survey was conducted on 610 students on colleges of Education in Tamil-Nadu and 1500 school pupils. In order to study the effect of demonstration skill on teaching competency, 20 B.Ed. Students were selected and divided into 2 groups of ten each. The Experimental group was exposed to micro teaching in the skill of demonstration and later teaching competency of both groups was measured. The effect of micro teaching was also studied on a group of 50 students by using pre-test and post- design. Data Collection was done by using Questionnaire, Self Evaluation Scale, and Pupil Evaluation Scale for measuring teaching competencies of B.Ed. Trainees. The student teaching marks of B.Ed. Trainees were collected from all the colleges. Data Analysis done with the help of suitable statistics viz. Mean, S.D., T-Test, Correlation. Major Findings were: (1) Pupils evaluation score were accumulated at the higher end of score 80-95, self evaluation scores were between 50-85, and professor's scores ranged from 45 to 65 with regard to the teaching competency of B.Ed. Students. (2) It was found that training in the skill of demonstration and micro teaching significantly increase teaching competency. (3) Time of admission and type of management also affects teaching competency, Negative correlation between age and teaching competency were found.

Basi & Kaur (1991) made a study titled A study of the Teaching Competency of Language Teachers in relation to their Job Satisfaction, Locus of Control and Professional Burn Out. The objectives were to measure the

teaching competency of language teachers; to ascertain the difference between the more competent and less competent language teachers in relation to job satisfaction, locus of control and professional burn out; to study the various criterion measures of teaching competency. The sample includes 440 male and female language teachers and 2000 student from high and higher secondary schools. The tools were Self rating scale for teachers developed by Sidhu, The pupils ratings of teachers scale developed by Grewal, Teachers' job satisfaction scale by Chandel, Rottor's internal and external locus of control scale, Maslach Burn out inventory. The investigator found that: (1) Teaching competency of language teachers was moderate. (2) Professional burnout was not experienced by language teachers (3) There was no significant difference between the teaching competency and job satisfaction of teachers on the basis of their locus of control. (4) There existed a positive correlation between job satisfaction and teaching competency. (5) There was negative correlation between locus of control and teaching competency.

Shaikh (1992) conducted a study of teaching competency of secondary school teachers of Dhaka city. Objectives of the study were to identify the competencies of science teachers in teaching of science, to identify the competent science teacher, to study the competent science teacher in relation to the different attributes such as inherent capacity, environmental facilities (at home and school) and academic background. 212 school teachers, 636 students and 50 head masters of the schools were taken by choosing stratified sampling. Tools were Rating Scale teacher self-evaluation sheet to be filled by teachers, teacher evaluation sheet filled by students; teacher self-evaluation sheet to be filled by head masters, Semi structured interview schedule was prepared for teachers. Data were collected by different Rating scale. Data were analyzed by using t-test, measurement of central tendency and the test of coefficient of correlation. Major findings were: (1) Rating for planning of teaching competencies showed that science teacher possess those competencies at higher level but at identifying and classifying objectives according to domains, science teachers were at moderate level. (2) Presentation and use of teaching equipment and in preparing examination results science teacher possess those competencies at higher level. (3) In organizing and supervising field trips science teachers' has lower level

competencies. (4) In respect of conducting laboratory work, in developing interest, values and in preparing evaluation tests science teachers' possess those competencies at moderate level and, Positive and significant relationship is found between professional training and teachers competency.

Bawane (1999) conducted a study of the discrepancy between competencies expected and competencies in practice among the primary school teachers. Objectives of the study were to identify the competencies expected among the primary school teachers through literature and document analysis, curriculum analysis and teacher educators' perception, to identify the competencies in practice among the primary school teachers through focus group interview and teacher self report, to study the discrepancy between the competencies expected and the competencies in practice in terms of frequency analysis, priority rating towards their extent of requirement and priority rating towards their extent of importance. The three sources selected to identify the expected competencies were Literature and documents, Teacher education curriculum, Teacher educators' perception. The DIET of four districts of Karnataka namely Mandaya, Mysore, Bangalore Urban and Bangalore were chosen purposively. The staff under each selected DIET forms a cluster. The procedure of task analysis was adopted to list the competencies from the two national documents NPE (1986) and POA (1992) and two teacher education curricula. The required data from teacher educators were collected through the technique of interview. The analysis of discrepancy was done in terms of frequency analysis and using percentage, whereas, to analyse the discrepancy in terms of the priority rating chi-square was used. Major findings were: (1) There has been found a gap between the teaching competencies expected and practiced among the primary school teachers. (2) Only 61% of the expected competencies are actually in practice. (3) The teacher education program have not been efficient in developing the expected competencies specially in areas of teaching methods, guidance, remedial instruction and professional development. (4) The reasons for not practicing the competencies by the teaching are mainly attributed to that the teachers are less involved with their role of teaching due to their involvement in non-academic activities. (5) They do not possess the required theoretical and functional knowledge in order to practice them.

Tiwari (2002) studied A Study of Teachers Competencies and Training Needs of Primary School Teachers of Allahabad District. The main objective was to study the existing teacher's competencies among primary school teachers as perceived by the teachers and as observed by the researcher and to study the training needs in the content of teachers' competencies as perceived by the teachers. Data was collected from 100 in service teachers of Government primary school of Allahabad District with the help of a self made questionnaire and an observation checklist. The investigator found competencies perceived by the primary teachers were not possessed by primary school teachers.

Bajwa (2003) conducted a study on Effectiveness of Competency based Teacher Training Strategy. Objective of study was to study the effectiveness of competency based teacher training strategy in terms of development of general teaching competence of pre-service teachers and modifying the attitude towards teaching of pre-service teachers. Sixty student- teachers from a college of education were selected through non-probability sampling technique. The tools employed were: 'Ahluwalia's teacher attitude inventory' to know the attitude of pre-service teachers towards teaching; Baroda general teaching competency scale; and Self prepared competency based teacher training strategy. Major findings were: (1) Basic teaching competency training strategy found more effective in developing general teaching competency among pupil- teachers as compared to the traditional training model. (2) The basic teaching competency training strategy, nor the traditional training model changed the attitude of pupil teachers towards teaching.

