

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

4.0. INTRODUCTION

Chapter three has described all the details regarding the methodology of the present study. This chapter presents analysis and interpretation of the data objective wise. The investigator has used quantitative and qualitative techniques for the analysis of data collected for the present study. The analysis and interpretation of data is presented objective wise in different sections.

Section-I describes Expected Teaching Competencies of Economics Teachers of 39 Higher Secondary Schools of Anand District. It also presents data on the perceptions of Economics Teachers on Economics Teaching, Content cum Pedagogic analysis of the Economics Text book of Std. XI., Views of Parents, and Identification of Learning needs of the students.

Section-II covers the Competencies in practice of Economics employing Conceptual Model and views of students on the performance of Economics Teachers.

Section- III covers gaps between the teaching competencies Expected and Practiced by the teachers teaching Economics.

4.1. SECTION-I (Analysis of Objective 1)

- 1. Objective:** To identify the teaching competencies expected among the teachers teaching Economics.

A. Perception of Economics Teachers on Economics Teaching

The investigator has collected data regarding the perception of Economics Teachers on Economics Teaching. The percentage was calculated for each presented close ended item, competencies & sub-competencies. Content analysis was done for open ended items.

TABLE 4.1
PERCEPTION OF ECONOMICS TEACHERS ON THE COMPETENCIES
REQUIRED TO BE A TEACHER OF ECONOMICS

Ability	Responses
Oral and Written Expression	42 (100%)
Information ordering	41 (97.62%)
Grouping things in different ways	40 (95.23%)
Ability to come up with number of ideas	42 (100%)
Determining time, costs, resources to perform activity	40 (95.23%)
Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events related to Economics	36 (85.71%)
Assigning the value, importance and quality of things or people	38 (90.48%)

From the table 4.1, it is evident that out of the 42 (100%) respondent teachers, majority of the teachers (> 85%) perceived that all the above mentioned competencies are required for the Economics teachers.

TABLE 4.2
PERCEPTION OF ECONOMICS TEACHERS ON PRACTICABILITY OF
ECONOMICS EDUCATION

Practicability of Economics Education	Responses	
	Yes	No
	30 (71.43%)	12 (28.57%)

Out of 42, 71.43% of teachers perceived that Economics Education has practicality due to following reasons:

- 06 teachers said that it is practical because assumptions can be known, market can be analyzed, and it gives information about matters which can be utilized in daily life.
- 05 teachers said that it gives scope for different activities.
- 04 teachers said that field work provides practical view.
- 04 teachers responded that economics education provides base for utilization.
- 01 teacher said that it makes us familiar with production and services.
- 04 teachers said that it gives bases for operating the market.
- 03 teachers said that economics education is practical because it gives knowledge about how to handle market. There is scope for utilization.
- 02 teachers responded that economics education makes us aware about changing modes of transaction and services.
- 01 teacher said that it gives knowledge about options.

Out of 42, 28.57% of teachers perceived that Economics Education has less practicality due to following reasons:

- 07 teachers said that economics education in four walls does not help. Lack of resources makes it more theoretical. The present economics text book is not like CBSE board economics text book. Practicality is missing.
- 03 teachers have responded that there is a wide gap between theory and practicals. Economics Education has become exam oriented.
- 02 teachers said that only bookish knowledge cannot help the students.

TABLE 4.3
PERCEPTION OF ECONOMICS TEACHERS ON FACILITIES REQUIRED
FOR TEACHING ECONOMICS

Facility	Responses
Learning Resources Centre	42 (100%)
Teaching Learning Material Room	41 (97.62%)
Computer Laboratory	41 (97.62%)

From the table 4.3, it is evident that majority of the teachers ($\geq 98\%$) have perceived Learning Resources Centre, Teaching Learning Material Room, Computer Laboratory as facilities required for Teaching Economics.

List of activities to make Theories of Economics well applicable.

- 09 teachers suggested surveys, searching, visiting, exhibitions;
- 05 teachers said that group discussion, questioning, oral presentations, demonstration are important;
- 08 teachers responded that seminar, guidance, economics club constitution, project works are helpful for making theories well applicable;
- 06 teachers said that the teaching aids do facilitate Teaching of Economics.
- 01 teacher said that situational presentation can make theories of economics well applicable;
- 02 teachers suggested power point presentation;
- 03 teachers suggested using of charts, graphs and pictures;
- 03 teachers have given their views for the arrangement of oral and written activities like cuttings from magazines, newspapers, and use of internet.
- 05 teachers said that field visits of commercial places can be helpful.

TABLE 4.4
PERCEPTION OF ECONOMICS TEACHERS ON SKILLS REQUIRED FOR
EFFECTIVE TEACHING OF ECONOMICS

Skills	Most Required	Somewhat Required	Least Required
Diversity Awareness Skill	35 (83.33%)	07 (16.67%)	-----
Critical-Thinking Skill	26 (61.90%)	15 (35.71%)	01 (02.80%)
Problem Skills Solving	28(66.67%)	12 (28.57%)	02 (04.76%)
Computation and Graphical Representation Skill	27 (64.29%)	13 (30.95%)	02 (04.76%)
Technical Proficiency	14 (33.33%)	22 (52.38%)	06 (14.29%)
Observation Skill	16 (38.10%)	21 (50.00%)	05 (11.90%)
Interpretation Skill	29 (69.05%)	09 (21.43%)	04 (09.52%)
Demonstration Skill	15 (35.71%)	26 (61.90%)	01 (02.80%)
Skill of Inferencing	18 (42.86%)	16 (38.10%)	08 (19.05%)
Skill of Hypothesizing	13 (30.95%)	20 (47.62%)	09 (21.43%)
Skill of Predicting	18 (42.86%)	20 (47.62%)	04 (9.52%)
Skill of Analyzing	26 (61.90%)	16 (38.10%)	-----
Skill of Decision Making	34 (80.96%)	07 (16.67%)	01 (02.80%)
Vocational Skill	29 (69.05%)	12 (28.57%)	01 (02.80%)
Communication Skill	18 (42.86%)	16 (38.10%)	08(19.05%)

It is evident from Table 4.4. that a majority of the teachers perceived Diversity Awareness Skill (83.33%) and Skill of Decision Making (80.96%) as the most required for teaching Economics whereas, the other most required teaching skills perceived by the respondents were Critical-Thinking Skill (61.90%), Problem Skills Solving (66.67%), Computation and Graphical Representation Skill (64.29%), Interpretation Skill (69.05%), Skill of Analyzing (61.90%) and Vocational Skill (69.05%).

08 (19.05%), 09 (21.43%) and 08 (19.05%) of the teachers perceived Skills of inferencing, Hypothesizing, and Communication as least required for effective teaching of Economics, respectively.

Relation of Economics with Social Studies:

- 05 teachers said they relate subject through sharing about utilization of resources and comforts, economic prosperity;
- 06 teachers said that they relate subject by giving reflection on socio-economical issues and talks on maximum benefits and minimum losses;
- 07 teachers said that they share about economic scarcity in social life;
- 04 teachers said that they ask students about daily financial management transactions, 02 teachers responded that they discuss current economic issues, 01 teacher said that he asks about planning and implementation related to economic to the students, 04 teachers said that they share consumption with students which affects their life; 05 teachers responded that they link gains, saving, and investment;
- 01 teacher said that he makes them aware about prevailing conditions and alternative uses, 01 teacher said that he discusses on economic issues, while 02 teachers responded that they ask students about the management of their life.
- 03 teachers said that they discuss causes and consequences which affect social life.

Salient Features of Teaching Economics:

- 05 teachers said features like- Economic efficacy, application of theory into practice, national and global perspective, and other 05 said that to prepare disciplined citizens, to prepare productive members and skillful people economics teaching is essential.
- 04 teachers have given features like- for the development of analytical ability, for making them practical for economic, social and political matter, for satisfactory utility.
- 02 teachers said that it is needed for better life.
- 04 teachers said that it enhances entrepreneur skills- decision making, observation, 01 teacher replied that for broad knowledge of economical matters, other 03 said that to make the students familiar about business and service available, 03 teachers said that economics teaching is helpful to create productive and skillful citizens.
- 07 teachers have given economics teaching features- increases inquiry ability, provides platform for decision, provides knowledge for ups and downs at national and international fronts, prepares individual for business life.
- 03 teachers suggested features like- develops analysis of skill, explains reality of economic life, develops critical thinking, and teaches art of living, while other 01 teacher said that it provides base for economic independence.
- 03 teachers responded that it is required for preparation of efficient consumer whereas other 01 said that it has theoretical and practical sides.

TABLE 4.5
PERCEPTION OF ECONOMICS TEACHERS ON DEVELOPMENT OF
COMPETENCIES TO UNDERSTAND ECONOMIC PROBLEMS

Competencies	Responses
Competency of earning and consuming	42 (100%)
Competency to understand the use of knowledge of Economics in day to day personal life	42 (100%)
Competency in undertaking one's own enterprise	42 (100%)
Competency of vocational change	42 (100%)
Competency to pursue more than one economic activity	42 (100%)
Competency to understand the economic issues facing the nation	42 (100%)
Competency of participating in economic and business life of the society	42 (100%)
Competency to pursue a specialized vocation	41 (97.62%)

From the table 4.5, it can be seen that out of the 42 (100%) respondent teachers, almost all the teachers perceived development of following competencies among the students to understand economic problems.

- Earning and consuming
- Understanding Economics in day to day personal life
- Undertaking one's own enterprise
- Vocational change
- Pursuing more than one economic activity
- Understanding the economic issues
- Participating in economic and business life
- Pursuing a specialized vocation

Development of International Outlook of the Students

- 03 teachers said that they motivate students as per their interest, 04 teachers said that they arrange various activities, comparisons, makes them aware about changes, 10 teachers said they develop international outlook through putting them in a situation for planning and implementation, by arranging post prayer talks on economics topic;
- 02 teachers responded they assign concept related searching activity from internet and other sources to the students, whereas, 01 teacher said that he assigns comparison of different economics concepts to the students.
- 08 teachers said that they give information and illustrations regarding trends, currency and other international focuses; 01 teacher said that he covers international aspects during discussion, whereas, 03 teachers said that they make students familiar about international products;
- 04 teachers said that they give examples while teaching economics, 01 teacher said that he provides guideline for tasks whereas, 01 teacher responded that he introduces market up downs and makes the students familiar with these.
- 02 teachers said that they suggest reading of news, use of internet to the students.

Development of Economics Literacy among the Students:

- 05 teachers said that they arrange economics fun game, reading activity, keep students in contact of resources, whereas, 02 teachers said that they suggest different references to the students;
- 07 teachers said that they provide assignments and searching activities.
- 01 teacher responded that he advises for prior reading before the content is taught to the students; 02 teachers said that they give emphasis on new economics related words during period, whereas, 07 teachers said that they assign activities like search of the meaning of words and full form of abbreviation.

- 06 teachers said that they encourage economic communication.
- 03 teachers said they provide searching based assignments to the students, whereas, 01 teacher said that he writes new word on black board and their meanings.
- 04 teachers said that they suggest reading related to economics and preparation of materials.

PERCEPTION OF ECONOMICS TEACHERS ON COMPETENCIES AND SUB-COMPETENCIES OF TEACHING ECONOMICS

TABLE 4.6
PERCEPTION OF ECONOMICS TEACHERS ON SUBJECT CONTENT

Competencies	Most Important	Important	Least Important
Appropriate to achieve objectives	27 (64.29%)	13 (30.95%)	02 (04.76%)
Helping to develop desirable attitude	24 (57.14%)	18 (42.86%)	-----

It is evident from table 4.6 that 64.29% teachers perceived that setting content as appropriate to achieve objectives as most important, 30.95% as important, 4.76% least important. 57.14% teachers perceived helping to develop desirable attitude is most important, whereas, 42.86% as important.

TABLE 4.7
PERCEPTION OF ECONOMICS TEACHERS ON ORGANISING CONTENT

Competencies	Most Imp	Imp	Least Imp
Logically	30 (71.42%)	12 (28.57%)	01 (02.38%)
Psychologically	25 (59.52%)	16 (38.10%)	01 (02.38%)
Systematically	31 (73.81%)	11 (26.19%)	-----

It is evident from the table 4.7 that out of 42 (100%) teachers, majority of the teachers 71.42% perceived organizing content logically as most important, whereas, 2.38% least important. A majority of the teachers 59.52% perceived organizing content psychologically as most important, 38.10% important, whereas, 2.38% least important. A majority of the teachers 73.81% perceived organization of systematically as most important, whereas, 26.19% important.

TABLE 4.8
PERCEPTION OF ECONOMICS TEACHERS ON DECIDING
INSTRUCTIONAL OBJECTIVES

Competencies	Most Imp	Imp	Least Imp
As per the characteristics of Economics Discipline	28 (66.67%)	14 (33.33%)	-----
As per the characteristics of the learner	28 (66.67%)	14 (33.33%)	-----
As per the needs of the Society	31 (73.81%)	11 (26.19%)	-----
Building on the previous knowledge of Students	26 (61.90%)	16 (38.10%)	-----
Leading to what they have to study further in Economics	25 (59.52%)	17 (40.48%)	-----
Specifically	24 (57.14%)	18 (42.86%)	----
Adequately	25 (59.52%)	17 (40.48%)	----
Feasibly	27 (64.29%)	15 (35.71%)	-----

It is evident from Table 4.8 a majority of the teachers perceived that the instructional objectives should be delineated on the bases of characteristics of the discipline 66.67%, characteristics of the learners 66.67%, needs of the society 73.81%, building on the previous knowledge of the students 61.90%, and leading to what the students have to study further 59.52% as most important. Further they responded that the objective be stated specifically 57.14%, adequately 59.52%, and feasibly 64.29% as most important. Rest of the teachers perceived all these competencies as important.

TABLE 4.9
PERCEPTION OF ECONOMICS TEACHERS ON CLASSIFYING
OBJECTIVES ACCORDING TO DOMAINS

Competencies	Most Imp	Imp	Least Imp
Cognitive domain	34 (80.95%)	08 (19.04%)	-----
Affective domain	24 (57.14%)	15 (35.71%)	03 (07.14%)
Psychomotor domain	20 (47.62%)	20(47.62%)	02 (04.76%)

Table 4.9 reveals that 80.95% of the teachers perceived competency-classifying objectives according to Cognitive domain as the most important, whereas, 19.04% as important. 57.14% perceived classifying objectives according to Affective domain as most important, 35.71% as important, whereas, 7.14% as least important. 47.62% perceived Psychomotor domain as the most important for Economics Teaching, 47.62% as important, whereas, 4.76% as least important.

TABLE 4.10
PERCEPTION OF ECONOMICS TEACHERS ON SELECTING
APPROPRIATE TEACHING METHODS

Competencies	Most Imp	Imp	Least Imp
Appropriate to the students	33 (78.57%)	09 (21.43%)	----
Appropriate for presenting the topic	34 (80.95%)	08 (19.05%)	----
Suitable to learn facts, concepts and principles	28 (66.67%)	13 (30.95%)	01 (02.38%)

Table 4.10 reveals that a majority of the teachers i.e. 80.95% perceived selecting appropriate teaching methods appropriate for presenting the topic as most important, whereas, 19.05% as important. 78.57% perceived that teaching method should be appropriate for the students as most important, whereas, 21.43% as important. 66.67% perceived that the teaching method should be suitable to learn facts, concepts and principles as most important, 30.95% as important, whereas, 2.38% as least important.

TABLE 4.11
PERCEPTION OF ECONOMICS TEACHERS ON CHOOSING TEACHING AIDS

Competencies	Most Imp	Imp	Least Imp
Suitable to the pupils	31 (73.81%)	11 (26.19%)	-----
In line with the content	35 (83.33%)	07 (16.67%)	-----
Adequate for attaining objectives	22 (52.38%)	20 (47.62%)	-----
Cost Effectively	23 (54.76%)	18 (42.86%)	01 (02.38%)

It is evident from Table 4.11 that a majority of the teachers 73.81% perceived choosing teaching aids suitable to the pupils as most important, whereas, 26.19% important. 83.33% teachers perceived choosing teaching aids in line with the content as the most important for Economics, whereas, 16.67% as important. 52.38% perceived that teaching aids to be adequate for attaining objectives as most important, whereas, 47.62% as important. 54.76% perceived that teaching aid should be cost effective as most important, 42.86% as important, whereas, 2.38% as least important.

TABLE 4.12
PERCEPTION OF ECONOMICS TEACHERS ON INTRODUCING LESSON
AND SUSTAINING ATTENTION

Competencies	Most Imp	Imp	Least Imp
Using students previous knowledge	23 (54.76%)	19 (45.24%)	----
Pausing meaningfully	17 (40.48%)	21 (50.00%)	04 (09.52%)
Oral visual switching	18 (42.86%)	24 (57.14%)	-----

It can be observed from the table 4.12 that 54.76% perceived using students previous knowledge as the most important, whereas, 45.24% as important. 40.48% respondents perceived pausing meaningfully as most important, 50% important, whereas, 9.52% as least important. Switching was perceived most important by 42.86% respondents, whereas, important by 57.14%.

