

CHAPTER-V

FINDINGS AND DISCUSSION

5.0 INTRODUCTION

This chapter presents the findings of the study, objective-wise, followed by discussion.

5.1 FINDINGS OF THE OBJECTIVE NO: 1

1. The findings with respect to objective no.1, i.e. To identify the teaching competencies expected among the teachers teaching Economics are presented as follows:

A. This section presents findings related to the perception of forty two Economics teachers on Economics teaching.

- Competencies i.e. oral and written expression (100 percent), ability to come up with number of ideas about the topic (100 percent) were rated by all Economics teachers, while, information ordering (97.62 percent), grouping things in different ways (95.23 percent), determining time, costs, resources to perform work activity (95.23 percent), identifying information (85.71 percent), assigning the value, importance and quality of things or people (90.48 percent) were rated high by a majority (66-99.99 percent) of Economics teachers.
- Majority of Economics teachers (71.43 percent) perceived that the Economics is practical with respect to present market.
- Facilities i.e. learning resource centre (100 percent), teaching-learning material room 97.62 percent), computer room (97.62 percent) were rated high by a majority of Economics teachers.
- The Economics teachers have enlisted activities to make theories of Economics well applicable thought.

- Surveys, searching ,visiting, and exhibitions;
 - Group discussion, questioning, oral presentation, and demonstration;
 - Seminar, Economics club constitution, project work, and situational presentation;
 - Use of teaching aids- charts, pictures, graphs, cutting of news paper, magazine, internet, and power point presentation.
- Majority of Economics teachers rated skills i.e. diversity awareness skill (83.33 percent), problem solving (66.67 percent), interpretation (69.05 percent), decision making (80.96 percent) and vocational (69.05 percent) as most required, while, observation (50 percent), demonstration (61.90 percent) as somewhat required skills for teaching Economics effectively.
- The Economics teachers have responded with regard to the relevance of the subject with present social situations. The teachers have enlisted some activities in this regard as follows:
- Relates subject through sharing about utilization of resources.
 - Reporting on issues arising due to economical factors.
 - Sharing about ways and means.
 - Linking with gaining and saving.
 - Establishing cause & effect.
- The Economics teachers have expressed the salient features of Economics teaching. The teachers have enlisted the features in this regard as follows:
- Economic efficacy.
 - Preparing disciplined citizens.
 - Preparing productive members.

- Preparing skillful people.
 - Developing analytical ability, enquiry skills and critical thinking.
 - Providing base for economic independence.
 - Enhancing entrepreneur skills.
 - Preparing for better life.
- Development of Competencies i.e. earning and consuming (100 percent), understanding the use of knowledge of Economics in day to day personal life (100 percent), undertaking one's own enterprise (100 percent), vocational change (100 percent), pursuing more than one economics activity (100 percent), understanding the economics issues facing the nation (100 percent), participation in business life (100 percent) were rated by all the teachers, while, developing competency to pursue a specialized vocation (97.62 percent) was rated by a majority of the Economics teachers.
- The Economics teachers responded about efforts done for the development of international outlook of students. They have been doing the following work in this regard.
- Motivating students as per their interest.
 - Making comparisons.
 - Assigning planning and implementation activity.
 - Arranging post prayer talks on economics topics.
 - Focusing, and illustrating with examples.
 - Guiding for task, suggesting reading of news, and using internet.
- The Economics teachers responded about their efforts done for development of Economic literacy. The teachers have enlisted some activities in this regard.
- Arranging Economics fun games.

- Suggesting resources, and references.
 - Providing searching based assignments, searching activity (full form of abbreviation, new words, and objects)
 - Advising prior reading before content taught.
 - Emphasizing on new words.
 - Encouraging Economic communication.
 - Writing new word on black board and giving their meaning.
 - Assigning preparation of material.
- In the planning of Economics instruction, sub-competencies, viz., setting content appropriate to achieve objectives (64.29 percent) and helping to develop desirable attitude (57.14 percent) were placed by most of the teachers in most important category.
- In organizing content, sub-competencies, viz., logically (71.42 percent) and systematically (73.81 percent) were rated in most important category by a majority of the teachers while psychologically were placed in this category by most of the teachers (59.52 percent).
- In deciding the instructional objectives, sub-competencies, viz., as per the characteristics of Economics discipline (66.67 percent), as per the characteristics of learner (66.67 percent), and as per the needs of society (73.81 percent) were rated by a majority of economics teachers as most important, while building on the previous knowledge of the students (61.90 percent), leading to what they have to study further in Economics (59.52 percent), specifically (57.14 percent), adequately (59.52 percent) and feasibly (64.29 percent) were placed in most important category by most of the teachers.