Lakshminarayana & Babu (2004) studied Indicators of Training Competence of Teachers in DPEP and Non DPEP Schools. One of the main objective of the study to investigate teaching competence of teachers in DPEP and Non-DPEP schools with reference to Gender, Locale, Motivation, Attitude and adjustment of teaching. Data were collected from 640 primary teachers belonging to DPEP and Non DPEP Districts by using the tools teaching competence scale, Teacher motivation scale, Teacher attitude inventory, and Teacher adjustment scale. The major findings were: (1) There was significant influence of motivation on teaching competence of teachers. (2) There was significant influence of attitude towards teaching on teaching competence of teachers and also there was significant influence of teacher adjustment on the teaching competence of teachers.

Jeba (2005) conducted a study on Teaching Competency and Mental Health of Student Teachers in District Institutes of Education and Training. One of the main objectives of the study was to find out the gender and group difference in teaching competency and mental health status of student teachers in DIET and to find out the relationship between teaching competency and mental health status of student teachers in DIET. 150 male and 150 female student teachers of DIET Vanaramutti were constituted as sample. The tools used were Mental Health status scale by M. Abraham and Presana, Teaching Competency scale developed by the investigator. The study revealed significant correlation between teaching competency and mental health of student teachers.

Bondu & Viswanathappa (2007) conducted a study on Competency of D.Ed. and B.Ed. Trained Teachers working in Primary Schools of Andhra Pradesh. The main objective was to measure the teaching competency of B.Ed. and D.Ed. trained teachers working at primary level and to compare the teaching competency of B.Ed. teachers with D.Ed. teachers. 40 primary teachers from 20 schools of Nalgonda District in Andhra Pradesh were selected by stratified random sampling technique. Teaching competency scale developed by the investigators was used as tool. The study revealed that: (1) There is no significant difference in teacher competency of primary school teachers with reference to background variables. (2) There is significant difference in teacher competency of D.Ed. and B.Ed. teachers working at primary level.

Devadasa (2007) attempt made To Study the Effectiveness of Instructional Package in Science Teaching Competencies over Teachers' Performance and Their Impact Over Students' Achievement and Process Skills in Science. Main objectives were to identify the various dimensions and aspects of science teaching competencies required for teaching science at secondary school level, on basis of suitable assessment criteria, To study the influence of teacher factors such as Gender, Age, Professional experience and previous in-service teacher training experiences on teachers teaching competences in science and also on teachers attitudes towards science teaching, To study the influence of school factors such as locale and school type over the teachers competence and teachers attitude towards science, To study the relationship between science teaching competencies of teachers and the students' achievement and

process skills in science as consequence effect. A quasi-experimental design was adopted for the present study. The experimental group consisted of 27 teachers (5 males and 22 females) and 516 students (240 boys and 276 girls). In the control group there were 23 teachers (4 males and 19 females) and 421 students (190 boys and 231 girls). Tools were: Science Teaching Competencies Test (STCT), Classroom Observation Schedule for Science (COSS), Teachers' Reaction Scale, Achievement Test in Eighth Science (ATES), and Teachers Attitude towards Science Teaching (TAST). Data were analyzed by using t-test, Pearson's Product Moment Correlation, ANOVA. Major findings were: (1) The instructional package and the related in-service training programme on science teaching competencies were found effective in improving the knowledge based science teaching competencies of teachers. (2) The IPIT programme was found effective in improving not only the total K-STC, but also the three category wise K-STC namely, subject matter K-STC, General Pedagogical K-STC, Pedagogical content matter K-STC. (3) In experimental group the improvement was highest in subject matter knowledge (SMK) (8.40%). (4) The improvement in pedagogical content knowledge (PCK) (7.44%) was found higher than that of General Pedagogical Knowledge (GPK) (4.90%). (5) The instructional package based in-service training (IPIT) programme was found equally effective in improving the knowledge based science teaching competencies (K-STC) for both male and female teachers in improving their knowledge based science teaching competencies, as proved by repeated measure of ANOVA test within subjects effect of scores. (6) The IPIT programme was found equally effective in improving K-STC of all the teachers belonging to different types of schools such as government, aided and unaided schools, as proved by the univariate measure of ANOVA test between subjects effect of scores. (7) The IPIT programme was found equally effective in improving K-STC of all the teachers belonging to different locale categories of schools namely, urban, semi-urban and rural schools, as found from the ANOVA test, The IPIT programme was found equally effective in improving K-STC of all the teachers belonging to different age groups. (8) The IPIT programme was found equally effective in improving K-STC of all the teachers with varying professional experiences. (9) The IPIT programme was found equally effective in improving K-STC of all the teachers who had

previously attended in-service programmes of different durations. (10) The instructional package based in-service training programme on science teaching competencies was found effective in improving the performance based science teaching competencies (P-STC) of teachers as evidenced by the significant 't' value of pre-test – post-test difference in class observation scores of experimental group teachers. (11) Teachers reactions as indicated positively by 80% of the teachers were that (a) the inputs provided in the form of knowledge were sufficient in majority of the areas (20 out of 24) of science teaching competencies taken up in the in-service training programme, (b) the follow up provided in the form feedback at the end of input activities were reported to be sufficient only three areas (out of seven) of performance namely (i) Developing science process skills, (ii) Learner centered teaching methods, (iii) Skill of questioning; but not in other areas. (c) The follow up course in the form of opportunity to practice the inputs at teachers' own school was found possible (to some extent) only in the three areas given above, while it was not possible in all the other cases of inputs. And teachers gain in P-STC scores were also found to highest in these three areas only. So, it is proved that the result of training is dependent on the nature and quality of training inputs.