TABLE 4.13
PERCEPTION OF ECONOMICS TEACHERS ON USING METHODS IN
TEACHING ECONOMICS

Competencies	Most Imp	Imp	Least Imp
Lecture	26 (61.90%)	16 (38.10%)	-----
Discussion	32 (76.19%)	10 (23.81%)	-----
Problem-solving	27 (64.29%)	14 (33.33%)	01 (02.38%)
Project	31 (73.81%)	11 (26.19%)	-----
Demonstration	21 (50.00%)	20 (47.62%)	01 (02.38%)
Field study of Assignment	21 (50.00%)	20 (47.62%)	01 (02.38%)

It is evident from Table 4.13 that 61.90% of the teachers perceived lecture as most important, whereas, 38.10% important. 76.19% of the teachers perceived discussion as most important, whereas, 23.81% important. 64.29% of the teachers perceived problem solving as most important, 33.33% important, whereas, 2.38% as least important. 73.81% teachers perceived project as most important, whereas, 26.19% as important. 50% of the teachers perceived demonstration as most important, 47.62% as important, whereas, 2.38% as least important. 50% of the teachers perceived field study of assignment as most important, 47.62% as important, whereas, 2.38% as least important.

TABLE 4.14
PERCEPTION OF ECONOMICS TEACHERS ON EXPLANATION OF
CONCEPTS AND PRINCIPLES

Competencies	Most Imp	Imp Fairly I	Least Imp
Using appropriate vocabulary	29 (69.05%)	13 (30.95%)	----
Speaking correctly and fluently	33 (78.57%)	09 (21.43%)	----
Using appropriate examples	36 (85.71%)	06 (14.29%)	----
Observing continuity in sequence of ideas	29 (69.05%)	13 (30.95%)	----
Using teaching aids	29 (69.05%)	13 (30.95%)	----
Using well organized lecture leading to classroom discussion	33 (78.57%)	08 (19.05%)	01 (02.38%)

It is evident from Table 4.14 that a large majority of the teachers perceived using appropriate vocabulary 69.05%, speaking correctly and fluently 78.57%, using appropriate examples 85.71%, observing continuity in sequence of ideas 69.05%, using teaching aids 69.05%, and using well organized lecture leading to classroom discussion as most important.

TABLE 4.15
PERCEPTION OF ECONOMICS TEACHERS ON ASKING QUESTIONS

Competencies	Most Imp	Imp	Least Imp
Well structured	29 (69.05%)	13 (30.95%)	-----
Relevant to the topic	32 (76.19%)	10 (23.81%)	-----
Specific and concise	29 (69.05%)	13 (30.95%)	-----
Sufficient in number	23 (54.76%)	18 (42.86%)	01 (02.38%)
Seeking further information	25 (59.52%)	16 (38.10%)	01 (02.38%)
Developing critical awareness	17 (40.48%)	25 (59.52%)	----

Table 4.15 reveals that 69.05% of the teachers perceived asking questions well structured as most important, whereas, 30.95% important. 76.19% of the teachers perceived asking questions relevant to the topic as most important, whereas, 23.81% important. 69.05% of the teachers perceived asking questions specific and concise as most important, whereas, 30.95% important. 54.76% of the teachers perceived asking questions sufficient in number as most important, 42.86% as important, whereas, 2.38% as least important. 40.48% of the teachers perceived asking questions developing critical awareness as most important, whereas, 59.52% as important.

TABLE 4.16
PERCEPTION OF ECONOMICS TEACHERS ON INCREASING PUPILS' PARTICIPATION

Competencies	Most Imp	Imp	Least Imp
Discussion by Students	36 (85.71%)	06 (14.29%)	-----
Field Study by Students	29 (69.05%)	13 (30.95%)	-----
Demonstration by Students	28 (66.67%)	14 (33.33%)	-----

It is evident from table 4.16 that majority of the teachers 85.71% perceived discussion by students as the most important, 69.05% field Study by students, whereas, 66.67% perceived demonstration by students as the most important.

TABLE 4.17
PERCEPTION OF ECONOMICS TEACHERS ON USING CHALK BOARD

Competencies	Most Imp	Imp	Least Imp
Writing neatly	33 (78.57%)	09 (21.43%)	----
Maintaining continuity writing adequately	35 (83.33%)	07 (16.67%)	----
Drawing simple diagrams	38 (90.48%)	04 (09.52%)	----

It is evident from Table 4.17 that a large majority of the teachers perceived writing neatly 78.57%, maintaining continuity writing adequately 83.33%, whereas, drawing simple diagrams as most important.

TABLE 4.18
PERCEPTION OF ECONOMICS TEACHERS ON ORGANIZING AND SUPERVISING FIELD TRIPS

Competencies	Most Imp	Imp	Least Imp
Selecting objectives of field studies	31 (73.81%)	11 (26.19%)	----
Selecting suitable industry/site	35 (83.33%)	06 (14.29%)	01 (02.38%)
Instructing students on field trip/visit	29 (69.05%)	13 (30.95%)	----
Orientating for field trip	26 (61.90%)	15(35.71%)	01 (02.38%)

Table 4.18 reveals that 73.81% of the teachers perceived selecting objectives of field studies as most important, whereas, 26.19% important. 83.33% of the teachers perceived selecting suitable industry/site as most important, 14.29% important, whereas, 2.38% as least important. 69.05% of the teachers perceived Instructing students on field trip/visit as most important, whereas, 30.95% important. 61.90% of the teachers perceived orientating for field trip as most important, 35.71% important, whereas, 2.38% as least important.

TABLE 4.19
PERCEPTION OF ECONOMICS TEACHERS ON GIVING HOMEWORK
AND ASSIGNMENTS

Competencies	Most Imp	Imp	Least Imp
Defining objectives	28 (66.67%)	14 (33.33%)	----
Considering individual differences	23 (54.76%)	19 (45.24%)	----
Giving assignments at proper stage of lesson	21 (50.00%)	15 (35.71%)	06 (14.29%)
Selecting appropriate time limit	28 (66.67%)	14 (33.33%)	----
Correcting Assignments properly	30 (71.43%)	12 (28.57%)	----

It is evident from Table 4.19 that 66.67% teachers perceived that defining objectives of giving homework as most important, whereas, 33.33% as important. 54.76% teachers perceived considering individual differences while giving homework as most important, whereas, 45.24% as important. 50% teachers perceived giving assignments at proper stage of lesson as most important, 35.71% important, whereas, 14.29% as least important. 66.67% teachers perceived that selecting appropriate time limit while giving homework as most important, whereas, 33.33% as important. 71.43% teachers perceived correcting assignment properly as most important, whereas, 28.57% as important.

TABLE 4.20
PERCEPTION OF ECONOMICS TEACHERS ON MAINTAINING
CLASSROOM DISCIPLINE

Competencies	Most Imp	Imp	Least Imp
Planning for the day's lesson before hand	39 (92.86%)	03 (07.14%)	-----
Making attractive beginning to set the mind of the pupils	31 (73.81%)	11 (26.19%)	-----
Changing the teaching method when required	28 (66.67%)	14 (33.33%)	-----
Giving opportunities to ask questions	25 (59.52%)	17 (40.48%)	-----
Motivating students constructively for observing discipline	29 (69.05%)	13 (30.95%)	-----

It is evident from Table 4.20 that 92.86% teachers perceived planning for the day's lesson before hand as most important, whereas, 07.14% important. 73.81% teachers perceived making attractive beginning to set the mind of the pupils as most important, whereas, 26.19% important. 66.67% teachers perceived changing the teaching method when required most important, whereas, 33.33% important. 59.52% of the teachers found giving opportunities to ask questions most important, whereas, 40.48% important. 69.05% of the teachers found motivating students constructively for observing discipline most important, whereas, 30.95% important.

TABLE 4.21
PERCEPTION OF ECONOMICS TEACHERS ON CLOSING THE LESSON

Competency	Most Imp	Imp	Least Imp
Consolidating aptly	24 (57.14%)	18 (42.86%)	-----

It is evident from Table 4.21 that 57.14% teachers perceived consolidating aptly as the most important competency of closing the lesson, whereas, 42.86% important.

TABLE 4.22
PERCEPTION OF ECONOMICS TEACHERS ON DEVELOPING
STUDENTS' INTEREST IN ECONOMICS

Competencies	Most Imp	Imp	Least Imp
Arranging group work	31 (73.81%)	11 (26.19%)	-----
Suggesting resources	24 (57.14%)	18 (42.85%)	-----
Providing opportunities to discuss ideas	29 (69.05%)	13 (30.95%)	----

It is evident from the Table 4.22 that a majority of the teachers 73.81% perceived arranging group work for developing students interest in Economics as most important, whereas, 26.19% important. 57.14% teachers perceived suggesting resources as most important, whereas, 42.85% important. 69.05% teachers perceived providing opportunities to discuss ideas as most important, whereas, 30.95% as important.

TABLE 4.23
PERCEPTION OF ECONOMICS TEACHERS ON DEVELOPING
STUDENTS' ATTITUDE IN ECONOMICS

Competencies	Most Imp	Imp	Least Imp
Encouraging students for viewing TV purposeful programmes related to Economics	28 (66.67%)	14 (33.33%)	-----
Encouraging students to develop hobbies related to Economics	32 (76.19%)	10 (23.81%)	-----
Encouraging questions on Economics in informal situation	24 (57.14%)	18 (42.86%)	-----

It is evident from Table 4.23 that 66.67% teachers perceived encouraging students for viewing TV purposeful programmes related to Economics as most important, whereas, 33.33% important. 76.19% teachers perceived encouraging students to develop hobbies related to Economics as most important, whereas, 23.81% as important. 57.14% teachers perceived encouraging questions on Economics in informal situation as most important, whereas, 42.86% important.

TABLE 4.24

**PERCEPTION OF ECONOMICS TEACHERS ON DEVELOPING
STUDENTS' VALUES TOWARDS ECONOMICS**

Competencies	Most Imp	Imp	Least Imp
Using inquiry approach for teaching Economics	25 (59.52%)	17 (40.48%)	----
Encouraging students' questioning for seeking knowledge	35 (83.33%)	07 (16.67%)	-----
Encouraging students' search for data and data mining	27 (64.29%)	15 (35.71%)	----
Verification of findings	21 (50.00%)	21 (50.00%)	----

It is evident from Table 4.24 that 59.52% teachers perceived using inquiry approach for teaching Economics as most important, whereas, 40.48% important. 83.33% teachers perceived encouraging students' questioning for seeking knowledge as most important, whereas, 16.67% as important. 64.29% teachers perceived encouraging students' search for data and data mining as most important, whereas, 35.71% as important. 50% teachers perceived verification of findings as most important, whereas, 50% important.

TABLE 4.25

**PERCEPTION OF ECONOMICS TEACHERS ON DEVELOPING
DIFFERENT TYPES OF TEST ITEMS**

Competencies	Most Imp	Imp	Least Imp
Objective type	31 (73.81%)	11 (26.19%)	-----
Short answer type	34 (80.95%)	08 (19.05%)	-----
Essay type	28 (66.67%)	13 (30.95%)	01 (02.38%)

Table 4.25 reveals that 73.81% teachers perceived developing objective type test items as most important, whereas, 26.19% important. 80.95% teachers perceived developing short answer type test items as most important, whereas, 19.05% important. 66.67% teachers perceived that developing essay type test items as most important, 30.95% as important, whereas, 02.38% as least important.

TABLE 4.26
PERCEPTION OF ECONOMICS TEACHERS ON CLASSIFYING TEST
INTO DOMAINS

Competencies	Most Imp	Imp	Least Imp
Cognitive domain (measuring students' knowledge)	31 (73.81%)	11 (26.19%)	-----
Affective domain (measuring students' feeling, interest, attitude, values)	28 (66.67%)	14 (33.33%)	----
Psychomotor domain (measuring students' manual skills)	22 (52.38%)	20 (47.62%)	-----

It is evident from Table 4.26 that majority of the teachers 73.81% perceived classifying test into cognitive domain as most important, whereas, 26.19% as important. 66.67% teachers perceived affective domain as most important, whereas, 33.33% as important. 52.38% teachers perceived psychomotor domain as most important, whereas, 47.62% as important.

TABLE 4.27
PERCEPTION OF ECONOMICS TEACHERS ON PREPARING RESULTS

Competencies	Most Imp	Imp	Least Imp
Scoring tests	31 (73.81%)	11 (26.19%)	----
Compiling test results (written, oral, field, home work, assignment)	29 (69.05%)	13 (30.95%)	----
Analyzing results	28 (66.67%)	14 (33.33%)	----
Making rank order	24 (57.14%)	17 (40.48%)	01 (02.38%)
Grading	28 (66.67%)	12 (28.57%)	02 (04.76%)

Table 4.27 reveals that a majority of the teachers 73.81% perceived scoring tests as most important, whereas, 26.19% important. 69.05% respondents perceived compiling test results as most important, whereas, 30.95% as important. 66.67% respondents perceived analyzing results as most important, whereas, 33.33% as important. Making order was perceived by 57.14% as most important, important by 40.48%, whereas, least important by 02.38%. 66.67% teachers perceived grading as most important, 28.57% as important, whereas, 04.76% as least important.

TABLE 4.28
PERCEPTION OF ECONOMICS TEACHERS ON USING RESULTS

Competencies	Most Imp	Imp	Least Imp
Using test results for guiding students	28 (66.67%)	14 (33.33%)	----
Diagnosing students' difficulties	33 (78.57%)	09 (21.43%)	-----
Taking appropriate steps to address students difficulties	27 (64.29%)	15 (35.71%)	-----
Setting a plan for Remedial Teaching	31 (73.81%)	11 (26.19%)	----

It is evident from the Table 4.28 that 66.67% teachers perceived using test results for guiding students as most important, whereas, 33.33% as important. Diagnosing students' difficulties was perceived most important by 78.57%, whereas, important by 21.43%. 64.29% teachers perceived that results must be used for taking appropriate steps to address students difficulties, whereas, 35.71% as important. 73.81% teachers perceived setting a plan for remedial teaching as most important, whereas, 26.19% as important.

B. Content cum Pedagogic Analysis of the Economics Text Book of Standard XI.

Expected Teaching Competencies were identified by the investigator through content cum pedagogic analysis of the Economics text book of Std.XI. The text of Economics subject of Std. XI is divided into two parts. The investigator has employed various criteria of the evaluation of the text, viz., lesson format, content relevance, continuity in presentation, expression, illustration, contextuality of questions, and level of questions and suitability of activities given at the end of the lessons. Keeping in mind the above content cum pedagogy, expected teaching competencies were identified.

TABLE 4.29
ECONOMICS TEXTBOOK CONTENT ANALYSIS (CHAPTER.1, PART I)

Lesson no. and title	Lesson format	Content relevance	Continuity in presentation	Language expression
1	2	3	4	5
CHAPTER: 1 AN INTRODUCTION TO ECONOMICS	Descriptive	<ul style="list-style-type: none"> - There is ambiguity in presentation of western school of economic thought on page no.3, 4,5. - Only four lines are given about methods of economic analysis which does not give any idea. 	<p>Economic problem is given on page no.1 and its affecting factors are given on page no.6.</p> <p>So it should have been given after meaning of economic problem.</p>	<ul style="list-style-type: none"> - Language is not easily understood.

Whether illustration are related to textual content	Adequacy of illustration	Appropriateness of illustrations	Contextuality of questions asked while developing the content	Appropriateness of level of questions/ suitability of activities given at the end of lesson	Expected teaching competency
6	7	8	9	10	
Yes	<p>Illustrations are very less in-</p> <ul style="list-style-type: none"> - Concept of economics on page no, 2,3,4. - Economics as an Art 	Yes	Higher order questions are asked which gives scope for thinking.	<p>Q.2 and Q.6 are repeated.</p> <p>Two matters are asked in one question (Q.2 & Q.6)</p> <p>Too much of Repetition</p>	<ul style="list-style-type: none"> - Know the defining characteristics of the discipline of Economics. - Understand economic perspectives. - Understand the diversity of interpretation arising from the frame of reference. - Communicate clearly and coherently in writing, speaking. - Acknowledging audience and purpose. - Be able to illustrate with example. - Using critical thinking skill. - Continuity in presentation. - Make argument, support with evidence, articulate and answer possible objections. - Present concisely. - Construct appropriate evaluation tool

TABLE 4.30
ECONOMICS TEXTBOOK CONTENT ANALYSIS (CHAPTER.2, PART I)

Lesson no.and title	Lesson format	Content relevance	Continuity in presentation	Language expression
1	2	3	4	5
CHAPTER: 2 CONSUMER BEHAVIOUR	Descriptive	-Total utility and marginal utility should be separately taken up. It requires explanation at length.	Marginal utility analysis (last line on page no.11) is given without prior base of utility. So base should be there.	-Indifference curve (on page no. 18) is not easily understood.