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

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

as most important, while most of the teachers placed sub-competency i.e. giving opportunities to ask questions (59.52 percent) in most important category.

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

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

B. This section presents findings related to content cum pedagogic analysis of Economics Text-book of Std. XI.

- Fifty Four competencies were identified as 'Expected' through content cum pedagogic analysis by the investigator. The competencies here are largely related to Planning, Presentation, Pupils' Participation, and Evaluation. The list of competencies identified is as follows:

Sr. No	Competency	Sr. No	Competency
1	Know the defining characteristics of the discipline of Economics	29	Employing methods, such as, lecture, problem solving, field study, discussion, and case study
2	Understand economic perspectives	30	Understand and analyze economic relationships, patterns, trends
3	Understand the diversity of interpretation with respect to the frame of reference	31	Data analysis & interpretation
4	Communicate clearly and coherently in writing, speaking and visually expressing ideas	32	Establishing cause & effect relationship

5	Acknowledging audience and purpose	33	Assigning activities/group task/individual task
6	Be able to illustrate with example	34	Application of theory into practice
7	Using skills: <ul style="list-style-type: none"> • Critical thinking • Diversity awareness • Hypothesizing • Analyzing • Decision making, • Demonstration • Graphical representation • Inferencing 	35	Ensure pupils work and conduct follow-up activities
8	Continuity in presentation/Observing continuity in sequence of ideas	36	Asking well structured, specific and concise questions Asking questions for developing critical awareness
9	Make argument, support with evidence, articulate and answer possible objections	37	Connecting with daily life
10	Concise Presentation	38	Suggesting resources
11	Construct appropriate evaluation tool/ Developing different types of test items	39	Analyze data from vantage points of others
12	Understand concepts, generalization, principles and theories of Economics	40	Information ordering
13	Make connection to prior knowledge	41	Sequencing of ideas
14	Know how to find out and organize information from a variety of sources	42	Encouraging Communication
15	Explanation at length	43	Evaluating activity/task
16	Continuity in narration	44	Using appropriate vocabulary
17	Draw inference	45	Correlating

18	Delivering well organized lecture	46	Using teaching aids Digital age proficiency
19	Clear closing	47	Information literacy
20	Apply Economics concepts for understanding of current local, national, and global events, issues and problems	48	Be able to use inquiry approach
21	Encouraging students for viewing T.V. purposefully	49	Utilizing data effectively
22	Developing scientific attitude	50	Understanding diversity of interpretation with respect to frame of reference
23	Assigning activity based assignment	51	Employing suitable modes of transaction and services
24	Arranging field study	52	Application
25	Motivating students constructively for observing discipline	53	Higher order thinking and sound reasoning
26	Identify students learning needs	54	Critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts
27	Technical proficiency		
28	Comparing		

C. These Section Presents Needs of Economics Subject as Perceived by the Parents.

➤ The members responded about their problems due to price hike. They have enlisted problems in this regard.

- Purchasing power, saving & investment decreases
- Feeling scarcity, keeping restrictions on needs and entertainment
- Lacking comforts

- Changing choices
- Budget gets disturbed

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

- Suggesting resources, schemes
- Managing resources
- Establishing cause & effect relationship
- Functional analysis of affecting factors, and their effects

➤ The members have responded with regard to the usefulness of Economics knowledge to them. The members have mentioned following reasons in this regard.

- To control expenditure and saving
- For understanding market psychology
- For solving Economical problems
- Helping in Economical adjustment
- Helping in decision making
- Choosing vocations and resources
- Showing art of living

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

- Competency of critical thinking
- Competency of problem solving

- Competency of decision making
 - Competency of viewing market psychology
 - Competency of guiding on affecting matters of Economics
 - Competency of showing art of living
 - Competency of viewing resources
- The members responded that they assign responsibilities i.e. purchasing household things, budgeting, arranging things, planning activities, payment of electricity bill, tasks related to bank and LIC to their children.

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

- Assigning practical work
 - Developing sense of responsibility
 - Using theory into practice
- The members said that they provide guideline to their children about assigned transactional activity. The members have mentioned the following in this regard.
- Explaining modes, and processes of transaction
 - Explaining budgeting
 - Guiding about place
 - Informing about products and schemes

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

- Competency of correlation
- Competency of using teaching aids

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

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

- Majority of members said that studying Economics is generally helpful in life (90.70 percent), while, studying Economics for earning livelihood (51.16 percent) was viewed by most of parents.