Anisha (2008) studied the Relationship Between Self Efficacy and Teaching Competency of Secondary Teacher Education Students. The major objectives of the study were to find out the level of teaching competency of secondary teacher education students, to find the relationship between self efficacy and teaching competency of secondary teacher education students. The sample consisted of 98 secondary teacher education students. Self Efficacy Scale and Teaching Competency Scale developed by the investigator. Major findings were: (1) The teaching competency of student teachers was moderate. (2) There was no significant difference in the teaching competency of student teachers with respect to gender, educational qualification and subject of specialization, and (3) There was significant relationship between teaching competency and self efficacy of secondary teacher education students.

Lakshmi & Shanmuganesan (2008) conducted a study on Personality and Teaching competency of Teacher Trainees. Objective of the study was to investigate personality types of teacher trainees and to understand the level of teaching competence of teacher trainees. 150 male and 150 female teacher

trainees from 10 colleges of education affiliated to Bharathiar University constituted as the sample. For data collection Eysenck's Personality Inventory Scale and Teaching competency scale were used. Major findings were: (1) There was a significant relationship between the personality type and teaching competency of teachers. (2) Teaching competency of Extroverts was higher than Introverts. (3) Teaching competency and performance were not directly related. (4) It was also found that gender had low influence on the teaching competency of teacher trainees.

Abhilasha & Gogna (2009) conducted a Correlational study of Teachers' Attitude towards Teaching and their Effectiveness. The major objectives were to investigate effectiveness of secondary school teachers in reference to their teaching, to identify the levels of teachers' effectiveness of secondary school, to compare the five dimensions of teachers' effectiveness of secondary schools in relation to sex, to compare the attitude of secondary school teachers, to ascertain the relationship between teachers' attitude and effectiveness of secondary school teachers. Descriptive survey method was used. 50 male and female teachers were selected randomly. The relevant data were collected by using Teachers' attitude Scale -J.C. Goyan & Kunsum, Teacher Effectiveness Scale – Umme Kulsum. The findings revealed that: (1) Female teachers significantly differ from male teachers, Female teachers were found to have more concern, knowledge of subject matter and personality characteristics. (2) There was no significant difference between male and female teachers with respect to interpersonal relations. (3) The correlation between teachers' attitude and their effectiveness was negligible whereas the impact of attitude on effectiveness was found to be low and positively correlated in the case of female teachers.

Gupta & Kumar (2009) conducted a study on Teaching Performance of Teachers teaching in Higher Secondary Schools in Ahamedabad City of Gujarat. The major objectives were to study teaching performance of higher secondary commerce school teachers, to compare the teaching performance of shikshan sahayak teachers with permanent teachers teaching in higher secondary commerce schools, to compare the teaching performance of male and female teachers teaching in higher secondary commerce schools, to study the teaching performance of higher secondary commerce schools with respect

to their experience, and to study the teaching performance of higher secondary commerce schools with respect to different components of classroom teaching. Descriptive survey method was used for the present study. The investigator selected 540 students from representative schools. Teaching Performance Appraisal Scale and Personal data sheet were used to collect data from the students. Major findings were: (1) Overall teaching performance of permanent teachers was better than shikshan sahayak teachers. (2) Female teachers' performance was more effective than male teachers. (3) There was positive relationship between experience of teachers and satisfaction level of students about their teaching performance. (4) Students were satisfied with teachers' command over content but at the same time they were least satisfied with use teaching aids, reference materials, and knowledge of current affairs, class control, personality and behaviour of teachers.

Kala (2009) studied Teaching competency of D.T.Ed. Students in relation to certain personality factor. Objectives were to study the teaching competency and its dimensions of D.T.Ed. Students, to study the teaching aptitude of D.T.Ed. Students, to study the personality type of D.T.Ed. Students, to study the self-concept and its dimensions of D.T.Ed. Students, to study the teaching competency and its dimensions of D.T.Ed. students in terms of the background factors sex, age, religion, community, locality, type of institute, nature of institute, +2 group, +2 marks, year of study, batch of study, residence, and mode of admission, To study the teaching aptitude of D.T.Ed. students in terms of the background factors, To study the personality type of D.T.Ed. students in terms of the background factors, To find out the significant difference, if any, in teaching competency and its dimensions of D.T.Ed. Students in terms of the background factors sex, locality, type of institute, year of study, batch of study, residence, and mode of admission, To find out whether there is any significant relationship between teaching aptitude and teaching competency in D.T.Ed. students, To find out whether there is any significant relationship between teaching competency and personality type in D.T.Ed. students, To find out whether there is any significant relationship between teaching competency and self-concept in D.T.Ed. students. Tools were: teaching competency rating scale, teaching aptitude test, Kundu introversion – extroversion inventory, self-concept inventory etc. The