Whether illustration are related to textual content	Adequacy of illustration	Appropriate-ness of illustrations	Contextuality of questions asked while developing the content	Appropriate-ness of level of questions/ suitability of activities given at the end of lesson	Expected teaching Competency
6	7	8	9	10	
No	<p>Examples are not given about-</p> <ul style="list-style-type: none"> - Indifference curve (on page no.18) - Budget line (on page no 19) - Importance of law of diminishing marginal utility also demands for example support. 	Yes	Higher order questions are asked.	<ul style="list-style-type: none"> - Essay, short answer questions are given. - Knowledge, understanding and application abilities can be checked. - MCQ type questions are not included. - Repetition of questions (Q.4, Q6 (1), Q7(1)) 	<ul style="list-style-type: none"> - Understand significant concepts, generalization, principles and theories of Economics. - Make connection to prior knowledge. - Know how to find out and organize information from a variety of sources. - Explanation at length. - Draw inference and determine main idea and supporting details. - Using well organized lecture. - Using appropriate examples. - Clear closing. - Developing different types of test items. - Employing lecture method leading to discussion - Be able to present content orally and in writing.

TABLE 4.31
ECONOMICS TEXTBOOK CONTENT ANALYSIS (CHAPTER.3, PART I)

Lesson no. and title	Lesson format	Content relevance	Continuity in presentation	Language expression
1	2	3	4	5
CHAPTER:3 DEMAND AND ELASTICITY OF DEMAND	Descriptive	Content is relevant	Consistency is maintained	-Language is easy

Whether illustration are related to textual content	Adequacy of illustration	Appropriateness of illustrations	Contextuality of questions asked while developing the content	Appropriateness of level of questions/ suitability of activities given at the end of lesson	Expected teaching Competency
6	7	8	9	10	
Yes	<p>More examples are needed on</p> <ul style="list-style-type: none"> - Determinant-s of demand on page no.24. - Exception on page no.27. - Elasticity of demand on page no.29. 	Yes	Questions are not given while content is presented.	<p>Activity is given at end.</p> <p>Essay, short answer type questions are given.</p> <p>Repetition of questions (Q.2, Q.6(3))</p>	<ul style="list-style-type: none"> - Understand and analyze economic relationships - Read and interpret data in tables and graphs - Establishing cause & effect - Arrange content based activities - Give clear direction for application of theory into practice - Employing problem solving, field study, discussion methods - Ensure pupils work and conduct follow-up of activities - Asking questions developing critical awareness - Connecting with daily life - Suggesting resources

TABLE 4.32
ECONOMICS TEXTBOOK CONTENT ANALYSIS (CHAPTER 4, PART I)

Lesson no.and title	Lesson format	Content relevance	Continuity in presentation	Language expression
1	2	3	4	5
CHAPTER: 4 SUPPLY AND ELASTICITY OF SUPPLY	Descriptive	Yes Less information about price elasticity of supply on page no.38. (only four lines about total income method are not sufficient)	Consistency is seen.	-Language is understood easily.

Whether illustration are related to textual content	Adequacy of illustration	Appropriateness of illustrations	Contextuality of questions asked while developing the content	Appropriateness of level of questions/ suitability of activities given at the end of lesson	Expected teaching Competency
6	7	8	9	10	
Yes	<p>-Less examples on determinants of supply on page no.35</p> <p>-Examples are not given for the explanation of relationship between price and supply.</p> <p>-More examples are needed for overall lesson.</p>	Yes	<p>Higher order questions are asked.</p> <p>Explanation is given for asked questions.</p>	<p>Knowledge, understanding and application type questions are given.</p> <p>Activity is given at the end which is appropriate.</p>	<ul style="list-style-type: none"> - Analyze data and circumstances from vantage points of others. - Information ordering. - Observing continuity in sequence of ideas. - Read and interpret data in tables and graphs. - Diversity awareness skill. - Illustrate with example. - Encouraging Communication. - Assigning activities/group task. - Suggest resources. - Evaluating activity/task

TABLE 4.33
ECONOMICS TEXTBOOK CONTENT ANALYSIS (CHAPTER.5, PART I)

Lesson no. and title	Lesson format	Content relevance	Continuity in presentation	Language expression
1	2	3	4	5
CHAPTER: 5 CONCEPTS OF COST OF PRODUCTION AND REVENUE	Descriptive	-Content is relevant but linkage is not maintained with previous chapter.	<ul style="list-style-type: none"> - Information about the long run average cost, the long run marginal cost is not given. Only meaning of long run production cost is given. - So continuity is broken on page no. 46. - Concept of imperfect competition is new for the students, but detail about it is given in chapter no.6. So without previous base it becomes difficult. 	<p>-Language of marginal cost is tuff on page no.45.</p> <p>-Interest is not generated for reading.</p>

Whether illustration are related to textual content	Adequacy of illustration	Appropriateness of illustrations	Contextuality of questions asked while developing the content	Appropriateness of level of questions/ suitability of activities given at the end of lesson	Expected teaching Competency
6	7	8	9	10	
No	-Illustrations are not enough about average fixed cost and average variable cost(page no.43)	Yes	Questions are not given while developing content.	Repetition of questions (Q.2 (2), Q.6) Activity is not given. Knowledge, understanding and application type questions are covered.	<ul style="list-style-type: none"> - Make connection to prior knowledge. - Understand and analyze economic relationship, patterns. - Observing continuity in sequence of ideas. - Correlating. - Communicate clearly and coherently in writing, speaking and visually expressing idea. - Using teaching aids - Employing lecture leading to discussion - Asking question developing critical awareness.

TABLE 4.34
ECONOMICS TEXTBOOK CONTENT ANALYSIS (CHAPTER. 6, PART I)

Lesson no. and title	Lesson format	Content relevance	Continuity in presentation	Language expression
1	2	3	4	5
CHAPTER: 6 MARKET STRUCTURE AND PRICE DETERMINATION	Descriptive	-Detailed information is given about three types of market while other types of market i.e. oligopoly, duopoly, bilateral monopoly, only names are mentioned on page no.52. Detail is needed. -Last paragraph of the lesson is not clear. (page no.57)	Classification of market should be made clearer. Continuity is broken due to incomplete information about oligopoly, duopoly and bilateral monopoly	-Language is simple

Whether illustration are related to textual content	Adequacy of illustration	Appropriateness of illustrations	Contextuality of questions asked while developing the content	Appropriateness of level of questions/ suitability of activities given at the end of lesson	Expected teaching Competency
6	7	8	9	10	
Yes	No. Example is not given for first and third characteristics of monopolistic competition.	Illustration of price determination does not convey meaning properly	Questions asked on page no.55 demand critical thinking on the part of students. Higher order questions are appropriate.	No activity is given at end. Essay, short answer type questions are given. Two matters are given in one question (Q.4,Q.5), It should be asked separately.	<ul style="list-style-type: none"> - Know the defining characteristics of each. - Apply Economics concepts to better understand major current local, national, and world events, issues and problems. - Using skills: Diversity awareness Critical thinking Hypothesizing Analyzing - Encouraging students for viewing T.V. purposefully - Developing scientific attitude - Using problem solving, case study, discussion method. - Assigning activity based assignment.

TABLE 4.35
ECONOMICS TEXTBOOK CONTENT ANALYSIS (CHAPTER.7, PART I)

Lesson no. and title	Lesson format	Content relevance	Continuity in presentation	Language expression
1	2	3	4	5
CHAPTER: 7 AGENTS OF PRODUCTION:INTRO- DUCTION AND PRICE DETERMINATION	Descriptive	-Content is relevant	Continuity is observed	-Language is appropriate

Whether illustration are related to textual content	Adequacy of illustration	Appropriateness of illustrations	Contextuality of questions asked while developing the content	Appropriateness of level of questions/suitability of activities given at the end of lesson	Expected teaching Competency
6	7	8	9	10	
Yes	More examples are required for understanding the point Direct and Derived demand for factor on page no.63 before diagram.	Yes, but there is scope for interesting illustrations in characteristics of Entrepreneur on page no. 61.	How and why type questions are asked.	One activity is given which is appropriate. Repetition of questions (Q.4, Q.8 (3)),(Q.1,Q.2,Q.6(4))	<ul style="list-style-type: none"> - Connecting with daily life. - Imparting knowledge about options. - Suggesting resources. - Arranging field study. - Motivating students constructively for observing discipline. - Using skill of decision making, demonstration.

TABLE 4.36
ECONOMICS TEXTBOOK CONTENT ANALYSIS (CHAPTER.1, PART II)

Lesson no. and title	Lesson format	Content relevance	Continuity in presentation	Language expression
1	2	3	4	5
CHAPTER:1 MACRO ECONOMICS	Descriptive	Content is related but it is not upto the level of 11 th standard students	Continuity is observed between lines	Language of presentation is difficult in- - Characteristics of macro economics on page no.64-65,and - Subject matters of macro economics on page no.66

Whether illustration are related to textual content	Adequacy of illustration	Appropriate-ness of illustrations	Contextuality of questions asked while developing the content	Appropriate-ness of level of questions/ suitability of activities given at the end of lesson	Expected teaching Competency
6	7	8	9	10	
No. - Characteristics on page no.64-65	No. - More examples are needed for understanding Characteristics on page no.64-65 - Example is not given for subject matter of macro economics on page n.66	Illustration is not proper in point dependence of macro upon micro economics on page no.68	Higher order questions arenot asked while developing content.	Activity is not given at end. Knowledge, understanding, application type questions are given. One question is repeated two times- meaning of micro economics.	<ul style="list-style-type: none"> - Identify students learning needs - Making connection to prior knowledge - Visual and information literacy - Be able to use inquiry approach - Understand and use data effectively - Ability to communicate effectively - Effective explanation through examples - Asking questions developing critical awareness - Clear closing

TABLE 4.37
ECONOMICS TEXTBOOK CONTENT ANALYSIS (CHAPTER.2, PART II)

Lesson no. and title	Lesson format	Content relevance	Continuity in presentation	Language expression
1	2	3	4	5
CHAPTER: 2 NATIONAL INCOME	Descriptive	Content is relevant	There is no continuity in the presentation of GDP and GNP on page no. 75	Language is easily understood

Whether illustration are related to textual content	Adequacy of illustration	Appropriateness of illustrations	Contextuality of questions asked while developing the content	Appropriateness of level of questions/ suitability of activities given at the end of lesson	Expected teaching Competency
6	7	8	9	10	
Yes	NO. Presentation of GDP,GNP and NNP should be with the help of illustration on page no. 75-76	Yes	Higher order questions are asked with proper elaboration of the content	Only essay, short answer type questions are given. Objective type questions are not covered. One question is repeated-meaning of national income two times (in Q.1 & in Q.2.)	<ul style="list-style-type: none"> - Understand and analyze economic relationship, patterns, trends. - Understanding diversity of interpretation arises from frame of reference. - Observing continuity in sequence of ideas. - Effective explanation by correlating content. - Using illustration with Examples. - Employing skills of critical thinking, analyzing, graphical representation - Construct appropriate Evaluation tool. - Continuity in narration

TABLE 4.38
ECONOMICS TEXTBOOK CONTENT ANALYSIS (CHAPTER.3, PART II)

Lesson no. and title	Lesson format	Content relevance	Continuity in presentation	Language expression
1	2	3	4	5
CHAPTER: 3 THE DETERMINATION OF INCOME AND EMPLOYMENT	Descriptive	<ul style="list-style-type: none"> - Content of employment and unemployment are relevant and well organized. - Presentation of Consumption expenditure is not proper on page no. 87. 	Consistency is observed.	Tough vocabulary for the content – consumption expenditure and saving.

Whether illustration are related to textual content	Adequacy of illustration	Appropriateness of illustrations	Contextuality of questions asked while developing the content	Appropriateness of level of questions/ suitability of activities given at the end of lesson	Expected teaching Competency
6	7	8	9	10	
Yes	More examples are needed in types of unemployment on page no 86	Yes, it is appropriate	Level of questions is high. It is difficult for the student to understand it.	<p>Knowledge, understanding based questions are given in direct form.</p> <p>Application type and statement type questions are not given. Questions are not upto prompting of students thinking.</p>	<ul style="list-style-type: none"> - Using appropriate vocabulary - Observing continuity in sequence of ideas - Employing lecture, discussion method - Interpreting about mode of transaction and services - Asking questions well structured, specific and concise - Using application - Using appropriate examples - Assign activity based on content

TABLE 4.39
ECONOMICS TEXTBOOK CONTENT ANALYSIS (CHAPTER.4, PART II)

Lesson no. and title	Lesson format	Content relevance	Continuity in presentation	Language expression
1	2	3	4	5
CHAPTER: 4 MONEY AND BANKING	Descriptive	-content is relevant -More details are required about methods of quantitative credit control on page no 108.	Consistency in presentation is maintained.	-Language is appropriate

Whether illustration are related to textual content	Adequacy of illustration	Appropriateness of illustrations	Contextuality of questions asked while developing the content	Appropriateness of level of questions/ suitability of activities given at the end of lesson	Expected teaching Competency
6	7	8	9	10	
Yes.	<p>More examples are needed in -</p> <ul style="list-style-type: none"> - Bartar system on page no. 97 - Evolution of money on page no. 99 - Types of bank on page no. 103 - Functions of banks on page no. 104 	Yes	How and what type questions are asked while developing content.	<ul style="list-style-type: none"> - Knowledge and understanding type questions given in direct form. - Activity is not given at end. - Two matters are asked in each one of the questions Q.2, Q.3, Q.4, Q.5, Q.6. - One matter must be covered in one question. 	<ul style="list-style-type: none"> - Understand economic perspective. - Analyse events and circumstances from vantage points of others. - Employing problem solving, field study, project methods. - Connecting with daily life. - Using inquiry approach. - Employing skills of problem solving, illustrate with example - Higher order thinking and sound reasoning. - Digital age proficiency. - Ability to demonstrate performance. - Asking questions developing critical awareness. - Adopt activity based teaching. - Developing different types of test items.

TABLE 4.40
ECONOMICS TEXTBOOK CONTENT ANALYSIS (CHAPTER.5, PART II)

Lesson no. and title	Lesson format	Content relevance	Continuity in presentation	Language expression
1	2	3	4	5
CHAPTER: 5 BUDGET	Descriptive	<ul style="list-style-type: none"> - Content is relevant with previous chapter. - Performa of budget is needed for better understanding of concept of budget 	<p>Sub heading are not given as –Revenue income, Revenue expenditure.</p> <p>Mistake in numbering. Instead of (B) capital account, (3) is given.</p>	<p>-Language is easily understood</p> <p>-Diagram based presentations are required for types of budget.</p>

Whether illustration are related to textual content	Adequacy of illustration	Appropriateness of illustrations	Contextuality of questions asked while developing the content	Appropriateness of level of questions/ suitability of activities given at the end of lesson	Expected teaching Competency
6	7	8	9	10	
Yes.	More examples are needed in Objectives of budget on page no 113	Yes	<ul style="list-style-type: none"> • Not a single question asked. • Questions with detail about content should be there. 	<ul style="list-style-type: none"> • Two matters are given in one question (Q.4, Q.5) • Essay and short answer type questions are given. • There is scope for activity at the end. So it should be there. 	<ul style="list-style-type: none"> - Understand and analyze economic relationship, patterns, trends. - Critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts - Technical proficiency - Ability to use Performa - Read and interpret data in tables and graphs - Asking questions - Adopt activity based home assignment - Employing suitable methods and techniques - Be able to construct appropriate evaluation tool - Using - Comparisons - Using skills of inferencing, hypothesizing - Interpreting about modes of transaction and services

TABLE 4.41
ECONOMICS TEXTBOOK CONTENT ANALYSIS (CHAPTER.6, PART II)

Lesson no. and title	Lesson format	Content relevance	Continuity in presentation	Language expression
1	2	3	4	5
CHAPTER: 6 BALANCE OF PAYMENTS	Descriptive	-Content is relevant but more focus is needed on content: national and international trade	Consistency is not maintained. On page no. 117, the whole content makes reader more confused. Hotchpotch presentation about foreign trade on page no. 117	-Language is not proper in- demand for foreign exchange and supplies for foreign exchange on page no 119.