- Majority of members responded that qualities i.e. command on content (95.35 percent), using subject specific vocabulary (76.74 percent), observance of economical aspects and their effects (88.37 percent), predictor of economic aspects (72.09 percent), evaluator of Economic aspects (86.05 percent), and decision maker of economic aspects (76.74 percent) were required in Economics teacher, while, adaptability (51.16 percent) was viewed by most of the members.
- Majority of members responded that ways i.e. illustrate with examples (88.37 percent), and involve the students in activity by correlating with content (81.40 percent) were expected from Economics teacher, while use of media (53.49 percent), and use of different teaching aids (53.49) were expected of the teacher by most of members.
- Majority of members said that discussion about future opportunities (83.73 percent), make aware about potentialities (79.07 percent), suggesting resources (69.77 percent), and developing skills (81.40 percent) were expected of Economics teachers to prepare the students for profession.
- Majority of members responded that activity based (79.07 percent), field experience (76.74 percent), and problem solving based (88.37 percent) were expected from Economics teacher for teaching Economics.
- The members responded that efforts should be made by the Economics teacher to prepare students for optimum utilization of resources. They have mentioned following expectation in this regard.
 - Valuing & using resources.
 - Planning for managing resources.
 - Assigning activity.
 - Organizing activities.
 - Arranging group discussion, and project work.
 - Giving continuous feedback.
 - Informing about opportunities.
 - Communicating meaningfully.

- Majority of members responded that making aware about sources of income (72.09 percent), making aware about expenditure planning (95.35 percent), and providing awareness about saving schemes (79.07 percent) were expected from the Economics teacher for the provision of strong base of Economics.
- Development of competencies i.e. understanding Economics in daily life (93.02 percent), understanding of economical issues (88.37 percent) were expected by the members among students studying Economics, while earning and consuming (55.81 percent), occupational/ vocational change (58.14 percent), pursuing more than one economic activity (53.49 percent) were expected by most of the members among students studying Economics.
- The members responded with regards to their expectation from the Economics teacher in the context of changing market condition. They have expressed the following behaviors.
 - Competency to track ups & downs in the market.
 - Capability to present the emerging market trends through diagrams.
 - Competency to reproduce the real picture of the market.
 - Competency to analyze and identify the emerging trends in various fields along with scope.
 - Functional analysis of market affecting factors and their effect on various aspects
 - Competency to initiate the thinking of the students with respect to changing market conditions.
- The members responded with regards to their expectation from the Economics teachers for the development of Economic skill among the students. They have expressed the following activities.
 - Assigning practical work, field work & visits.
 - Objects making.

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

D. The Findings Related to the Identification of Learning Needs of Students have been Presented Below:

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

- Providing handouts (35.42 percent), dictation (36.11 percent) and power point presentation (29.72 percent) were expected by the students.
- Most of the students have given first preference to asking questions (50.14 percent) to facilitate problem solving, while some students have given group discussion (30.69 percent) and co-operative learning (20.56 percent) as first preference.
- Prompt i.e. asking students to read aloud the subject matter and explain the meaning (60.69 percent) were highly expected by most of students for subject thinking, while asking students to compare various economics tasks (22.78 percent) and assigning an economics problem for solution (17.22 percent) were highly expected by some of the students.
- Most of the students have given first preference to the giving new words for searching its meaning (50.56 percent) for enhancing Economics vocabulary, while assigning tasks to students for searching relevant examples related to Economics theory (34.86 percent), and Playing words game (14.86 percent) were placed as first preference by some of the students.
- Questioning-answering (54.17 percent) was highly expected by most of the students for participation in Economics period.
- Activities based on content (53.19 percent) was highly expected by most of the students for learning Economics in better way, while competitions (12.50 percent), Field work (06.80 percent), visiting Industries and various service units (14.44 percent), and market survey (12.22 percent) were highly expected by some of the students.
- Verbal positive feedback (64.03 percent) on responses was rated high by most of the students, while verbal negative feedback (13.06 percent), non verbal positive feedback (17.64 percent), and non verbal negative feedback (06.34 percent) were highly expected by some of the students.
- Most of the students said that feedback is highly expected for the improvement of performance (59.72 percent).

- Most of the students have given first preference to the asking questions (55.69 percent) at the time of concluding lesson, while summarization by the teacher (25.28 percent) and summarization by the students (18.75 percent) were rated as first preference by some of the students.
- Most of the students have given first preference to the knowledge based (53.61 percent) home assignment, while application level (16.53 percent), searching enriching information based (20.95 percent), and activity based (15.56 percent) home assignment were rated as first preference by some of the students.
- Most of the students responded that home assignment can be useful to them for practicing of content taught in the class (62.64 percent).
- Some of the students responded that Journals and periodicals (29.44 percent), Government reports and surveys (14.58 percent), Encyclopaedias on Economics (33.47 percent), and Special issues brought by newspapers on Economics (22.78 percent) are required for strengthening knowledge of Economics.
- Facility of library (45.42 percent) was rated high by a large number of students, computer laboratory (38.61 percent) was rated as first preference by a large number of students while, career corner (13.06 percent) was placed as first preference by some of the students for learning Economics.
- A large number of students said that Question-Answer session (42.36 percent) by the teacher is required to overcome difficulties in Economics.
- Most of the teachers have given first preference to the mass media (50.42 percent) for learning current affairs, while referring WWW (20.14 percent), interviews with experts (14.72 percent), debates on broadcasting and T.V. programmes (16.53 percent) were placed as first preference by some of the students.
- Factor i.e. motivational behavior of the teacher (50.56 percent) was rated as first preference by most of students for better performance, while factors i.e. Class Climate (30.14 percent), availability of resources (10.42 percent), and debates and competitions (10.97 percent) were rated as first preference by some of the students.