investigator selected a sample of 300 D.T.Ed. students studying in Kanyakumari, Tirunelveli and Tuticorin districts of Tamil Nadu by the stratified random sampling technique. Data were analysed by employing Percentage Analysis, t' test, ANOVA, Product moment correlation, Inter correlation analysis, Multiple correlation analysis. Major findings were: (1) Teaching competency in D.T.Ed. students in Kanyakumari, Tirunelveli and Tuticorin is found to be moderate (70%). (2) The teaching competency of D.T.Ed. students with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate.(66%, 65.3%, 70.7%, 68.7%, 69.7%, 76.7%, 70%, 69.7%). (3) Among the eight dimensions of teaching competency in D.T.Ed. students, questioning has the highest score (76.7%) and lesson plan has the lowest score (66%). (4) Teaching aptitude in D.T.Ed. students is found to be average (67%). (5) Most of the D.T.Ed. students are ambiverts (72.7%). (6) Self-concept in D.T.Ed. students in Kanyakumari, Tirunelveli and Tutucorin is found to be average (74.7%).(7) Teaching competency and its dimensions in D.T.Ed. students in terms of sex are moderate (67.2% and 72.1%). (8) teaching competency of male and female D.T.Ed. students with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (64.8%, and 66.9%, 60.9% and 68.6%, 70.3% and 70.9%, 65.6% and 70.9%, 67.2% and 71.5%, 72.7% and 79.7%, 67.2% and 72.1%, 63.3% and 74.4%). (9) Teaching competency and its dimensions in D.T.Ed. students in terms of age: Teaching competency and its dimensions in D.T.Ed. students in terms of age are moderate (68.5%, 72.8% and 70.7%). (10) The teaching competency of D.T.Ed. students in terms of age with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (66.3%, 69.1% and 58.5%), (62.9%, 67.9% and 70.7%), (69.7%, 71.6% and 73.2%), (64%, 76.5% and 73.2%), (66.9%, 72.8% and 75.6%), (74.2%, 81.5 and 78%),

(69.7%, 71.6% and 68.3%), (66.3%, 76.5% and 70.7%). (11) Teaching competency and its dimensions in D.T.Ed. students in terms of religion are moderate (73.8%, 63.4% and 66.7%). (12) Teaching competency and its dimensions in D.T.Ed. students in terms of community are moderate (100%, 69.2% and 70.4%). (13) Teaching competency and its dimensions in D.T.Ed. in terms of locality are moderate (69.1% and 70.8%). (14) Teaching competency and its dimensions in D.T.Ed. students in terms of the type of the institute are moderate (70% and 70%). (15) Teaching competency and its dimensions in D.T.Ed. students in terms of the nature of the institute are moderate (70.2%, 65.5% and 71.4%). (16) Teaching competency and its dimensions in D.T.Ed. students in terms of +2 group of study are moderate (67.9%, 73.3% and 71.2%). (17) The teaching competency of fresh and special D.T.Ed. students with regard to its various dimensions - (i) lesson plan (ii) motivation (iii) teaching learning materials (iv) blackboard work and illustrations (v) teaching learning activities (vi) questioning (vii) classroom management and (viii) closure of lesson is moderate (65.7% and 67.3%), (63.7% and 73.5%), (69.3% and 77.6%), (66.9% and 77.6%), (68.1% and 77.6%), (75.3% and 83.7%), (68.9% and 75.5%), (68.1% and 77.6%). (18) Teaching competency and its dimensions in D.T.Ed. students in terms of the mode of admission are moderate (70% and 69%). (19) There is no significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance in terms of age. (20) There is no significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance in terms of religion, There is no significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance in terms of community. (21) There is significant difference in teaching competency and its dimensions in the D.T.Ed. students at 5% level of significance in terms of the nature of the institute. (22) There is no significant relationship between teaching competency and teaching aptitude in the D.T.Ed. students. (23) There is no significant relationship between teaching competency and personality type in the D.T.Ed. students. (24) There is no significant relationship between teaching competency and self-concept in the D.T.Ed. students. (25) There is no significant relationship between teaching aptitude and personality type in the D.T.Ed. Students.

Rajeswari (2009) conducted A study on Profile of Teaching Competency among Prospective Secondary Teachers. Objectives of the study were to find the level of teaching competency, multiple intelligence, perception of teacher status and personal ideology of prospective secondary teachers, to find the level of teaching competency of prospective secondary teachers with regard to Personal variables such as gender, age, religion, mental status, educational qualification and optional subjects; Institutional variables such as status of the college, type of management and locality of the institution; and Familial variables such as father's occupation, mother's occupation, father's education, mother's education and nature of family, to find the significant difference, if any, in the teaching competency of prospective secondary teachers with regard to a) Personal variables; b) Institutional variables; and c) Familial variables, To find the significant correlation, if any, between teaching competency and the predictor variables viz. multiple intelligence, perception of teacher status and personal ideology of prospective secondary teachers, to find the significant correlation, if any, between teaching competency and the predictor variables viz. multiple intelligence, perception of teacher status and personal ideology of prospective secondary teachers with regard to a) Personal variables; b) Institutional variables; and c) Familial variables, to find the significant correlation, if any, between teaching competency and multiple intelligence of prospective secondary teacher with regard to a) Personal variables; b) Institutional variables; and c) Familial variables, to find the significant correlation, if any, between teaching competency, and the prospective secondary teachers' and perception of teacher status with regard to a) Personal variables; b) Institutional variables; and c) Familial variables, to find the significant correlation, if any, between teaching competency and personal ideology of prospective secondary teachers with regard to a) Personal variables; b) Institutional variables; and c) Familial variables. 685 teachers were taken as sample. Major findings were: (1) More than three-fifths of the respondents had moderate level of teaching competency, Multiple Intelligence, perception of teacher status and personal ideology. (2) Teaching competency of prospective secondary teachers with regard to personal variables was moderate. (3) Teaching competency of prospective secondary teachers with regard to institutional variables was moderate. (4) Teaching competency of prospective secondary teachers with regard to familial variables was moderate.