Whether illustration are related to textual content	Adequacy of illustration	Appropriateness of illustrations	Contextuality of questions asked while developing the content	Appropriateness of level of questions/ suitability of activities given at the end of lesson	Expected teaching Competency
6	7	8	9	10	
Yes	No. -More examples are needed for the content- balance of trade, balance of payments on page no 120	Yes, given examples are appropriate	Only one 'why' type question is given on page no. 118, third paragraph.	Two matters are given at a time (Q.2, Q.3, Q.4) One activity is given at end-prepare a list of different currencies country wise. Only long answer type questions in exercise. Various types of questions should be there.	<ul style="list-style-type: none"> - Identify students learning needs. - Making connection to prior knowledge. - Visual and information literacy. - Be able to use inquiry approach. - Understand and use data effectively. - Ability to communicate effectively - Effective explanation through examples - Asking questions developing critical awareness - Clear closing

C. Interview with Parents

The investigator has assessed needs of Parents with respect to Economics subject. The investigator interviewed forty-three parents of students studying Economics as one of the subject in Std. XI. Data were collected during the parents meeting held by the schools through semi-structured interview schedule. The percentage was calculated for the close ended responses and content analysis was done for open responses of the parents. This is presented below:

TABLE 4.42
PARENTS' SOURCES OF INCOME

Source of income	Parents
Service	20 (46.51%)
Business	21 (48.84%)
Any other	02 (04.65%)
Total	43 (100%)

From the above table it can be interpreted that business and service are found to be the main sources of income of the Parents.

Problems faced by the Parents due to price hike:

- 06 members said that due to price hike purchasing power decreases, 03 members said that saving decreases while other 02 members said that they have to purchase less quantity.
- 05 members said that they feel scarcity, 04 said that comforts are lacking, 01 mentioned that they have to keep restriction on their needs, 04 said that they have to use substitute products while 02 members said that they have to change their choice and 03 members mentioned that they are not in a position to fulfill their all desires.

- 03 members said that their budget gets disturbed while other 02 members said that their standard of living goes down, 05 members said that they do not do investments, other 03 members said that they have to keep restriction on entertainments.

Knowledge of Economics helps in life:

- 03 members said that they can control expenditure and can manage their savings, 06 members said that they are able to understand about market psychology- what, where, when and how to buy, 08 members said that it helps in purchasing, selling, for solving economical problems, and for the investments. 05 members said that it helps in economical adjustment while another 05 mentioned that it helps in decision making process, whereas, other 02 members said that it gives concept clarifications.
- 06 members said that it helps in choosing vocations and resources and other 03 stated that it gives guideline about employment and market, 03 members said that it helps in daily survival, while, other 02 members stated that it shows art of living.

Responsibility assigned by the Parents to their children:

- 28 members said that they assign responsibilities like purchasing household things of daily routine, budgeting, arranging things, planning for some activities, etc.
- 05 members said that they assigned academic related purchasing work to their children.
- 10 members said that task related to Bank, LIC, electricity bill payment are assigned to their children.

Provision of guideline about assigned transactional activities:

- 10 members said that they explain different modes of transactions, like- cheque, draft, money order, 03 members said that they explain about what to do and how to do while transacting.
- 04 members said that they guide for budgeting, for quantity and quality of things, 05 members mentioned that they give guideline about purchasing place; other 05 members mentioned that they explain about appropriate bargaining.
- 07 members said that they provide information regarding products and schemes so that the child becomes familiar with them.
- 02 members said that they explain about context while other 07 said that they give information about rates and discounts while purchasing activities are assigned.

Expectation from the Economics Teacher to prepare the child for understanding of Economical problems:

- Out of 43 members, 02 members responded that they expect discussion on economical context, 10 members said that explanation of choices, understanding of choices, understanding of economic concept are expected.
- 04 members said that understanding of economical problems is expected.
- 06 members said that the teacher should give situations, subject specific guidance while other 02 members said that use of different Media is expected.
- 04 members preferred that choices of options and its maintenance can be taught while another 03 members said that information regarding various fields is essential, other 08 members have given preference to practical knowledge.
- 04 members said that brands, logo, price, transaction period, duration, maintenance about things must be taught by the teacher.

TABLE 4.43
VIEWS OF PARENTS REGARDING KNOWLEDGE OF ECONOMICS
WOULD BE HELPFUL TO THE CHILD TO HANDLE ECONOMICAL
CRISIS

Parents	Responses		Total
	Yes	No	
	42 (97.67%)	01 (02.33%)	43 (100%)

From the table 4.43, it can be seen that out of total 43 (100%) respondent members, 42 (97.67%) said that knowledge of Economics would be helpful to the child. They have given following reasons for it:

- 05 members said that it is helpful in day to day life directly or indirectly. Out of these 05 members, 02 members mentioned that it helps in identification of condition, time and place, 03 members mentioned that it is useful in identification of needs.
- 06 members mentioned that it helps in thinking ways of utilization, 05 members said that it helps in understanding causes; effects of economic crisis, 03 members stated that it provides awareness about economy and applications while other 07 said that it gives knowledge about areas of earning.
- 12 members said that it is helpful for the solution of economical problems, thinking of substitute and in decision making process.
- From out of 43 respondent members, 01 (2.33%) member said that knowledge of economics is not helpful for handling economical crisis. He said that practical life is something different.

TABLE 4.44
VIEWS OF PARENTS FOR REASONS OF STUDYING ECONOMICS

Reasons	Responses
It is part of syllabus	09 (20.93%)
Generally helpful in life	39 (90.70%)
For earning livelihood	22 (51.16%)
Any other	---

It is evident from Table 4.44 that 90.70% members have responded that Economics is generally helpful in life, 51.16% have responded it is because Economics is required for earning livelihood, whereas, 20.93% have responded it is because Economics is a part of syllabus.

TABLE 4.45
VIEWS OF PARENTS REGARDING QUALITIES REQUIRED IN ECONOMICS TEACHER

Qualities	Responses
Command on content	41 (95.35%)
Adaptability	22 (51.16%)
Organizing ability	11 (25.58%)
Subject specific vocabulary	33 (76.74%)
Observance of economical aspects and their effects	38 (88.37%)
Predictor of economic aspects	31 (72.09%)
Evaluator of economic aspects	37 (86.05%)
Decision maker of economic aspects	33 (76.74%)
Any other	Ability to use technology

Table 4.45 reveals that command on content is one of the most essential qualities required in an Economics teachers as responded by 95.35% members, 51.16% adaptability, 25.58% organizing ability, 76.74% subject specific vocabulary, 88.37% observance of economical aspects and their effects, 72.09% predictor of economical aspects, 86.05% evaluator of economical aspects, whereas, 76.74% have responded that decision maker of economical aspects as one of the essential qualities of Economics teachers. Some of the members have responded that the Economics teacher should have ability to use technology.

TABLE 4.46
VIEWS OF PARENTS ON WAYS OF INCREASING UNDERSTANDING OF ECONOMICS

Ways	Responses
Illustrate with examples	38 (88.37%)
Involve the students in activity by correlating with the content	35 (81.40%)
Use of media	23 (53.49%)
Use of different teaching aids	23 (53.49%)

It is evident from Table 4.46 that 88.37% members have responded that the Economics teacher should illustrate with examples, 81.40% have responded that the teacher should involve the students in activity by correlating with the content, 53.49% have responded that the teacher should use media, whereas, 53.49% have responded for the use of different teaching aids.

TABLE 4.47
VIEWS OF PARENTS ON PREPARATION OF STUDENTS FOR A
PROFESSION

Components	Responses
Discussion about future opportunities	36 (83.73%)
Make aware about student's potentialities	34 (79.07%)
Provide continuous stimuli	28 (65.12%)
Suggest resources	30 (69.77%)
Skill development	35 (81.40%)
Any other	-----

Table 4.47 reveals that 83.73% members have responded that discussion about future opportunities is most essential for the preparation of students for a profession, 79.07% responded that make aware about student's potentialities, 65.12% provide continuous stimuli, 69.77% Suggest resources, whereas, 81.40% skill development through Economics education.

TABLE 4.48
VIEWS OF PARENTS ON REQUIRED BASE OF ECONOMICS TEACHING

Economics teaching	Responses
Activity based	34 (79.07%)
Discussion based	20 (46.51%)
Field experience based	33 (76.74%)
Problem solving based	38 (88.37%)

Table 4.48 reveals that activity based teaching is most expected by the Economics teachers as responded by 79.07% of the members, 46.51% discussion based, 76.74% Field experience based, whereas, 88.37% have responded that Problem solving based Economics teaching is required.

Efforts should be made by the Economics Teacher to prepare students for optimum utilization of resources:

- Out of 43 members, 01 member preferred on information of resources, 03 members mentioned about tentative on paper planning of managing resources must be assigned to the students, 03 members said that awareness, availability, usability and valuing of resources must be taught, 02 members emphasized on methods of utilization must be taught, 14 members gave preference assigning activities, organizing events while other 07 said that group discussion, project work, examples should be used.
- 06 members said that constant feedback about searching, opportunities and available facilities must be given by the teacher.
- 07 another members said that meaningful constant communication is required by the teacher during Economics period.

TABLE 4.49
VIEWS OF PARENTS REGARDING PROVISION OF STRONG BASE OF
ECONOMICS BY THE TEACHER

Ways	Responses
Make them aware about sources of income	31 (72.09%)
Make them aware about expenditure planning	41 (95.35%)
Awareness about Saving schemes	34 (79.07%)

Table 4.49 reveals that make them aware about sources of income is one of the essential ways required by the Economics teachers as responded by 72.09% of the members, 95.35% make them aware about expenditure planning, whereas, 79.07% have responded that awareness about saving schemes as one of the essential ways for providing strong base of Economics by the teacher.

TABLE 4.50
VIEWS OF PARENTS REGARDING DEVELOPMENT OF COMPETENCIES
AMONG STUDENTS

Competency	Responses
Earning and consuming	24 (55.81%)
Understanding of Economics in daily life	40 (93.02%)
Occupational/vocational change	25 (58.14%)
Pursue more than one economic activity	23 (53.49%)
Understanding of economical issues	38 (88.37%)

It is evident from table 4.50 that 93.02% of the members have responded that competency of understanding of Economics in daily life should be developed by the Economics teacher, 88.37% understanding of economical issues, 58.14% occupational/vocational change, 55.81% earning and consuming, whereas, 53.49% pursue more than one economic activity as essential competencies.

Expectation from the Economics Teacher in the Context of Changing Market Conditions:

- Out of 43 members, 06 members said that teacher should have constant contact with market, 02 members mentioned awareness of market up-downs by the teacher.
- 05 members said that analysis of data, measures, conditions and decision making must be taught by the teacher, while other 05 members said that constant information of changes should be given with the content. 08 members mentioned that real pictures of market, its trends must be presented through diagrams.

- 04 members said that emerging trends and scopes must be informed by the teacher while other 06 members said that make students aware about different fields.
- 05 members said that teacher should show practical side of the market-affecting factors and its effects on various aspects.
- 02 members stated that teacher can give clues for thinking to the students.

Role of Economics Teacher in Shaping Behaviors of Students as Good Decision Makers in Economic Affairs:

- 02 members said that teacher should create essential environment, 04 members preferred assigning of situational presentation, 06 members said that comparison type task must be given, 02 members favoured about provision of cause-effect type task while other 02 members said that vivid problems are assigned to the students for solutions.
- 05 members favoured activities like searching, arranging, taking decisions.
- 01 member said that input and processes must be given to the students while other 02 members said that guideline regarding managing income, saving would make students competent.
- 03 members said that development of vision, observation skill can make students good decision makers. 05 members favoured demonstration while other 02 members said that teacher should assign them individual tasks.
- Another 05 members said that teacher should discuss entrepreneurship qualities required for business and services.
- 04 members said that healthy interaction between student and teacher on economic matter must be done.

Expectation from the Economics Teacher for the Development of Economic Skills among the Students:

- 15 members favoured of assigning practical work, field works and visits, 02 members mentioned about comparison and case study, other 06 members said that scope for the self learning through assignments and problem solving are required. 06 members mentioned that interactive sessions, making of objects and models are required while other 05 said that any type of constructive work can develop their economic skills.
- 05 members have supported about arrangement of competitions.
- 04 members said that constant practice related to subject can develop their skill.

Expectation from the Economics Teacher to prepare the students for local, national and international survival:

- 07 members said that needs of each types of market must be kept in mind, other 03 said that keeping in mind students home surroundings teacher should try to develop the students, while other 05 said that appropriate methods of dealing, techniques must be taught.
- 04 members said that qualities required for survival at each level of market must be kept in mind by the teacher and accordingly work can assign to the students while other 01 member favoured prompting and critical thinking of students.
- 06 members said that skills of the students must be developed by the teacher while other 02 members said that make the students more reflective.
- 05 members said that discussion on entrepreneurs, economists are required.
- 10 members favoured use of illustration with examples of each level of market products and productive system.

D. Questionnaire for the Identification of Learning Needs of Economics Students

The investigator has collected data regarding the learning needs of Std. XI students with respect to Economics subject. Open ended and close ended questions were there in the questionnaire for the identification of learning needs of Economics students. The percentage was calculated for the close ended items and content analysis was done for open ended item. This is presented as follows:

TABLE 4.51
DEMOGRAPHIC INFORMATION OF THE STUDENTS

Boys	Girls	Total
416 (57.78%)	304 (42.22%)	720 (100%)

Out of 720 (100%) respondent students, 57.78% boy students and 42.22% girl students were incorporated for the study.

TABLE 4.52
QUALIFICATION OF PARENTS OF THE STUDENTS

	School Education	Graduate	Post Graduate	Illiterate	Total
Father	587 (81.53%)	67 (9.31%)	16 (2.22%)	47 (6.53%)	717
Mother	541 (75.14%)	81 (11.25%)	23 (3.19%)	74 (10.28%)	719

81.53% of the students have responded that their father has done School Education, 9.31% Graduation, 2.22% Post-Graduation, whereas, 6.53% have responded that their father is illiterate. 75.14% students have responded that their mother has done School Education, 11.25% Graduation, 3.19% Post-Graduation, whereas, 10.28% have responded that their mother is illiterate.

TABLE 4.53
EXPECTED ESSENTIAL BEHAVIOURS OF ECONOMICS TEACHER FOR
CHECKING PREVIOUS DAY WORK

Essential Behaviours	Preference			Not Responded	Total
	1 st	2 nd	3 rd		
Follow up of home work	314 (43.61%)	192 (26.67%)	129 (17.92%)	85 (11.81%)	720
Correcting home work	119 (16.53%)	204 (28.33%)	208 (28.89%)	189 (26.25%)	720
Clarification of doubts raised by students	298 (41.39%)	207 (28.75%)	131 (18.19%)	84 (11.67%)	720

It is evident from Table 4.53 that 43.61% have responded that the Economics teachers should do follow up of home work as first preference, 26.67% as second preference, whereas, 17.92% as third preference. 11.81% students have not responded.

A least number of students 28.89% of the students have given third preference for correcting home work, 28.33% second preference, whereas, 16.53% have given first preference. 26.25% are the non-respondents.

A large number of students 41.39% have responded that the teacher should clarify the doubts raised by students as first preference, 28.75% as second preference, whereas, 18.19% as third preference. 11.67% of the students have not responded.

TABLE 4.54
EXPECTATIONS FROM ECONOMICS TEACHER WHILE INTRODUCING
A TOPIC

Expected Behaviours	Preferences				Not Responded	Total
	1 st	2 nd	3 rd	4 th		
Establishing rapport with the class	119 (16.53%)	128 (17.78%)	141 (19.58%)	168 (23.33%)	164 (22.78%)	720
Writing title on the black board	112 (15.56%)	188 (26.11%)	203 (28.19%)	141 (19.58%)	76 (10.56%)	720
Telling importance of topic	260 (36.11%)	220 (30.56%)	133 (18.47%)	86 (11.94%)	21 (02.92%)	720
Asking questions to know their previous knowledge	223 (30.97%)	195 (27.08%)	125 (17.36%)	101 (14.03%)	76 (10.56%)	720

It is evident from Table 4.54 that 16.53% of the students have responded that the Economics teachers should introduce a topic establishing rapport with the class as first preference, 17.78% as second preference, 19.58% as third preference, whereas, 23.33% as fourth preference. 22.78% students have not responded.

28.19% of the students have given third preference for writing title on the black board, 26.11% second preference, 19.58% fourth preference, whereas, 15.56% have given first preference. 10.56% are the non-respondents.

36.11% of the students have responded that the Economics teachers should introduce a topic telling importance of topic as first preference, 30.56% as second preference, 18.47% as third preference, whereas, 11.94% as fourth preference. 02.92% of the students have not responded.

30.97% of the students have responded that the Economics teachers should introduce a topic asking questions to know their previous knowledge as first preference, 27.08% as second preference, 17.36% as third preference, whereas, 14.03% as fourth preference. 10.56% of the students have not responded.