(5) The level of multiple intelligence of prospective secondary teachers with regard to personal variables was moderate. (6) The level of multiple intelligence of prospective secondary teachers with regard to institutional variables was moderate. (7) The level of multiple intelligence of prospective secondary teachers with regard to familial variables was moderate. (8) The prospective secondary teachers' perception of teacher status with regard to personal variables was moderate. (9) The prospective secondary teachers' perception of teacher status with regard to institutional variables was moderate. (10) The prospective secondary teachers' perception of teacher status with regard to familial variables was moderate. (11) The personal ideology of prospective secondary teachers with regard to personal variables was moderate. (12) The personal ideology of prospective secondary teachers with regard to institutional variables was moderate. (13) The personal ideology of prospective secondary teachers with regard to familial variables was moderate. (14) There was significant multiple correlation between the criterion variable and the predictor variables of prospective secondary teachers' perception of teacher status. (15) The predictive values of Multiple Intelligence, Perception of Teacher Status and Personal Ideology were 13.71%, 18.7% and 21.5% respectively. (16) The highest predictor of Teaching Competency was found to be Personal Ideology. (17) The relative position of the predictors was personal ideology, perception of teacher status and Multiple Intelligence respectively.

Sodhi (2010) studied Teacher Effectiveness of Secondary School Teachers of Punjab in Relation to School Organizational Climate. Main objectives were to study teacher effectiveness among secondary school teachers of Punjab in relation to their school organizational climate, to study teacher effectiveness among secondary school teachers of Punjab in relation to gender location, teaching experience and stream (Science, Social Science and Languages), to study interaction effect of school organizational climate separately with gender location, school, teaching experience and of stream on teacher effectiveness among secondary school teachers of Punjab, to study interaction effect of location of school, gender, teaching experience and stream on teacher effectiveness among secondary school teachers of Punjab, To study and compare more effective and less effective teachers on their attitude towards

teaching, job satisfaction and different dimensions of school organizational climate. a sample of 75 senior secondary schools (45 Rural and 30 Urban) were selected. All the teachers (Total 451) working in these schools were taken. Tools were School Organizational Climate, Teacher Effectiveness Scale, Teacher Attitude Inventory, and Job Satisfaction Scale. Analysis of variance, t-test used for analysis of data. Major findings were: (1) The secondary school teachers perceiving autonomous and familiar type of school organizational climate have exhibited significantly higher levels of teacher effectiveness as compared to those perceiving school climate to be of closed type. (2) There are no significant gender differences in teacher effectiveness of secondary school teachers. (3) There are no significant mean differences in teacher effectiveness of rural and urban secondary school teachers. (4) There are significant mean differences in teacher effectiveness of secondary school teachers teaching in science, social studies and language streams. (5) There are no significant mean differences in teacher effectiveness of secondary school teachers varying in their teaching experience. (6) There is significant interaction effect of school organizational climate with gender, location and streams on teacher effectiveness of secondary school teachers. (7) There is significant interaction effect of gender, location and stream on teacher effectiveness of secondary school teachers. (8) Less effective secondary school teachers are significantly higher on disengagement and alienation dimensions of group behaviour characteristics and psychophysical hindrance and control dimensions of leadership behaviour characteristics. (9) More effective secondary school teachers are significantly higher on spirit and intimacy dimensions of group behaviour characteristics and production emphasis and humanized thrust dimensions of leadership behaviour characteristics. (10) Significant mean differences of job satisfaction between more effective and less effective groups indicate that more effective teachers have a higher level of job satisfaction as compared to less effective teachers. (11) The analyzed data depicts that teacher effectiveness is highly and positively related to teaching attitude. It also shows that more effective secondary school teachers have significantly more healthy and favorable attitude towards teaching than less effective teachers. It can also be concluded that teaching attitude is the significant determinant of teacher effectiveness.

Dabas (2011) studied Teacher Effectiveness among Elementary School Teachers of Haryana in relation to their Attitude towards Teaching and Self-Concept. Main objectives were to study the level of Teacher Effectiveness of elementary school teachers of Haryana, to study the level of Attitude towards Teaching of elementary school teachers of Haryana, to study the relationship between the level of Teacher Effectiveness and level of Attitude towards Teaching of elementary school teachers of Haryana. Out of the list 68 elementary schools and 400 elementary school teachers were selected randomly, 100 from each district. The responses of only 400 teachers could be taken for analysis. Teacher Effectiveness Scale (TES) constructed and standardized by Mishra (1999), Teachers Attitude Towards Teaching Scale (TATTS) constructed and standardized by Mishra (1999). Mean, S.D. Correlation Co-efficient, t-test was used for the analyses of the data. Main Findings were: (1) The overall Teacher Effectiveness of Govt. Elementary School teachers of Haryana has been found to be average, which is consistently sustained along all the effectiveness factors chosen for the study i.e. by gender, age, teaching experience as well as by locality. (2) There exists no significant difference between the level of Teacher Effectiveness of male and female Elementary School Teachers of Haryana. (3) There exists no significant difference between the level of Teacher Effectiveness of elementary school teachers of the age 45 years and above and more with those of the age less than 45 years. (4) A significant difference was found between the level of Teacher Effectiveness of teachers having teaching experience of 10 years and more with those having teaching experience less than 10 years. Teachers having teaching experience of 10 years and more show better teacher effectiveness as compared to their counterparts. (5) A significant difference was found between the level of Teacher Effectiveness of elementary school teachers belonging to rural and urban areas, with significant difference in favour of teachers working in urban areas over their rural counterparts. (6) The overall level of Attitude towards Teaching of Govt. Elementary School teachers of Haryana has been found to be average, which is consistently sustained along the entire Attitude towards Teaching factors chosen for the study i.e. by gender, age, teaching experience as well as by locality. (7) A significant difference was found between the level of attitude towards teaching of male

and female elementary school teachers of Haryana, indicating significant difference in favour of male elementary school teachers. (8) There exists no significant difference between the level of attitude towards teaching of elementary school teachers of the age 45 years and above and more with those of the age less than 45 years. (9) There exists no significant difference between the level of attitude towards teaching of elementary school teachers having teaching experience of 10 years and more with those having teaching experience of less than 10 years. (10) A significant difference was found between the level of attitude towards teaching of elementary school teachers belonging to rural and urban areas, with significant difference in favour of teachers working in urban areas over their rural counterparts.

Rajkhowa (2012) A study on The methods of Teaching English for Developing Teaching Competence of the Secondary School Teachers of Assam. One of the main objectives was to examine the competencies required of a teacher teaching English and how the competencies identified varied with the demographic variables of teachers i.e. (age, sex and educational qualifications) and with the contextual variables (urban and rural) of teachers. 10 students of Class VIII, 10 students of Class IX and 10 students of Class X of 10 Rural Secondary (Assamese medium) schools and 10 Urban Secondary (Assamese medium) Schools, 54 teachers teaching English in 20 Secondary (Assamese medium) Schools (both rural and urban). 8 teachers teaching English Method in four Government and four Nongovernment Teacher Education Institutes were selected as sample. Tools were: Observation schedule and questionnaire for teachers teaching English in Class VIII, IX and X, Interview schedule for the teachers teaching English Method in the Teacher Education Institutes. The data has been analysed with the help of percentage and content analysis. Major Findings were: (1) All the teachers' pronunciation and fluency in English need to improve. (2) All the teachers need to improve when it comes to explaining the theme of the chapter before starting the chapter. (3) Teachers of age group 30-35 years need to improve their coming well prepared to the class while teachers of age group of 35-55 years are satisfactory for coming well prepared to the class. (4) The Graduate teachers are poor; Graduates with B. Ed need to improve, while Post Graduate teachers are satisfactory in grammar and usage. (5) Majority of the teachers are poor in

the use of blackboard/ coloured chalk. (6) No teacher is seen to check homework, arrange the sitting arrangement, motivate the students or evaluate the students well. (7) No teacher is seen to use teaching learning material in the class. (8) The teachers give more stress on the writing skill than on the listening, speaking and reading skills. (9) No teacher planned lessons beforehand.

Singh (2012) conducted A Study of Emotional Intelligence, Self Concept and Teaching Competence of Secondary School Teachers. One of the main Objectives of the present study was to study Teaching competence of Govt. and private secondary school teachers irrespective of age and qualifications. 200 teachers (100 private and 100 Govt. secondary school teachers) were selected purposely from urban school as sample for the present study. Teaching competence scale by Passi & Lalita was used to measure the general teaching competence of teachers. Data were analyzed by calculating mean, S.D. and t-test. Major finding was: mean scores of private school teachers (117.5) is higher than government school teachers (104.20). The t value was 9.77 which is significant at both .05 level (1.97) and .01 level (2.60). Hence, the hypothesis that there will be significant difference between the teaching competence of private and government school teachers was confirmed, private school teachers scored more on emotional intelligence, self concept and teaching competence.

Joseph (2013) studied Teacher Effectiveness and Professional Competency among Higher Secondary School Teachers in Kottayam District of Kerala. Objectives of the study were to study the status of teacher effectiveness and professional competency among higher secondary school teachers of Kottayam District, to study the differences in professional competency and teacher effectiveness among higher secondary school teachers of Kottayam District with respect to their demographical and professional characteristics, to study the relationship among each sub areas related to teacher effectiveness and professional competency, To study the differences among higher secondary school teachers with respect to different dimensions of Teacher Effectiveness, to study the differences among higher secondary school teachers with respect to the different aspects of professional competency. Demographic Data sheets, Jayaraman's Teacher Effectiveness Scale (JTES)

are used. Data collection of the present investigation was made on a sample of 500 higher secondary school teachers working in selected higher secondary schools of Kottayam District in Kerala. Data were analyzed by using simple percentages, mean values, Chi-square, P-values Z-test, ANOVA, Factor analysis. Major findings were: (1) It has been found that out of 100, 33 percent teachers of teacher training institutions are highly committed to their profession while 38 percent has been found to be moderately committed and small number of them i.e. 29 percent are less committed. (2) It has been found that out of 100, 46 percent teachers of self finance teacher training institutions are highly committed to their profession while 36 percent has been found to be moderately committed and small number of them i.e. 18 percent are less committed. (3) It has been found that out of 100, 16 percent teachers of Govt./Govt. aided teacher training institution are highly committed to their profession while 43 percent has been found to be moderately committed and 41 percent of them are less committed. (4) There is significant positive correlation exists between the professional commitment and teacher's effectiveness of the teachers working in teacher training institutions (5) There is non-significant correlation exists between the professional commitment and job value of the teachers working in teacher training institutions. (6) There is significant positive correlation exists between the professional commitment and thinking style of the teachers working in teacher training institutions. (7) There is significant difference in the professional commitment level of the teachers working in self finance and Govt./Govt. aided teacher training institutions. Teachers of self finance institutions are more committed to their profession than teachers of Govt/Govt aided institutions. (8) There is significant difference in the professional commitment level of the male teachers working in self finance and Govt./Govt. aided teacher training institutions. Male teachers of self finance institutions are more committed to their profession than the male teachers of Govt/Govt aided institutions. (9) There is significant difference in the professional commitment level of the female teachers working in self finance and Govt./Govt. aided teacher training institutions. Female teachers of self finance institutions are more committed to their profession than the female teachers of Govt/Govt aided institutions. (10) There is significant difference in the professional commitment level of the

male and female teachers working in self finance teacher training institutions. Female teachers of self finance institutions are more committed to their profession than the male teachers of self finance institutions. (11) There is significant difference in the professional commitment level of the male and female teachers working in Govt./Govt. aided teacher training institutions. Female teachers of Govt./Govt aided institutions are more committed to their profession than the male teachers of Govt./Govt. aided institutions.