TABLE 4.55
EXPECTATIONS FROM ECONOMICS TEACHER WHILE WRITING
CONTENT ON THE BLACK BOARD

Essential Behaviours	Preference					Not Responded	Total
	1 st	2 nd	3 rd	4 th	5 th		
Writing content points	361 (50.14%)	116 (16.11%)	85 (11.81%)	52 (07.22%)	31 (04.31%)	75 (10.42%)	720
Drawing figures, graphs	141 (19.58%)	215 (29.86%)	149 (20.69%)	91 (12.64%)	54 (07.50%)	70 (09.72%)	720
Writing data	74 (10.28%)	164 (22.78%)	171 (23.75%)	120 (16.67%)	69 (09.58%)	122 (16.94%)	720
Writing students' answer	56 (07.78%)	88 (12.22%)	132 (18.33%)	131 (18.19%)	129 (17.92%)	184 (25.56%)	720
Solving assignment problems	108 (15.00%)	120 (16.67%)	145 (20.14%)	148 (20.56%)	116 (16.11%)	83 (11.53%)	720

Table 4.55 reveals that 50.14% have responded that the Economics teachers should focus content writing content points on black board as first preference, 16.11% as second preference, 11.81% as third preference, 07.22% as fourth preference, whereas, 04.31% as fifth preference. 10.42% students have not responded.

29.86% of the students have given second preference for drawing figures, graphs, 20.69% as third preference, 19.58% as first preference, 12.64% as fourth preference, whereas, 07.50% have given fifth preference. 09.72% are the non-respondents.

23.75% of the students have given third preference for focusing content writing data on black board, 22.78% second preference, 16.67% fourth preference, 10.28% first preference, whereas, 09.58% have given fifth preference. 16.94% are the non-respondents.

07.78% of the students have responded that the Economics teachers should focus content writing students' answer as first preference, 12.22% as second preference, 18.33% as third preference, 18.19% as fourth preference, whereas, 17.92% have given fifth preference. 25.56% students have not responded.

20.56% of the students have given fourth preference for focusing content on black board solving assignment problems, 20.14% third preference, 16.67% second preference, 15% first preference, whereas, 16.11% have given fifth preference. 11.53% are the non-respondents.

TABLE 4.56
VIEWS OF STUDENTS ON TEACHING AIDS HELPFUL IN LEARNING ECONOMICS

Teaching Aids	Preferences												Not Responded	Total
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th		
Radio	145 (20.14%)	52 (07.22%)	39 (05.42%)	10 (01.39%)	10 (01.39%)	9 (01.25%)	11 (01.53%)	7 (0.97%)	2 (0.28%)	2 (0.28%)	2 (0.28%)	1 (0.14%)	430 (59.72%)	720
Tape recorder	80 (11%)	66 (09%)	22 (03%)	7 (0.9%)	15 (02%)	6 (0.8%)	9 (01%)	7 (0.9%)	4 (0.56%)	2 (0.28%)	2 (0.28%)	3 (0.42%)	497 (69.03%)	720
Bulletin board	125 (17%)	54 (08%)	56 (08%)	42 (06%)	34 (05%)	36 (05%)	29 (04%)	16 (02%)	7 (0.97%)	3 (0.42%)	2 (0.28%)	3 (0.42%)	313 (43.47%)	720
Charts	136 (19%)	106 (15%)	68 (09%)	59 (08%)	40 (06%)	21 (03%)	21 (03%)	11 (02%)	6 (0.83%)	5 (0.69%)	4 (0.56%)	3 (0.42%)	240 (33.33%)	720
Pictures	59 (08%)	101 (14%)	70 (10%)	68 (09%)	47 (07%)	33 (05%)	12 (02%)	9 (01%)	10 (1.39%)	3 (0.42%)	3 (0.42%)	4 (0.56%)	301 (41.81%)	720
Flash cards	27 (04%)	23 (03%)	32 (04%)	41 (06%)	36 (05%)	39 (05%)	27 (04%)	18 (03%)	7 (0.97%)	10 (1.39%)	3 (0.42%)	4 (0.56%)	453 (62.92%)	720
Photographs	39 (05%)	38 (05%)	49 (07%)	41 (06%)	44 (06%)	25 (03%)	16 (02%)	15 (02%)	7 (0.97%)	3 (0.42%)	4 (0.56%)	4 (0.56%)	435 (60.42%)	720
Slides	47 (07%)	12 (02%)	48 (07%)	30 (04%)	30 (04%)	28 (04%)	28 (04%)	19 (03%)	8 (1.11%)	7 (0.97%)	5 (0.69%)	5 (0.69%)	453 (62.92%)	720
Exhibits	65 (09%)	42 (06%)	73 (10%)	45 (06%)	35 (05%)	29 (04%)	22 (03%)	9 (01%)	6 (0.83%)	5 (0.69%)	5 (0.69%)	5 (0.69%)	379 (52.64%)	720
Models	36 (05%)	36 (05%)	30 (04%)	56 (07%)	68 (09%)	48 (07%)	36 (05%)	27 (04%)	24 (3.33%)	14 (1.94%)	6 (0.83)	8 (0.83%)	331 (45.97%)	720
Albums	28 (04%)	20 (03%)	13 (02%)	25 (03%)	23 (03%)	32 (04%)	21 (03%)	19 (03%)	10 (1.39%)	12 (1.67%)	4 (0.56%)	5 (0.56%)	508 (70.56%)	720
Television	97 (13%)	41 (06%)	52 (07%)	38 (05%)	19 (03%)	27 (04%)	16 (02%)	14 (02%)	11 (1.53%)	4 (0.56%)	3 (0.42%)	6 (0.42%)	392 (54.44%)	720
Material with recorded sound	66 (09%)	57 (08%)	41 (06%)	35 (05%)	35 (05%)	67 (09%)	48 (07%)	10 (01%)	3 (0.42%)	6 (0.83%)	10 (1.39%)	4 (1.39%)	338 (46.94%)	720

It is evident from Table 4.56 that the first preference given to the various teaching aids for learning Economics is in the sequence Radio, Bulletin Board, T.V., Tape Recorder, Material with Recorded Sound, Exhibits, Pictures, Slides, Photographs, Models, Albums and Flash Cards.

TABLE 4.57
EXPECTATIONS FROM ECONOMICS TEACHER TO ACCUMULATE
RESOURCES

Essential Behaviours	Preference			Not Responded	Total
	1 st	2 nd	3 rd		
Provide handouts	255 (35.42%)	171 (23.75%)	138 (19.17%)	156 (21.67%)	720
Power point presentation	214 (29.72%)	174 (24.17%)	147 (20.42%)	185 (25.69%)	720
Dictation	260 (36.11%)	182 (25.28%)	145 (20.14%)	133 (18.47%)	720

Table 4.57 reveals that 35.42% have responded that the Economics teacher should provide handouts to accumulate resources as first preference, 23.75% as second preference, whereas, 19.17% as third preference. 21.67% students have not responded.

29.72% of the students have given first preference for power point presentation to accumulate resources, 24.17% second preference, whereas, 20.42% have given third preference. 25.69% are the non-respondents.

20.14% of the students have given third preference for dictation to accumulate resources, 25.28% second preference, whereas, 36.11% have given first preference. 18.47% of the students have not responded.

TABLE 4.58
EXPECTATIONS FROM ECONOMICS TEACHER TO FACILITATE
PROBLEM- SOLVING

Essential Behaviours	Preference			Not Responded	Total
	1 st	2 nd	3 rd		
Asking questions	361 (50.14%)	193 (26.81%)	82 (11.39%)	84 (11.67%)	720
Group discussion	221 (30.69%)	244 (33.89%)	127 (17.64%)	128 (17.78%)	720
Co-operative learning	148 (20.56%)	144 (20.00%)	178 (24.72%)	250 (34.72%)	720

It is evident from Table 4.58 that 50.14% have responded that the Economics teacher should facilitate problem solving asking questions as first preference, 26.81% as second preference, whereas, 11.39% as third preference. 11.67% students have not responded.

33.89% of the students have given second preference for group discussion, 30.69% first preference, whereas, 17.64% have given third preference. 17.78% are the non-respondents.

24.72% of the students have given third preference for co-operative learning, 20.56% first preference, whereas, 20% have given second preference. 34.72% of the students have not responded.

TABLE 4.59
EXPECTED PROMPTS FROM ECONOMICS TEACHER FOR THE
SUBJECT THINKING

Essential Behaviours	Preferences			Not Responded	Total
	1 st	2 nd	3 rd		
Asking students to read aloud the subject matter and explain the meaning	437 (60.69%)	137 (19.03%)	94 (13.06%)	52 (07.22%)	720
Asking students to compare various economics tasks	164 (22.78%)	241 (33.47%)	13 (19.31%)	176 (24.44%)	720
Assigning an economics problem for solution	124 (17.22%)	198 (27.50%)	175 (24.31%)	223 (30.97%)	720

Table 4.59 reveals that 60.69% have responded that the Economics teachers should give prompts for the subject thinking asking students to read aloud the subject matter and explain the meaning as first preference, 19.03% as second preference, whereas, 13.06% as third preference. 07.22% students have not responded.

33.47% of the students have given second preference for asking students to compare various economics tasks, 22.78% first preference, whereas, 19.31% have given third preference. 24.44% are the non-respondents.

17.22% of the students have responded that the Economics teachers should assign economics problem for solution as first preference, 27.50% as second preference, whereas, 24.31% as third preference. 30.97% students have not responded.

TABLE 4.60
EXPECTATIONS FROM ECONOMICS TEACHER FOR ENHANCING
ECONOMICS VOCABULARY

Essential Behaviours	Preference			Not Responded	Total
	1st	2nd	3rd		
Giving new words for searching its meaning	364 (50.56%)	187 (25.97%)	102 (14.17%)	67 (09.31%)	720
Assigning tasks to students for searching relevant examples related to Economics theory	251 (34.86%)	232 (32.22%)	139 (19.31%)	98 (13.61%)	720
Playing words game	107 (14.86%)	182 (25.28%)	236 (32.78%)	195 (27.08%)	720

Table 4.60 reveals that a50.56% have responded that the Economics teachers should give new words for searching its meaning for enhancing Economics vocabulary as first preference, 25.97% as second preference, whereas, 14.17% as third preference. 09.31% students have not responded.

34.86% of the students have given first preference for assigning tasks to students for searching relevant examples related to Economics theory, 32.22% second preference, whereas, 19.31% have given third preference. 13.61% are the non-respondents.

32.78% of the students have given third preference for playing words game, 25.28% second preference; whereas, 14.86% have given first preference. 27.08% of the students have not responded.

TABLE 4.61
EXPECTATIONS FROM ECONOMICS TEACHER FOR PARTICIPATION
IN THE ECONOMICS PERIOD

Essential Behaviours	Preference					Not Responded	TOTAL
	1 st	2 nd	3 rd	4 th	5 th		
Questioning-answering	390 (54.17%)	136 (18.89%)	97 (13.47%)	48 (06.67%)	35 (04.86%)	14 (01.94%)	720
Solving problems	70 (9.72%)	125 (17.36%)	185 (25.69%)	104 (14.44%)	59 (08.19%)	177 (24.58%)	720
completing assigned task	144 (20.00%)	242 (33.61%)	134 (18.61%)	67 (09.31%)	33 (04.58%)	100 (13.89%)	720
Seeking clarification	59 (08.19%)	88 (12.22%)	125 (17.36%)	99 (13.75%)	77 (10.69%)	272 (37.78%)	720
Participating in group activity	77 (10.69%)	61 (08.47%)	121 (16.81%)	116 (16.11%)	118 (16.39%)	227 (31.53%)	720

It is evident from Table 4.61 that 54.17% have responded that the Economics teachers should do questioning answering for participation of students in the Economics period as first preference, 18.89% as second preference, 13.47% as third preference, 06.67% as fourth preference, whereas, 04.86% as fifth preference. 01.94% students have not responded.

25.69% of the students have given third preference for solving problems, 14.44% fourth preference, 08.19% fifth preference, 17.36% second preference, whereas, 09.72% have given first preference. 24.58% are the non-respondents.

20% of the students have responded that the Economics teachers should give opportunity for completing assigned task as first preference, 33.61% as second preference, 18.61% as third preference, 09.31% as fourth preference, whereas, 04.58% have given fifth preference. 13.89% of the students have not responded.

17.36% of the students have given third preference for seeking clarification, 13.75% fourth preference, 10.69% fifth preference, 12.22% second preference, whereas, 08.19% have given first preference. 37.78% are non-respondents.

10.69% of the students have responded that the Economics teachers should give opportunity for participation in group activity as first preference, 08.47% as second preference, 16.81% as third preference, 16.11% as fourth preference, whereas, 16.39% as fifth preference. 31.53% of the students have not responded.

TABLE 4.62
EXPECTATIONS FROM ECONOMICS TEACHER FOR LEARNING
ECONOMICS IN BETTER WAY

Essential Behaviours	Preference					Not Responded	Total
	1 st	2 nd	3 rd	4 th	5 th		
Activities based on content	383 (53.19%)	114 (15.83%)	87 (12.08%)	57 (07.91%)	52 (07.22%)	27 (03.75%)	720
Competitions	90 (12.50%)	115 (15.97%)	146 (20.27%)	96 (13.33%)	57 (07.91%)	166(23.06%)	720
Field work	49 (06.80%)	147 (20.41%)	143 (19.86%)	104 (14.44%)	66 (09.16%)	211 (29.31%)	720
Visiting Industries and various service units	104 (14.44%)	159 (22.08%)	119 (16.53%)	99 (13.75%)	81 (11.25%)	168 (23.33%)	720
Market Surveys	88 (12.22%)	101 (14.02%)	99 (13.75%)	95 (13.19%)	133 (18.47%)	204 (28.33%)	720

Table 4.62 reveals that 53.19% have responded that the Economics teachers should assign activities based on content for learning Economics in better way as first preference, 15.83% as second preference, 12.08% as third preference, 07.91% as fourth preference, whereas, 07.22% as fifth preference. 03.75% students have not responded.

20.27% of the students have given third preference for competitions, 15.97% second preference, 12.50% first preference, 13.33% fourth preference, whereas, 07.91% have given fifth preference. 23.06% are the non-respondents.

06.80% of the students have given first preference for field work for learning Economics in better way, 20.41% second preference, 19.86% third preference, 14.44% fourth preference, whereas, 09.16% have given fifth preference. 29.31% students have not responded.

14.44% of the students have responded that the Economics teachers should give opportunity for visiting industries and various service units as first preference, 22.08% as second preference, 16.53% as third preference, 13.75% as fourth preference, whereas, 11.25% as fifth preference. 23.33% are the non-respondents.

18.47% of the students have given fifth preference for assigning market surveys, 13.19% fourth preference, 13.75% third preference, 14.02% second preference, whereas, 12.22% have given first preference. 28.33% of the students have not responded.

TABLE 4.63
EXPECTATIONS FROM ECONOMICS TEACHER REGARDING
DIFFERENT KINDS OF FEEDBACK ON RESPONSES

Expected Behaviours	Preferences				Not Responded	Total
	1 st	2 nd	3 rd	4 th		
Verbal positive expression.(like, yes, ok, right, good, very good, praising etc)	461 (64.03%)	92 (12.78%)	50 (06.94%)	68 (09.44%)	49 (06.81%)	720
Verbal negative expression (like, no, wrong answer, poor etc)	94 (13.06%)	155 (21.53%)	155 (21.53%)	86 (11.94%)	230 (31.94%)	720
Non verbal positive expression like nodding head, smiling	127 (17.64%)	241 (33.47%)	122 (16.94%)	73 (10.14%)	157 (21.81%)	720
Non verbal negative expression showing anger	45 (06.34%)	140 (19.72%)	121 (17.04%)	161 (22.68%)	243 (34.23%)	720

It is evident from Table 4.63 that 64.03% have responded that the Economics teachers should give verbal positive expression.(like, yes, ok, right, good, very good, praising etc) on responses as first preference, 12.78% as second preference, 06.94% as third preference, whereas 09.44% as fourth preference. 06.81% students have not responded.

13.06% of the students have given first preference for non verbal positive expression like nodding head, smiling, 21.53% second preference, 21.53% third preference, whereas, 11.94% have given fourth preference. 31.94% are the non-respondents.

33.47% of the students have responded that the Economics teachers should give non verbal positive expression like nodding head, smiling as second preference, 16.94% as third preference, 10.14% as fourth preference, whereas, 17.64% have given first preference. 21.81% of the students have not responded.

06.34% of the students have given first preference for non verbal negative expression showing anger, 19.72% second preference, 17.04% third preference, whereas, 22.68% have given fourth preference. 34.23% are the non-respondents.

TABLE 4.64
EXPECTATIONS FROM ECONOMICS TEACHER REGARDING UTILITY
OF FEEDBACK

Essential Behaviours	Preference			Not Responded	Total
	1 st	2 nd	3 rd		
Improvement of performance	430 (59.72%)	160 (22.22%)	104 (14.44%)	26 (03.61%)	720
Entrances Economics communication	160 (22.22%)	218 (30.28%)	167 (23.19%)	175 (24.31%)	720
Provides context for thinking	140 (19.44%)	235 (32.64%)	198 (27.50%)	147 (20.42%)	720

Table 4.64 reveals that 59.72% have responded that the Economics teachers should give feedback for the improvement of performance as first preference, 22.22% as second preference, whereas, 14.44% as third preference. 03.61% students have not responded.

30.28% of the students have given second preference for entrances Economics communication, 22.22% first preference, whereas, 23.19% have given third preference. 24.31% are the non-respondents.