Ambe, et.al. (2014) studied Assessment of Teacher's Professional Competence, Teacher's Teaching Experience on the Implementation of Environmental Education Curriculum in Cross River State, Nigeria. Objectives of the study were to ascertain the relationship between teachers' professional competence and the implementation of the environmental education curriculum in Cross River State, Examine the influence of teachers' teaching experience on the implementation of the environmental education curriculum in Cross River State. The ex-post-facto research design was used for the study. The sample for this study consists of four hundred and eighty teachers using simple random technique. The instrument used for this study was a questionnaire constructed by the researcher titled "Teachers Perception of Environmental Education Questionnaire (TPEEQ)". Data were analyzed by calculating r value, f value. Major findings were: (1) Teachers' professional competence has a significant relationship with implementation of the environmental education curriculum in Cross River State. (2) Teachers' years of teaching experience does not significantly influence the implementation of the environmental education curriculum in Cross River State.

Copriady (2014) conducted a study on Teachers Competency in the Teaching and Learning of Chemistry Practical. The purpose of this study is to determine the competency of Chemistry teachers in Riau Indonesia and the contribution on Chemistry practical and laboratory experiments. Survey method was used. The samples are randomly selected consisting of 234 chemistry teachers in Riau, Indonesia. Questionnaire was used to collect data for the present study. Data were analyzed using multiple regressions to assess the contribution of the four components of competency to analyze the quality of teaching and learning for practical chemistry. Major findings were: (1) Teachers competency in designing a practical or chemistry experiment was tested and

the finding shows Beta = .686, $t = 2617$, sig = 0:00 <0.05, and $R^2 = .470$. This means that teachers' competency in designing is moderate, as it only contributes 47% to the planning of Chemistry practical. (2) Teachers competency in designing Chemistry practical activities for evaluation is Beta = .589, $t = 11\ 144$, sig = 0:00 <0.05, and $R^2 = .347$. This finding means that designing competency is only accounted for 34.7% of all the practical competency assessment. This illustrates that teacher competency in designing practical activities is at the low level. (3) Teachers competency in planning for Chemistry practice is at the moderate level (46.3%). (4) Contribution of competency in planning a practical evaluation, however the contribution is low at 41.4%. (5) The contribution of designing and planning competencies towards practical implementation (53.7%) are higher than the practical evaluation (45.6%). This shows that there is a significant relevance among determination of the subject matter, purpose and learning experiences.

Ponmozhi & Nellaiyapen (2014) studied Emotional Intelligent Student Teacher's Preferred Teaching Competencies. Main objective was to find whether the emotional intelligence of the student teachers has influence on their preference to teaching competencies. Normative Survey Method has been used. By using Random Sampling Technique 622 student teachers are selected from Tamilnadu and used as subjects of this study. The Emotional Intelligence Scale standardized by Hyde, A., et al. and Teaching Competency scale constructed and standardized by the researchers has been utilized to collect the data. Coefficient of Correlation is used to analyze the data. Findings were: (1) The coefficient of correlation between sub scales of teaching competency and emotional intelligence is found to be 0.30, 0.27, 0.42, 0.37, 0.56, 0.54, 0.58, 0.48 and 0.65 and found significant at 0.01 level. Hence it is concluded that there is significant positive relationship between emotional intelligence and teaching competencies of student teachers.

Narayanaswamy & Rao (2014) studied Job Involvement of Secondary School Teachers and its Effect on Teaching Competency. The main objective of this study was to see the effect of few variables like teaching competence, sex, experience and locality on job involvement of secondary school teachers. The data was collected from 200 teachers working in Mandya district. Job involvement inventory (standardized) by Lodahl and Kejner, 1965, Teaching

competency scale (standardized) by Dr Sudha and Sri Sathyanarayana, 1982. The F- values calculated indicated that none of the above variables had any effect on job involvement of secondary school teachers. Major findings were: (1) Job involvement scores of secondary school teachers by their competence and sex indicated that competence and sex do not affect the job involvement of secondary school teachers, F-value ($F=2.03$) for competence and the F-value ($F= 2.13$) for sex were not significant at 0.05 level. (2) Job involvement scores of secondary school teachers by their competence and teaching experience indicated that competence as well as teaching experience do not affect the job involvement of secondary school teachers, as they obtained F-value ($F=2.12$) for competence and the F- value ($F= 0.25$) for teaching experience were not significant at 0.05 level. (3) Job involvement scores of secondary school teachers by their competence and locality indicated that competence as well as locality indicated do not affect the job involvement of secondary school teachers, as the obtained F- value ($F=2.17$) for competence and the F-value ($F= 0.06$) for locality were not significant at 0.05 level.

Sain, et, al.(2014) conducted A Comparative study on the Teaching Competency between Novice and Veteran Teachers in the Teaching Learning Process of Secondary School of Bilaspur City Chhattisgarh. Objectives were to study the relationship between novice and veteran teacher in their teaching competency, to compare the teaching competency of novice and veteran teacher, to compare the effect of generation gap in the teaching of male veteran and female veteran teacher. sample selected for the study was of 40 teachers'; 20 veterans and 20 novice teachers' including under categorization of 10 male and 10 female in both the novice and veteran teachers' group following random method of sampling. In the present study descriptive cross sectional survey method of investigation has been used. The teaching competency scale constructed by the investigator is used. Data were analyzed by calculating t-test. Findings were: (1) There was significant difference due to effect of generation gap among total novice and total veteran teachers in their teaching competency. (2) There was significant difference due to effect of generation gap in the teaching competency of private novice and private veteran teachers. (3) There was significant difference due to effect of generation gap on in the teaching competency of government novice and

government veteran teachers. (4) There were significant difference due to effect of generation gap in the teaching competency between male novice and male veteran teachers. (5) There were significant difference due to effect of generation gap in the teaching competency between female novice and female veteran teachers.