A large majority of the students (32.64%) have responded that the teacher should provide context for thinking as second preference, 27.50% as third preference, whereas, 19.44% as first preference. 20.42% of the students have not responded.

TABLE 4.65
EXPECTATIONS FROM ECONOMICS TEACHER REGARDING
CONCLUSION OF LESSON

Essential Behaviours	Preference			Not Responded	Total
	1 st	2 nd	3 rd		
Asking questions	401 (55.69%)	168 (23.33%)	106 (14.72%)	45 (06.25%)	720
Summarization by the teacher	182 (25.28%)	258 (35.83%)	159 (22.08%)	121 (16.81%)	720
Summarization by the students	135 (18.75%)	215 (29.86%)	156 (21.67%)	214 (29.72%)	720

Table 4.65 reveals that 55.69% have responded that the Economics teachers should conclude the lesson asking questions as first preference, 23.33% as second preference, whereas, 14.72% as third preference. 06.25% students have not responded.

25.28% of the students have given first preference for summarization by the teacher, 35.83% second preference, whereas, 22.08% have given third preference. 16.81% are the non-respondents.

29.86% of the students have responded that the Economics teachers should conclude the lesson Summarization by the students as second preference, 18.75% as first preference, whereas, 21.67% as third preference. 29.72% of the students have not responded.

TABLE 4.66
VIEWS OF ECONOMICS STUDENTS ON IDEA OF HOME ASSIGNMENT

Expected Behaviours	Preference				Not Responded	Total
	1 st	2 nd	3 rd	4 th		
Knowledge Level	386 (53.61%)	152 (21.11%)	95 (13.19%)	81 (11.25%)	06 (0.83%)	720
At application level	119 (16.53%)	191 (26.53%)	191 (26.53%)	120 (16.67%)	99 (13.75%)	720
Searching enriching information	132 (20.95%)	151 (23.97%)	122 (19.37%)	99 (15.71%)	126 (20.00%)	720
Activity based	98 (15.56%)	148 (23.49%)	131 (20.79%)	125 (19.84%)	128 (20.32%)	720

It is evident from Table 4.66 that 53.61% have responded that the Economics teachers should assign knowledge level home assignment as first preference, 21.11% as second preference, 13.19% as third preference, whereas, 11.25% as fourth preference. 0.83% students have not responded.

16.53% of the students have given first preference for application level home assignment, 26.53% second preference, 26.53% third preference, whereas, 16.67% have given fourth preference. 13.75% are the non-respondents.

23.97% of the students have responded that the teacher should assign searching enriching information based home assignment as second preference, 20.95% as first preference, 19.37% as third preference, whereas, 15.71% as fourth preference. 20% of the students have not responded.

15.56% of the students have given first preference for activity based home assignment, 23.49% second preference, 20.79% third preference, whereas, 19.84% have given fourth preference. 20.32% are the non-respondents.

TABLE 4.67
VIEWS OF ECONOMICS STUDENTS ON UTILITY OF ECONOMICS
HOME ASSIGNMENT

Essential Behaviours	Preference			Not Responded	Total
	1 st	2 nd	3 rd		
For practicing of content taught in the class	451 (62.64%)	152 (21.11%)	93 (12.92%)	24 (03.33%)	720
Content Enrichment	162 (22.50%)	269 (37.36%)	135 (18.75%)	154 (21.39%)	720
Concept attainment	94 (13.06%)	183 (25.42%)	215 (29.86%)	228 (31.67%)	720

It is evident from Table 4.67 that 62.64% have responded that the Economics teachers should assign home assignment for practicing of content taught in the class as first preference, 21.11% as second preference, whereas, 12.92% as third preference. 03.33% students have not responded.

37.36% of the students have given second preference for assigning home assignment for content enrichment, 22.50% first preference, whereas, 18.75% have given third preference. 21.39% are the non-respondents.

29.86% of the students have responded that the Economics teachers should assign home assignment for content attainment as third preference, 25.42% as second preference, whereas, 13.06% as first preference. 31.67% of the students have not responded.

TABLE 4.68
VIEWS OF ECONOMICS STUDENTS REGARDING ADDITIONAL
MATERIAL REQUIRE FOR STRENGTHING KNOWLEDGE OF
ECONOMICS

Expected Materials	Preference				Not Responded	Total
	1 st	2 nd	3 rd	4 th		
Journals and periodicals	212 (29.44%)	161 (22.36%)	152 (21.11%)	93 (12.92%)	102 (14.17%)	720
Government reports and surveys	105 (14.58%)	152 (21.11%)	174 (24.17%)	112 (15.56%)	177 (24.58%)	720
Encyclopaedias on Economics	241 (33.47%)	189 (26.25%)	121 (16.81%)	97 (13.47%)	72 (10.00%)	720
Special issues brought by newspapers on Economics	164 (22.78%)	179 (24.86%)	117 (16.25%)	131 (18.19%)	129 (17.92%)	720

Table 4.68 reveals that 29.44% of the students have responded that the Economics teachers should give reference of Journals and periodicals as first preference, 22.36% as second preference, 21.11% as third preference, whereas, 12.92% as fourth preference. 14.17% students have not responded.

24.17% of the students have given third preference for reference of Government reports and surveys, 21.11% second preference, 14.58% first preference, whereas, 15.56% have given fourth preference. 24.58% are the non-respondents.

33.47% have responded that the Economics teachers should give reference of Encyclopaedias on Economics as first preference, 26.25% as second preference, 16.81% as third preference, whereas, 13.47% as fourth preference. 105 students have not responded.

22.78% of the students have given first preference for special issues brought by newspapers on Economics, 24.86% second preference, 16.25% third preference, whereas, 18.19% have given fourth preference. 17.92% students have not responded.

TABLE 4.69
FACILITIES EXPECTED FROM THE SCHOOL FOR LEARNING
ECONOMICS BY THE ECONOMICS STUDENTS

Essential Facility	Preference			Not Responded	Total
	1 st	2 nd	3 rd		
Computer laboratory	278 (38.61%)	340 (47.22%)	102 (14.17%)	-----	720
Career corner	94 (13.06%)	150 (20.83%)	250 (34.72%)	226 (31.39%)	720
Library	327 (45.42%)	218 (30.28%)	114 (15.83%)	61 (08.47%)	720

It is evident from Table 4.69 that 47.22% have responded that the Economics teachers should use Computer laboratory as second preference, 38.61% as first preference, whereas, 14.17% as third preference.

34.72% of the students have given third preference for career corner, 20.83% second preference, whereas, 13.06% have given first preference. 31.39% are the non-respondents.

45.42% have responded that the teacher should use library as first preference, 30.28% as second preference, whereas, 15.83% as third preference. 08.47% students have not responded.

TABLE 4.70
VIEWS OF ECONOMICS STUDENTS REGARDING DIFFICULTIES FACE
WHILE LEARNING ECONOMICS

Difficulties Face	Frequency of Difficulties				Not Responded	Total
	1st	2nd	3rd	4th		
Unable to remember data	337 (46.81%)	152 (21.11%)	101 (14.03%)	73 (10.14%)	57 (07.92%)	720
Unable to make theory into practice	100 (13.89%)	155 (21.53%)	146 (20.28%)	107 (14.86%)	212 (29.44%)	720
Difficulty in giving example related to the content	152 (21.11%)	183 (25.42%)	136 (18.89%)	94 (13.06%)	155 (21.53%)	720
Unable to explain in proper way	145 (20.14%)	125 (17.36%)	128 (17.78%)	129 (17.92%)	193 (26.81%)	720

Table 4.70 reveals that highest level of difficulty is in remembering the data, next in sequence giving example related to the content, explain in proper way, and to make theory into practice.

TABLE 4.71
EXPECTATIONS FROM THE ECONOMICS TEACHER TO OVERCOME
DIFFICULTIES

Expected Behaviours	Preference				Not Responded	Total
	1 st	2 nd	3 rd	4 th		
Giving References	141 (19.58%)	162 (22.50%)	161 (22.36%)	101 (14.03%)	155 (21.53%)	720
Question-Answers	305 (42.36%)	180 (25.00%)	107 (14.86%)	60 (08.33%)	68 (09.44%)	720
Providing clues	137 (19.03%)	154 (21.39%)	149 (20.69%)	109 (15.14%)	171 (23.75%)	720
Group discussion	152 (21.11%)	171 (23.75%)	103 (14.31%)	118 (16.39%)	176 (24.44%)	720

Table 4.71 reveals that 19.58% of the students have responded that the Economics teachers should give references to overcome difficulties as first preference, 22.50% as second preference, 22.36% as third preference, whereas, 14.03% as fourth preference. 21.53% students have not responded.

42.36% have responded that the teacher should do question-answer as first preference, 25% as second preference, 14.86% as third preference, whereas 08.33% as fourth preference. 09.44% are the non-respondents.

19.03% of the students have given first preference for providing clues, 21.39% second preference, 20.69% third preference, whereas, 15.14% have given fourth preference. 23.75% students have not responded.

23.75% of the students have responded that the Economics teachers should do group discussion as second preference, 21.11% as first preference, 14.31% as third preference, whereas, 16.39% as fourth preference. 24.44% are the non-respondents.

TABLE 4.72
EXPECTATIONS FROM THE ECONOMICS TEACHER FOR LEARNING
CURRENT AFFAIRS

Expected Behaviours	Preference				Not Responded	Total
	1 st	2 nd	3 rd	4 th		
Mass Media	363 (50.42%)	143 (19.86%)	107 (14.86%)	68 (09.44%)	39 (05.42%)	720
Referring WWW	145 (20.14%)	212 (29.44%)	131 (18.19%)	99 (13.75%)	133 (18.47%)	720
Interviews with experts	106 (14.72%)	177 (24.58%)	177 (24.58%)	124 (17.22%)	136 (18.89%)	720
Debates on broadcasting and T.V.programmes	119 (16.53%)	129 (17.92%)	134 (18.61%)	157 (21.81%)	181 (25.14%)	720
Any other	-----	----	-----	----	----	-----

It is evident from Table 4.72 that 50.42% have responded that the Economics teachers should use mass media for teaching Economics as first preference, 19.86% as second preference, 14.86% as third preference, whereas, 09.44% as fourth preference. 05.42% students have not responded.

20.14% of the students have given first preference for referring WWW, 29.44% second preference, 18.19% third preference, whereas 13.75% have given fourth preference. 18.47% are the non-respondents.

24.58% of the students have responded that the teacher should use Interviews with experts as second preference, 24.58% as third preference, 17.22% fourth preference, whereas, 14.72% as first preference. 18.89% of the students have not responded.

16.53% of the students have given first preference for debates on broadcasting and T.V. programmes, 17.92% second preference, 18.61% third preference, whereas, 21.81% have given fourth preference. 25.14% are the non-respondents.

TABLE 4.73
VIEWS OF ECONOMICS STUDENTS REGARDING MOTIVATING
FACTORS FOR BETTER PERFORMANCE

Factors	Preferences of the Response				Not Responded	Total
	1 st	2 nd	3 rd	4 th		
Teacher Behaviour	364 (50.56%)	182 (25.28%)	89 (12.36%)	64 (08.89%)	21 (02.92%)	720
Class Climate	217 (30.14%)	252 (35.00%)	131 (18.19%)	76 (10.56%)	44 (06.11%)	720
Availability of Resources	75 (10.42%)	144 (20.00%)	173 (24.03%)	156 (21.67%)	172 (23.89%)	720
Debates and Competitions	79 (10.97%)	128 (17.78%)	194 (26.94%)	158 (21.94%)	161 (22.36%)	720

Table 4.73 reveals that the first preference for motivating factors as per the views of the students has been found in the sequence teacher behavior, class climate, debates and competitions and availability of resources.

TABLE 4.74
CO-CURRICULAR ACTIVITIES EXPECTED FROM ECONOMICS
TEACHER

Essential Activities	Preferences of the Response			Not Responded	Total
	1 st	2 nd	3 rd		
Economics magazine production	303 (42.08%)	206 (28.61%)	135 (18.75%)	76 (10.56%)	720
Undertaking projects	128 (17.78%)	170 (23.61%)	214 (29.72%)	208 (28.89%)	720
Organizing book reading contests	299 (41.53%)	235 (32.64%)	114 (15.83%)	72 (10.00%)	720

It is evident from Table 4.74 that 42.08% have responded that the Economics teachers should assign Economics magazine production activity as first preference, 28.61% as second preference, whereas, 18.75% as third preference. 10.56% students have not responded.

29.72% of the students have given third preference for undertaking projects, 23.61% second preference, whereas, 17.78% have given first preference. 28.89% are the non-respondents.

41.53% have responded that the teacher should organize book reading contests as first preference, 32.64% as second preference, whereas, 15.83% as third preference. 10% of the students have not responded.

TABLE 4.75
VIEWS OF ECONOMICS STUDENTS REGARDING SKILL DEVELOPMENT THROUGH ECONOMICS EDUCATION

Skill Development	Preferences of the Response								Not Responded	Total
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th		
Problem Solving	337 (46.81%)	84 (11.67%)	73 (10.14%)	62 (08.61%)	30 (04.17%)	18 (02.50%)	18 (02.50%)	15 (02.08%)	83 (11.53%)	720
Computation	104 (14.44%)	144 (20.00%)	92 (12.78%)	119 (16.53%)	63 (08.75%)	74 (10.28%)	49 (06.81%)	40 (05.56%)	35 (04.86%)	720
Graphical Representation	67 (09.31%)	176 (24.24%)	98 (13.61%)	107 (14.86%)	91 (12.64%)	58 (08.06%)	50 (06.94%)	50 (06.94%)	23 (03.19%)	720
Observation	47 (06.53%)	100 (13.89%)	92 (12.78%)	120 (16.67%)	103 (14.31%)	61 (08.47%)	53 (07.36%)	47 (06.53%)	97 (13.47%)	720
Decision Making	50 (06.94%)	57 (07.92%)	93 (12.92%)	86 (11.94%)	105 (14.58%)	66 (09.17%)	68 (09.44%)	59 (08.19%)	136 (18.89%)	720
Vocational	61 (08.47%)	52 (07.22%)	69 (09.58%)	82 (11.39%)	79 (10.97%)	68 (09.44%)	75 (10.42%)	73 (10.14%)	161 (22.36%)	720
Communication	24 (03.33%)	43 (05.97%)	73 (10.14%)	64 (08.89%)	69 (09.58%)	75 (10.42%)	70 (09.72%)	76 (10.56%)	226 (31.39%)	720
Interpretation	57 (07.92%)	57(07.92%)	93 (12.92%)	74 (10.28%)	62 (08.61%)	71 (09.86%)	66 (09.17%)	69 (09.58%)	171 (23.75%)	720

Table 4.75 reveals that 46.81% have responded that the Economics teachers should develop problem solving skill through Economics Education as first preference, 11.67% as second preference, 10.14% as third preference, 08.61% as fourth preference, 04.17% as fifth preference, 02.50% as sixth preference, 02.50% as seventh preference, whereas, 02.08% as eight preference. 11.53% students have not responded.

14.44% of the students have given first preference for computation skill development, 20% second preference, 12.78% third preference, 16.53% fourth preference, 08.75% fifth preference, 10.28% sixth preference, 06.81% seventh preference, whereas, 05.56% have given eighth preference. 04.86% are the non-respondents.

24.24% of the students have responded that the teachers should develop graphical representation skill through Economics Education as second preference, 13.61% as third preference, 14.86% as fourth preference, 12.64% as fifth preference, 08.06% as sixth preference, 06.94% as seventh preference, 09.31% as first preference, whereas, 06.94% as eighth preference. 03.19% students have not responded.

06.53% of the students have given first preference for observation skill, 13.89% second preference, 12.78% third preference, 16.67% fourth preference, 14.31% fifth preference, 08.47% sixth preference, 07.36% seventh preference, whereas, 06.53% as eighth preference. 13.47% are the non-respondents.

06.94% of the students have responded that the Economics Teachers should develop decision making skill through Economics Education as first preference, 07.92% as second preference, 12.92% as third preference, 11.94% as fourth preference, 14.58% as fifth preference, 09.17% as sixth preference, 09.44% as seventh preference, whereas, 08.19% as eighth preference. 18.89% students have not responded.

08.47% of the students have responded that the Economics Teachers should develop vocational skill through Economics Education as first preference, 07.22% as second preference, 09.58% as third preference, 11.39% as fourth preference, 10.97% as fifth preference, 09.44% as sixth preference, 10.42% as seventh preference, whereas, 10.14% as eighth preference. 22.36% students have not responded.

03.33% of the students have given first preference for the development of communication skill, 05.97% second preference, 10.14% third preference, 08.89% fourth preference, 09.58% fifth preference, 10.42% sixth preference, 09.72% seventh preference, whereas, 10.56% as eight preference. 31.39% are the non-respondents.