Tawalbeh & Ismail (2014) An Investigation of Teaching Competencies to Enhance Students' EFL Learning at Taif University. Research questions were: Which teaching competencies were used by Taif University instructors to enhance EFL students' learning in the Preparatory Year Program? Which teaching competencies were rarely or not demonstrated by Taif University instructors while teaching EFL students in the Preparatory Year Program? Are there any statistically significant differences in implementing the teaching competencies due to instructors' qualifications? Are there any statistically significant differences in implementing the teaching competencies due to instructors' years of experience? A sample of 33 male instructors was selected as sample. The researchers developed a questionnaire of 46 items for data collection. Mean, S.D., one way ANOVA were used. Findings were: Instructors demonstrated satisfactory teaching practices i.e. Defines objectives/outcomes for students verbally, written, or not at all, Provides examples that show preparation by instructor, Makes content concepts suitable for students' age and educational background, Adapts the lesson content to students' levels of proficiency but their practices in the other items i.e. Discusses objectives/outcomes at the end of class, Uses supplementary materials to make the ideas clear and meaningful (graphs, visual aids), Demonstrates knowledge of teaching strategies and selects those that meet students' needs and learning styles, Designs interactive learning environment that ensures safety, students' cooperative learning were either rarely or not demonstrated, instructors demonstrated satisfactory performance in half of the teaching competencies implemented in the classroom viz., (Building Background) links content concepts explicitly to students' background\knowledge, Emphasizes key vocabulary (introduced, written, repeated and highlighted for students to see), (Comprehensible input) makes his speech appropriate for the level of students' proficiency, Explains academic activities clearly, Makes the introduction gain the students'

attention, Maintains rapport, Emphasizes the most important points, Gives examples to explain content clearly, Presents a stimulating lecture, Provides enough time for students' before output, Provides students with activities to apply knowledge in the classroom, Offers students opportunities to relate learning to real life., instructors demonstrated satisfactory performance in Provides comprehensive review of most important vocabulary items, Provides comprehensive review of most important content concepts, there are significant differences in implementing the teaching competencies due to instructors' qualifications, there are significant differences in implementing the teaching competencies for the sake of the instructors holding diploma after the bachelor degree, there are no statistically significant differences in implementing the teaching competencies in the Preparatory Year Program due to instructors' years of experience.

2.2 STUDIES RELATED TO ECONOMICS EDUCATION

Singh (1999) conducted a study on Commerce Education Programme in Higher Secondary Schools of Gujarat Refinery in Baroda City. One of the main objectives was to study Commerce Education Programme in Gujarati medium school and English medium school of Gujarat Refinery. Questionnaire and general information sheet was research tools and found that English medium students felt economics more difficult than Gujarati medium students.

Gurjar (2005) conducted study on Achievement in Economics of standard XI students of Gujarati medium schools of Vadodara city. One of the main objectives was to study the achievement of students of standard XI in Economics. Investigator has prepared achievement test of 40 marks. One of the major finding of the study was that the mean achievement of students of standard XI in economics found to be 21.16 which means majority of students are average achievers in Economics.

Madhuri (2005) studied Status of Commerce Education in the English Medium Higher Secondary Schools of Vadodara city. One of the main objective was to study the opinions of teachers and students regarding present status of Commerce Education of higher secondary level. Questionnaire for

the teachers and students was prepared. Major finding of the study were: (1) Teachers mostly used lecture method, Question-answer technique and discussion method in the class room. (2) Commerce Education in the schools studied was found to be more theoretical and very little of practical work. (3) Most of the teachers and students feel that the library facility for Commerce stream is not sufficient. (4) Most of the teachers and students pointed out the non-availability of Audio-visual aids in schools. (5) Most of students felt Economics as a difficult subject of commerce stream.

Patil (2010) conducted a study on present status of Economics Teaching in Maharashtra at Secondary School Level. Objectives of the study were Content analysis of text books of Economics, to identify teaching practices used by teachers, to identify problems related to teaching of economics, to identify evaluation pattern applied for economics. 18 teachers were taken as sample. Questionnaire for teachers was consists of teacher's qualification and task consignment for economics, teaching resources and methodology and evaluation pattern. Major findings of the study were: (1) Majority teachers use lecture method for teaching Economics. (2) The teaching of Economics is not enriched by most of teachers using various learning resources other than text books; few of them provide references from news papers or magazines. (3) There is no any teacher with PG in Economics and very few have Economics as one of the optional paper of Economics in UG. It means, the subject is taught by teachers not belonging to Economics. (4) Most of the teachers have no qualification of teaching methodology of economics and very few have acquired training as second methodology.

Ramana (2010) studied Status of Economics Teaching in Secondary Schools of Andhra Pradesh. Researcher found that: (1) Competency of the teachers depends upon their qualification. (2) Economics teachers are being appointed if they have studied any two of the subjects at the degree level: History, Economics, Geography, Political Science and Public Administration, Sociology and Commerce. Due to this, a few teachers without studying economics became social studies teachers. They reported difficulties in teaching economics. (3) Though most economics teachers follow the lecture method, they are not able to deliver lectures effectively. It is well known that this method is not sufficient to develop understanding about abstract concepts.

Economics teachers generally use two instructional media - textbooks and blackboard. They are not sufficient to teach economics. The latest knowledge on the content is also essential to encourage the students to involve in the teaching learning process, which should be two way process. (4) Many of teachers do not use or prepare teaching learning material. This led to poor student attainment. There is a chance of students getting confused. Finally these media decreases the interest and attention of students in learning economics. Economics teachers commented that there is less scope in economics to prepare the teaching learning material. Some teachers reported their inability to prepare the TLM. (5) Some teachers do not have in-depth knowledge in the contents which leads to difficulty in preparing the TLM. Lack of activities in textbooks is also one of the reasons for this phenomenon. At present, utilization of audio-visual aids in economics teaching is very less.

2.3. SUMMARY OF THE REVIEW OF RELATED LITERATURE

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 Uttar 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 Tamil nadu. 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.

2.4 IMPLICATION OF THE REVIEW OF RELATED LITERATURE FOR 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 organisation, 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.