07.92% of the students have responded that the Economics Teachers should develop interpretation skill through Economics Education as first preference, 07.92% as second preference, 12.92% as third preference, 10.28% as fourth preference, 08.61% as fifth preference, 09.86% as sixth preference, 09.17% as seventh preference, whereas, 09.58% as eighth preference. 23.75% students have not responded.

TABLE 4.76
EXPECTATIONS FROM THE ECONOMICS TEACHER BEFORE
EXAMINATION

Expected Behaviours	Preferences of the Response				Not Responded	Total
	1 st	2 nd	3 rd	4 th		
Revising the syllabus	358 (49.72%)	124 (17.22%)	103 (14.31%)	97 (13.47%)	38 (05.28%)	720
Solving problems	143 (19.86%)	218 (30.28%)	189 (26.25%)	124 (17.22%)	46 (06.39%)	720
Solving previous question papers	91 (12.64%)	214 (29.72%)	193 (26.81%)	121 (16.81%)	101 (14.03%)	720
Instructing regarding writing in the exam	141 (19.58%)	159 (22.08%)	140 (19.44%)	162 (22.50%)	118 (16.39%)	720

It is evident from Table 4.76 that 49.72% have responded that the Economics teachers should do revision of the syllabus before examination as first preference, 17.22% as second preference, 14.31% as third preference, whereas, 13.47% as fourth preference. 05.28% students have not responded.

30.28% of the students have given second preference for solving problems, 26.25% third preference, 19.86% first preference, whereas, 17.22% have given fourth preference. 06.39% are the non-respondents.

29.72% of the students have given second preference for solving previous question papers, 26.81% third preference, 12.64% first preference, whereas, 16.81% have given fourth preference. 14.03% are the non-respondents.

19.58% of the students have given first preference for instructing regarding writing in the exam, 22.08% second preference, 19.44% third preference, whereas, 22.50% have given fourth preference. 16.39% students have not responded.

TABLE 4.77
VIEWS OF ECONOMICS STUDENTS REGARDING DIFFICULTIES IN
ATTEMPTING TYPE OF QUESTIONS IN THE EXAM

Type of Questions	Difficulties			Not Responded	Total
	1 st	2 nd	3 rd		
Objective	334 (46.39%)	146 (20.28%)	135 (18.75%)	105 (14.58%)	720
Short answer	127 (17.64%)	211 (29.31%)	181 (25.14%)	201 (27.92%)	720
Essay	269 (37.36%)	219 (30.42%)	148 (20.56%)	84 (11.67%)	720

Table 4.77 reveals that highest level of difficulty is in attempting objective type questions, next in the sequence are essay type and short type.

TABLE 4.78
EXPECTATIONS FROM THE ECONOMICS TEACHER TO OVERCOME
DIFFICULTIES IN ATTEMPTING QUESTIONS

Essential Behaviours	Preferences of the Response		Not Responded	Total
	1 st	2 nd		
Provide guideline about writing	551 (76.53%)	133 (18.47%)	36 (05.00%)	720
Provide remedial work	173 (24.03%)	318 (44.17%)	229 (31.81%)	720

It is evident from Table 4.78 that 76.53% have responded that the Economics teachers should provide guideline about writing to overcome difficulties as first preference, whereas, 18.47% as second preference. 05% students have not responded.

44.17% of the students have given second preference for providing remedial work, whereas, 24.03% first preference. 31.81% are the non-respondents.

TABLE 4.79
TYPE OF GUIDANCE EXPECTED FROM THE ECONOMICS TEACHER

Essential Behaviour	Preferences of the Response						Not Responded	Total
	1 st	2 nd	3 rd	4 th	5 th	6 th		
Teacher to go around the class, supervising	191 (26.53%)	101 (14.03%)	76 (10.56%)	74 (10.28%)	62 (08.61%)	65 (09.03%)	151 (20.97%)	720
Showing students' mistakes and/or explaining	301 (41.81%)	132 (18.33%)	70 (09.72%)	84 (11.67%)	70 (09.72%)	51 (07.08%)	12 (01.67%)	720
Giving directions, prompts clues, hints	76 (10.56%)	108 (15.00%)	134 (18.61%)	116 (16.11%)	91 (12.64%)	84 (11.67%)	111 (15.42%)	720
Eliciting through questioning, seeking clarification	61 (08.47%)	152 (21.11%)	114 (15.83%)	124 (17.22%)	90 (12.50%)	74 (10.28%)	105 (14.58%)	720
Correction of students' Notebooks	54 (07.50%)	97 (13.47%)	154 (21.39%)	114 (15.83%)	95 (13.19%)	83 (11.53%)	123 (17.08%)	720
Working out with different strategies for solving the problems	63 (08.75%)	68 (09.44%)	103 (14.31%)	121 (16.81%)	121 (16.81%)	108 (15.00%)	136 (18.89%)	720

Table 4.79 reveals that 26.53% of the students have responded that the Economics teachers should provide guidance by Teacher to go around the class, supervising as first preference, 14.03% as second preference, 10.56% as third preference, 10.28% as fourth preference, 08.61% as fifth preference, whereas, 09.03% as sixth preference. 20.97% students have not responded.

A large majority of the students (41.81%) have responded that the teacher should show students' mistakes and/or explaining as first preference, 18.33% as second preference, 09.72% as third preference, 11.67% as fourth preference, 09.72% as fifth preference, whereas, 07.08% as sixth preference. 01.675 are the non-respondents.

10.56% of the students have given first preference for giving directions, prompts clues, hints, 15% second preference, 18.61% third preference, 16.11% fourth preference, 12.64% fifth preference, whereas, 11.67% have given sixth preference. 15.42% are the non-respondents.

21.11% of the students have responded that the Economics teachers should elicit through questioning, seeking clarification as second preference, 15.83% as third preference, 17.22% as fourth preference, 12.50% as fifth preference, 10.28% as sixth preference, whereas, 08.47% as first preference. 14.58% students have not responded.

07.50% of the students have given first preference for Correction of students' Notebooks, 13.47% second preference, 21.39% third preference, 15.83% fourth preference, 13.19% fifth preference, whereas, 11.53% have given sixth preference. 17.08% are non-respondents.

08.75% of the students have responded that the Economics teachers should Work out with different strategies for solving the problems as first preference, 09.44% as second preference, 14.31% as third preference, 16.81% as fourth preference, 16.81% as fifth preference, whereas, 15% as sixth preference. 18.89% students have not responded.

TABLE 4.80
VIEWS OF ECONOMICS STUDENTS REGARDING WAYS FOR
ENHANCING COMPETENCY IN ECONOMICS

Expected Ways	Preferences of the Response				Not Responded	Total
	1 st	2 nd	3 rd	4 th		
Participating in various activities assigned by the teacher	401 (55.69%)	102 (14.17%)	91 (12.64%)	84 (11.67%)	42 (05.83%)	720
Observing	98 (13.61%)	160 (22.22%)	176 (24.44%)	150 (20.83%)	136 (18.89%)	720
Conducting	128 (17.78%)	278 (38.61%)	112 (15.56%)	98 (13.61%)	104 (14.44%)	720
Decision making in economic activities	107 (14.86%)	172 (23.89%)	182 (25.28%)	157 (21.8%)	102 (14.17%)	720

It is evident from Table 4.80 that 55.69% have responded that the Economics teachers should give opportunity for participating in various activities as first preference, 14.17% as second preference, 12.64% as third preference, whereas, 11.67% as fourth preference. 05.83% students have not responded.

22.22% of the students have given second preference for observation, 13.61% first preference, 24.44% third preference, whereas, 20.83% have given fourth preference. 18.89% are the non-respondents.

17.78% of the students have responded that the Economics teachers should conduct as first preference, 38.61% as second preference, 15.56% as third preference, whereas, 13.61% as fourth preference. 14.44% of the students have not responded.

23.89% of the students have given second preference for decision making in economic activities, 14.89% first preference, 25.28% third preference, whereas, 21.80% have given fourth preference. 14.17% are the non respondents.

4.2 SECTION –II (Analysis of Objective No. 2)

Objective: To study the teaching competencies in practice among the teachers teaching Economics.

Section-II comprises of the data about Competencies in practice of Economics employing Conceptual model, views of students on performance of Economics Teachers.

A. Economics Teaching Competencies In Practice Employing Conceptual Model

A Conceptual Model was constructed on the basis of inputs of perception of Economics Teacher, content cum Pedagogic analysis, interview with parents, and identification of learning needs of the students. Teaching competencies were identified. There are twenty two competencies in the model. Through this model two lessons of each Economics Teacher were observed. Total (42*2) 84 lessons of Economics were observed by the investigator. The mean score on each competency was calculated.

TABLE 4.81
ECONOMICS TEACHING COMPETENCIES IN PRACTICE

Sr. No.	Teaching Competency	Total scores of 84 lessons on each competency	Mean
1	Delineating Instructional Objectives	222	2.64
2	Content Development & Organization	246	2.93
3	Selecting appropriate Teaching Methods	245	2.91
4	Choosing Teaching aids	33	0.39
5	Introducing Lesson and Sustaining Attention	263	3.13
6	Employing variety of methods in Teaching Economics	244	2.90
7	Effective Explanation of concepts & principles	269	3.20
8	Asking Questions	259	3.08
9	Utilizing Facility Effectively	105	1.25
10	Utilizing Skills effectively	270	3.21
11	Increasing pupils' participation	244	2.90
12	Using chalk board	254	3.02
13	Organizing and supervising field trips	89	1.06
14	Home Assignments	236	2.81
15	Observing Classroom Discipline	239	2.85
16	Closing the Lesson	176	2.10
17	Developing Students' Interest in Economics	211	2.51
18	Developing Students' Attitude in Economics	131	1.56
19	Developing Students' Values towards Economics	123	1.46
20	Developing different types of test items and Classifying domain wise	325	3.87
21	Preparing Results	286	3.40
22	Feedback on Results & follow up	196	2.33

The above mentioned table shows about actual position of teaching of Economics in the classroom which is presented here.

- The average score on observation of the teaching competency instructional objectives has been found to be 2.64. So the Economics Teachers have been found to be good on delineating the instructional objectives.
- The average score on observation of the teaching competency content development & organization has been found to be 2.93. So the Economics Teachers have been found to be good on content development & organization.
- The average score on observation of the teaching competency selecting appropriate teaching methods has been found to be 2.91. So the Economics Teachers have been found to be good on selecting appropriate teaching methods.
- The average score on observation of the teaching competency choosing teaching aids has been found to be 0.39. So the Economics Teachers have been found to be weaker on choosing teaching aids.
- The average score on observation of the teaching competency introducing lesson and sustaining attention has been found to be 3.13. So the Economics Teachers have been found to be good on introducing lesson and sustaining attention.
- The average score on observation of the teaching competency employing variety of methods in teaching economics has been found to be 2.90. So the Economics Teachers have been found to be good on employing variety of methods in teaching economics.
- The average score on observation of the teaching competency effective explanation of concepts & principles has been found to be 3.20. So the Economics Teachers have been found to be good on effective explanation of concepts & principles.
- The average score on observation of the teaching competency asking questions has been found to be 3.08. So the Economics Teachers have been found to be good on asking questions.

- The average score on observation of the teaching competency utilizing facility effectively has been found to be 1.25. So the Economics Teachers have been found to be weak on utilizing facility effectively.
- The average score on observation of the teaching competency utilizing skills effectively has been found to be 3.21. So the Economics Teachers have been found to be good on utilizing skills effectively.
- The average score on observation of the teaching competency increasing pupils' participation has been found to be 2.90. So the Economics Teachers have been found to be good on increasing pupils' participation.
- The average score on observation of the teaching competency using chalk board has been found to be 3.02. So the Economics Teachers have been found to be good on using chalk board.
- The average score on observation of the teaching competency organizing and supervising field trips has been found to be 1.06. So the Economics Teachers have been found to be weak on organizing and supervising field trips.
- The average score on observation of the teaching competency home assignments has been found to be 2.81. So the Economics Teachers have been found to be good on home assignments.
- The average score on observation of the teaching competency observing classroom discipline has been found to be 2.85. So the Economics Teachers have been found to be good on observing classroom discipline.
- The average score on observation of the teaching competency closing the lesson has been found to be 2.10. So the Economics Teachers have been found to be average on closing the lesson.
- The average score on observation of the teaching competency developing students' interest in economics has been found to be 2.51. So the Economics Teachers have been found to be good on developing students' interest in economics.

- The average score on observation of the teaching competency developing students' attitude in economics has been found to be 1.56. So the Economics Teachers have been found to be average on developing students' attitude in economics.
- The average score on observation of the teaching competency developing students' values towards economics has been found to be 1.46. So the Economics Teachers have been found to be weak on developing students' values towards economics.
- The average score on observation of the teaching competency developing different types of test items and classifying domain wise has been found to be 3.87. So the Economics Teachers have been found to be very good on developing different types of test items and classifying domain wise.
- The average score on observation of the teaching competency preparing results has been found to be 3.40. So the Economics Teachers have been found to be good on preparing results.
- The average score on observation of the teaching competency feedback on results & follow up has been found to be 2.33. So the Economics Teachers have been found to average on feedback on results & follow up.

B. Performance Of Economics Teacher

Views of the 720 students were collected on the performance of Economics teacher using questionnaire. Close ended and open ended items were included in the questionnaire and the data were analyzed by employing percentage and content analysis.

TABLE 4.82
FOLLOW UP OF PREVIOUS DAY'S WORK BY THE TEACHER

Actual Behaviour	Responses obtained (N=720)
Takes Follow up of home work	640 (88.89%)
Correcting home work	196 (27.22%)
Clarification of doubts raised by students	292 (40.56%)
None of above	66 (09.17%)

It is evident from Table 4.82 that 88.89% of the students have responded that the Economics teachers follow up of home work, 27.22% have responded that they correct home work, 40.56% have responded that they clarify doubts raised by students, whereas, 09.17% of the students have not responded.

TABLE 4.83
WAYS OF INTRODUCING LESSON BY THE ECONOMICS TEACHER

Actual Behaviour	Responses obtained (N=720)
Writing title on the black board	296 (41.11%)
Telling importance of topic	359 (49.86%)
Asking questions to know their previous knowledge	248 (34.44%)

Table 4.83 reveals that 49.86% of the students responded that the Economics teachers introduces lesson by Telling importance of topic, 41.11% have responded that they write title on the black board, whereas, 34.44% of the students responded that they ask questions to know their previous knowledge.

TABLE 4.84
WAYS OF FOCUSING CONTENT POINTS BY THE ECONOMICS
TEACHER

Actual Behaviour	Responses obtained (N=720)
Writing content points	367 (50.97%)
Drawing figures, graphs	334 (46.39%)
Writing data	213 (29.58%)
Writing students' answer	185 (25.69%)
Solving assignment problems	150 (20.80%)

It is evident from Table 4.84 that 50.97% of the students have responded that the Economics teachers focus the content by writing content points, 46.39% have responded that they draw figures, graphs, 29.58% have responded that they write data, 25.69% have responded that they write students' answer, whereas, 20.80% of the students have responded that the Economics teachers solves assignment problems.

TABLE 4.85
USE OF TEACHING AIDS BY THE ECONOMICS TEACHER

Teaching aid used	Responses obtained (N=720)
Radio	241 (33.47%)
Tape recorder	295 (40.97%)
bulletin board	338 (46.94%)
Charts	400 (55.56%)
Pictures	310 (43.06%)
Flash cards	148 (20.56%)
Photographs	179 (24.86%)
Slides	153 (21.25%)
Exhibits	277 (38.47%)
Models	183 (25.42%)
Albums	143 (19.86%)
Television	232 (32.22%)
Materials with Recorded sound, DVDs, VCDs, CD-ROMs etc	250 (34.72%)

Table 4.85 reveals that 33.47% of the students have responded that the Economics teachers use radio, 40.97% tape recorder, 46.94% bulletin board, 55.56% charts, 43.06% pictures, 20.56% flash cards, 24.86% photographs, 21.25% slides, 38.47% exhibits, 25.42% models, 19.86% albums, 32.22% television, whereas, 34.72% of the students have responded that the Economics teachers use Materials with Recorded sound, DVDs, VCDs, CD-ROMs.

TABLE 4.86
FACILITATING PROBLEM SOLVING BY THE ECONOMICS TEACHER

Actual Behaviour	Responses obtained (N=720)
Asking questions	350 (48.61%)
Group discussion	335 (46.53%)
Co-operative learning	202 (28.06%)
None of above	54 (07.50%)

It is evident from table 4.86 that 48.61% of the students have responded that the Economics teachers facilitate problem solving by asking question, 46.53% have responded that they do group discussion, 28.06% have responded that they facilitate problem solving by Co-operative learning, whereas, 07.50% of the students responded that the Economics teachers use none of the above.

TABLE 4.87
PROMPTS GIVEN BY THE ECONOMICS TEACHER FOR SUBJECT THINKING

Actual Behaviour	Responses obtained (N=720)
Asking students to read aloud the subject matter and explain the meaning	452(62.78%)
Asking students to compare various economics tasks	278(38.61%)
Assigning an economics problem for solution	221(30.69%)
None of above	69(09.58%)

It is evident from Table 4.87 that 62.78% of the students have responded that the Economics teachers give prompt asking students to read aloud the subject matter and explain the meaning, 38.61% have responded that they ask students to compare various economics tasks, 30.69% have responded that they assign an economics problem for solution, whereas, 09.58% of the students responded that the Economics teachers give none of the above prompt.

TABLE 4.88
EFFORTS BY THE ECONOMICS TEACHER FOR ENHANCING
ECONOMICS VOCABULARY

Actual Behaviour	Responses obtained (N=720)
Giving new words for searching its meaning	366 (50.83%)
Assigning tasks to students for searching relevant examples related to economics theory	380 (52.78%)
Assigning words game	192 (26.67%)
None of above	83 (11.53%)

Table 4.88 reveals that 50.83% of the students have responded that the Economics teachers give new words for searching its meaning, 52.78% have responded that they assign tasks to students for searching relevant examples related to economics theory, 26.67% have responded that they assign words game, whereas, 11.53% of the students have responded that they use none of the above.

TABLE 4.89
PARTICIPATION OF STUDENTS IN THE ECONOMICS PERIOD

Actual Behaviour	Responses obtained (N=720)
Answering teacher's questions	460 (63.89%)
Solving problems	232 (32.22%)
Completing assigned task	316 (43.89%)
Seeking clarification	175 (24.31%)
Participating in group activity	210 (29.17%)

Table 4.88 reveals that 63.89% of the students have responded that they participate in the Economics period by answering teacher's questions, 32.22% have responded that they solve problems assigned by the teacher, 43.89% have responded that they complete task assigned, 29.17% have responded that they participate in group activity, whereas, 24.31% students have responded that they seek clarification.

TABLE 4.90
KIND OF FEEDBACK RECEIVED ON CLASSROOM BEHAVIOUR,
HOMEWORK & RESPONSES

Actual Behaviour	Responses obtained (N=720)
Verbal positive expression.(like, yes, ok, right, good, very good, praising etc)	500 (69.44%)
Verbal negative expression (like, no, wrong answer, poor etc)	174 (24.17%)
Non verbal positive expression like nodding head, smiling	230 (31.94%)
Non verbal negative expression showing anger	73 (10.14%)

It is evident from Table 4.90 that 69.44% of the students has responded that the Economics teachers give verbal positive feedback, 24.17% have responded that they give verbal negative feedback, 31.94% have responded that they give non verbal positive feedback, whereas, 10.14% of the students have responded that they give non verbal negative feedback on classroom behavior, homework and responses.

TABLE 4.91
WAYS OF CONCLUDING THE LESSON BY THE ECONOMICS TEACHER

Actual Behaviour	Responses obtained (N=720)
Asking questions	430 (59.72%)
Summarization by the teacher	340 (47.22%)
Summarization by the students	247 (34.31%)
None of above	77 (10.69%)

Table 4.91 reveals that 59.72% of the students have responded that the Economics teachers conclude the lesson asking questions, summarize the lesson by the teacher (47.22%), and whereas, 34.31% have responded that summarization of the lesson is done by students.

TABLE 4.92
ADDITIONAL MATERIAL SUGGESTED BY THE ECONOMICS TEACHER
FOR STRENGTHING KNOWLEDGE

Actual Behaviour	Responses obtained (N=720)
Journals and periodicals	321 (44.58%)
Government reports and surveys	162 (22.50%)
Encyclopaedias on Economics	302 (41.94%)
Special issues brought by newspapers on Economics	253 (35.14%)
None of above	75 (10.42%)

It is evident from Table 4.92 that 44.58% of the students have responded that the Economics teachers suggest Journals and periodicals, 22.50% have responded that they suggest Government reports and surveys, 41.94% have responded that they suggest Encyclopaedias on Economics, 35.14% have responded that they suggest Special issues brought by newspapers on Economics, whereas, 10.42% of the students have responded that they do not suggest any above mentioned material.

TABLE 4.93
ASSIGNMENT GIVEN BY THE ECONOMICS TEACHER

Responses obtained (N =720)	
Yes	No
687 (95.42%)	29 (04.03%)

Table 4.93 reveals that 95.42% of the students have responded that the Economics teachers give assignments, whereas, 04.03% of the students have responded that they do not give assignment.

TABLE 4.94
ACTIVITIES ASSIGNED BY THE TEACHER WHILE TEACHING
ECONOMICS

Actual Behaviour	Responses obtained (N=720)
Projects making	479 (66.53%)
Charts making	304 (42.22%)
Preparing scrap book	195 (27.08%)
Surfing additional information and its application	231 (32.08%)
None of the above	61 (08.47%)

It is evident from Table 4.94 that 66.53% of the students have responded that the Economics teachers assign project making activity, 42.22% have responded that they assign chart making, 27.08% have responded that they assign preparing scrap book, 32.08% have responded that they assign surfing additional information and its application, whereas, 08.47% of the students have responded that they assign none of the above activity.

TABLE 4.95
EFFORTS BY THE TEACHER TO OVERCOME DIFFICULTY IN
ECONOMICS

Actual Behaviour	Responses obtained (N=720)
Giving References	215 (29.86%)
Question-Answers	468 (65.00%)
Providing clues	189 (26.25%)
Group discussion	245 (34.03%)
None of above	44 (06.11%)

Table 4.95 reveals that 29.86% students said that the Economics teachers give references, 65% have responded they do questioning- answering, 26.25% have responded that they provide clues, 34.03% have responded that arrange group discussion, whereas, 06.11% of the students have responded that they do none of the above efforts to overcome difficulty in economics.

TABLE 4.96
CURRENT AFFAIRS TAUGHT BY THE ECONOMICS TEACHER

Actual Behaviour	Responses obtained (N=720)
Debates on broadcasting and T.V. programmes	352 (48.89%)
Talk with experts	301 (41.81%)
Referring www	240 (33.33%)
Any other	75 (10.42%)

It is evident from Table 4.96 that 48.89% of the students have responded that the Economics teachers arrange Debates on broadcasting and T.V. programmes for teaching current affairs, 41.81% have responded that they talk with experts, 33.33% have responded that they refer www, whereas, 10.42% have responded that they use any other for teaching current affairs.

TABLE 4.97
**CO-CURRICULAR ACTIVITIES ASSIGNED BY THE ECONOMICS
TEACHER**

Actual Behaviour	Responses obtained (N=720)
Economics magazine production	307 (42.64%)
Undertaking projects	294 (40.83%)
Organizing book reading contests	272 (37.78%)
None of above	46 (06.39%)

It is evident from Table 4.97 that 42.64% of the students have responded that the Economics teachers assign Economics magazine production, 40.83% have responded that they assign projects, 37.78% have responded that they organize book reading contests, whereas, 06.39% of the students have responded that they assign none of the above co-curricular activity.

TABLE 4.98
EFFORTS BY THE ECONOMICS TEACHER BEFORE EXAMINATION

Actual Behaviour	Responses obtained (N=720)
Revising the syllabus	421 (58.47%)
Solving problems	284 (39.44%)
Solving previous question papers	228 (31.67%)
Instructing regarding writing in the exam	217 (30.14%)
None of above	40 (05.56%)

Table 4.98 reveals that 58.47% of the students have responded that the Economics teachers revise the syllabus before examination, 39.44% have responded that they solve problems, 31.67% have responded that they solve previous question papers, 30.14% have responded that they instruct regarding writing in the exam, whereas, 05.56% of the students have responded that the Economics teachers do none of the above.

TABLE 4.99
**EFFORTS BY THE ECONOMICS TEACHER TO OVERCOME
DIFFICULTTY IN ATTEMPTING QUESTIONS**

Actual Behaviour	Responses obtained (N=720)
Provide guideline about writing	509 (70.69%)
Provide remedial work	238 (33.06%)
None of above	95 (13.19%)

It is evident from Table 4.99 that 70.69% of the students have responded that the Economics teachers provide guideline about writing to overcome difficulty, 33.06% have responded that they provide remedial work, whereas, 13.19% have responded that they use none of the above.

TABLE 4.100
GUIDANCE PROVIDED BY THE ECONOMICS TEACHER

Actual Behaviour	Responses obtained (N=720)
Teacher to go around the class, supervising	322 (44.72%)
Showing students' mistakes and/or explaining	382 (53.06%)
Giving directions, prompts clues, hints	174 (24.17%)
Correction of students' Notebooks	205 (28.47%)
Working out with different strategies for solving the problems	140 (19.44%)
None of above	47 (06.53%)

Table 4.100 reveals that 44.72% of the students have responded that the Economics teachers go around the class & supervise, 53.06% have responded that they show students' mistakes and/or explaining, 24.17% have responded that they give direction, prompts clues, hints, 28.47% have responded that they correct students notebooks, 19.44% have responded that they workout with different strategies for solving the problems, whereas, 06.53% of the students have responded that they use none of the above.

TABLE 4.101
FIELD WORK ASSIGNED BY THE ECONOMICS TEACHER

Actual Behaviour	Responses obtained (N=720)
Market surveys	175 (24.31%)
Visits of industries	315 (43.75%)
Visits of service units- Bank, Insurance	226 (31.39%)
None of the above	97 (13%)

It is evident from Table 4.101 that 24.31% of the students have responded that the Economics teachers assign market surveys, 43.75% have responded that they assign visits of industries, 31.39% have responded that they assign visits of service units- Bank, Insurance, whereas, 13% have responded that they assign none of the above.

TABLE 4.102
PROVISION OF FIELD EXPERIENCES BY THE ECONOMICS TEACHER

Actual Behaviour	Responses obtained (N=720)
Stating objectives clearly	401 (55.69%)
Instructions about field work	354 (49.17%)
Reports of field work afterwards	238 (33.06%)

It is evident from Table 4.102 that 55.69% of the students have responded that the Economics teachers state objectives of field experience clearly, 49.17% have responded that they instruct about field work, whereas, 33.06% of the students have responded that they take reports of field work afterwards.

4.3. SECTION-III (Analysis of Objective No. 3)

Objective: To Identify Gap Between the Teaching Competencies Expected and Practiced by the Teachers Teaching Economics.

- Competencies of Delineating instructional objectives were expected by the Economics teachers and practice with regard to this was found in 'good' category in the rating by the investigator which means that the Economics teachers possess those competencies. The discrepancy was not found in competencies expected and in practice of delineating instructional objectives.
- Competencies of Content development and organisation were expected by the Economics teachers and investigator. Practice with regard to this was found in 'good' category in the rating by the investigator. There was no discrepancy between expected competencies and in practice of content development and organisation.
- Competencies of Selecting appropriate teaching methods were expected by the teachers, investigator, parents and practice with regard to this was found in 'good' category. There was no gap between expected and practice of selecting appropriate teaching methods.
- Competencies of Choosing and using teaching aids were expected by the teachers, investigator, parents and students. The practice with regard to this was found in 'poor' category' in the rating by the investigator. Most of the students responded that the economics teacher uses charts and bulletin board while teaching Economics. So only two teaching aids were rated by most of the students. There was discrepancy in expected and in practice of choosing and using teaching aids.
- Competencies of introducing lesson and sustaining attention were expected by the teachers, investigator and students. The practice with regard to this was found in 'good' category in the rating by the investigator. There was no gap between expected and practice of introducing lesson and sustaining attention.

- Competencies of employing variety of methods i.e. using lecture, discussion, problem solving, and project for teaching Economics were expected by the teachers and investigator and parents. Employing methods i.e. case study, problem solving, assignment were expected by the parents. Using of techniques i.e. assigning situational presentation, activity based teaching were also expected by the parents. Competencies of employing variety of methods i.e. using lecture, discussion, problem solving, and project were found in practice. The practice with regard to this was found in 'good' category in the rating by the investigator.
- Competencies of effective explanation of concepts & principles were expected by the teachers, investigator and parents. The practice with regard to this was found in 'good' category in the rating by the investigator. There was no gap between expected and practice of effective explanation of concepts & principles.
- Competencies of asking questions were expected by the teachers and investigator. The practice with regard to this was found in 'good' category. There was no gap between expected and practice of asking questions.
- Competencies of utilizing facility effectively were expected by the teachers and students. The practice with regard to this was found in 'weak' category. There was discrepancy in expected and in practice of utilizing facility effectively.
- Competencies of utilising skills effectively were expected by the teachers, investigator and parents. The practice with regard to this was found in 'good' category. There was no gap between expected and practice of utilising skills effectively.
- Competencies of increasing pupils' participation were expected by the teachers, investigator, parents and students. The practice with regard to this was found in 'good' category. There was no gap between expected and practice of increasing pupils' participation.

- Competencies of using chalk board were expected by the teachers, investigator and students. The practice with regard to this was found in ‘good’ category. The discrepancy was not found in competencies expected and in practice of using chalk board.
- Competencies of organising and supervising field trip were expected by the teachers, investigator and parents. The practice with regard to this was found in ‘weak’ category. The discrepancy was found in competencies expected and in practice of organizing and supervising field trip.
- Competencies of assigning home assignments were expected by the teachers, investigator and students. The practice with regard to this was found in ‘good’ category. The discrepancy was not found in competencies expected and in practice of assigning home assignments.
- Competencies of observing classroom discipline were expected by the teachers, investigator and students. The practice with regard to this was found in ‘good’ category. The discrepancy was not found in competencies expected and in practice of observing classroom discipline.
- Competencies of closing the lesson were expected by the teachers, investigator and students. The practice with regard to this was found in ‘average’ category.
- Competencies of developing students’ interest in Economics were expected by the teachers, investigator, parents and students. The practice with regard to this was found in ‘good’ category. The discrepancy was not found in competencies expected and in practice of developing students’ interest in Economics.
- Competencies of developing students’ attitude in Economics were expected by the teachers, investigator, parents and students. The practice with regard to this was found in ‘average’ category.
- Competencies of developing students’ values towards Economics were expected by the teachers, investigator, and parents. The practice with regard to this was found in ‘weak’ category. The discrepancy was found in competencies expected and in practice of developing students’ values towards Economics.

- Competencies of developing different types of test items and classifying domain wise were expected by the teacher and investigator. The practice with regard to this was found in 'good' category. The discrepancy was not found in competencies expected and in practice of developing different types of test items and classifying domain wise.
- Competencies of preparing results were expected by the teacher. The practice with regard to this was found in 'average' category.
- Competencies of checking previous day's work were expected by the investigator and students. The practice with regard to this was found on the basis of responses of students. So the discrepancy was not found in competencies expected and in practice of checking previous day's work.
- Competencies of related to giving feedback on classroom behavior, homework and responses were expected by the parents and students and the practice with regard to this was found on the basis of responses of the students.
- Assigning co-curricular activities were expected by the students. A large number of the students responded that activities i.e. Economics magazine production (42.64 percent), undertaking projects (40.83 percent), organizing book reading contests (37.78 percent) were in practice.
- Competencies of revising syllabus were expected by the students. The practices with regard to this was found on the basis of responses of the students.
- Facilitate problem solving by asking questions (50.14 percent) was expected as first preference by most of the students and the practice (48.61 percent) with regard to this was found.
- Prompts for subject thinking i.e. asking students to read aloud the subject matter and explain the meaning (60.69 percent) was expected as first preference by most of the students and the practice (62.78 percent) with regard to this was found.

- Efforts for enhancing economics vocabulary i.e giving new words for searching its meaning (50.56 percent) was expected as first preference by most of the students and the practice (50.53 percent) with regard to this was found.
- Competencies of suggesting additional materials for strengthening knowledge of Economics were expected by the students and practices with regard to this were found.
- To overcome difficulty in Economics efforts i.e. giving references (19.58 percent), question-answers (42.36 percent), providing clues (19.03 percent), and group discussion (21.11 percent) were expected by the students as first preference. The practices with regard to these were found (29.86 percent), (65 percent), (26.25 percent), and (34.03 percent) respectively.
- Teaching of current affairs by the teacher using debates on broadcasting and T.V. programmes (16.53 percent), talks with experts (14.72 percent), referring www (20.14), and mass media (50.42 percent) were expected by the students as first preference and practices with regard to this were found.
- To overcome difficulty in attempting questions efforts i.e. providing guideline about writing (76.53 percent), providing remedial work (24.03 percent) were expected by the students as first preference and the practices with regard to these was found (70.69 percent), and (33.06 percent) respectively.
- Types of Guidance i.e. teacher to go around the class, supervising (26.53 percent), showing students mistakes (41.81 percent), giving directions, prompts, clues, hints (10.56 percent), eliciting through questioning, seeking clarification (08.47 percent), correction of students notebooks (07.50 percent), and (working out with different strategies for solving the problems (08.75 percent) were expected as first preference by the students. The practices with regard to these were found (44.72 percent), (53.06 percent), (24.17 percent), (28.47 percent), (19.44 percent) and (06.53 percent) respectively.