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

5.1.1 Discussion

It emerged from the present study that Economics teaching demands competencies i.e. oral and written expression, ability to come up with number topic ideas, information ordering, grouping things in different ways, determining time, costs, resources to perform work activity, identifying information, assigning the value, importance and quality of things or people, know the defining characteristics of the discipline of Economics, understand Economic perspective, understand the diversity of interpretation arising from frame of reference, understand and analyze economic relationships, patterns and trends, higher order thinking and sound reasoning, critically examine evidence, thoughtfully consider conflicting claims, carefully weigh facts, functional analysis of affecting factors, and their effect. Michigan high school studies on Economics (2010) found that Economics instructor should understand the fundamental constraints imposed by limited resources, the resulting choices people have to make, and the trade-offs they face, understand how economies and markets work and how people function within them, understand the benefits and costs of economic interaction and interdependence among people and nations. Tichkowaky (1975), Abhilasha & Gogna (2009), Gupta & Kumar (2009) results revealed that teacher should have more concern for the study, knowledge of subject matter, command over content, and personality characteristics. Bhagoliwal (1982) indicated that effective teachers were found to have superior capacity for imaginative and original thinking, capable of viewing the separate facts of reality as integrated whole, and capable of uncommon abstract concepts.

Economics education demands facilities of learning resource centre, teaching-learning material room, computer room, and library. Madhuri (2005) revealed that most of the teachers and students feel that the library facility for commerce stream is not sufficient.

It emerged from the present study that for making Economics well applicable and for developing Economics literacy among the students, Economics teacher should assign activities viz., surveys, searching, visiting, exhibitions, group discussion, arrange interactive sessions, oral presentation, demonstration, seminar, economics club constitution, project work, assigning preparation of materials, situational presentation, use of teaching aids, objects making, search

based assignments, prior reading before content taught, case study, problem solving, arrange competitions, economics fun game, Economics magazine production, and organizing book reading contests.

Economics teaching demands skills, viz., diversity awareness, problem solving, interpretation, decision making, vocational, critical thinking, hypothesizing, analyzing, demonstration, graphical presentation, inferencing, discussion, illustrate with example, explanation. Michigan high school studies on Economics (2010) mentioned that Economics instructor should have skill of analyzing real life situation, decision making, problem solving and economic reasoning. Desired skills of teaching were found by the studies of Gupta (1979), Mathew (1980), Rao (1985), Rajkhowa (2012).

It emerged from the present study that Economics education should develop certain salient features among the students studying Economics, viz., economic efficacy, preparing disciplined citizens, preparing productive members, preparing skillful people, developing analytical ability, inquiry, critical thinking, providing base for economic independence, enhancing entrepreneur skills, preparing for better life, preparing to control expenditure and saving, understanding market psychology, helping in economic adjustment, and preparing for choosing vocations and resources.

Economics teaching demands Competencies, viz., motivating students as per their interest and initiate thinking of the students with respect to economic activity, planning and implementation, focusing, guiding, using skills, viewing market psychology and track up & downs in the market, capability to present emerging market trends through diagram, reproduce real picture of market, and to identify the emerging trends in various fields along with scope.

It emerged from the study that planning of Economics instructions demands sub-competencies, viz., setting content appropriate to achieve objectives, and helping to develop desirable attitude for teaching Economics. Travers & others (1986) also showed that planning competencies were the most relevant competencies followed by evaluation and management. Mathew (1980), Gupta (1979) results revealed that teacher's concern for the study, prepare a plan are desirable. Noad (1975) indicated that the Economics teacher should assess in-depth treatment for Economics topic. Rajkhowa (2012) found that young teachers need to improve their coming well prepared to the class.

This study has found that organizing content needs competencies and sub-competencies viz., organizing content logically, and systematically, know how to find out and organize information from a variety of sources, and Information ordering. Sharma (1971) found order of their arrangement as sound predictor of teacher effectiveness. Rao (1985) found that making the hierarchy of relationship between the ideas is employed by effective teacher. So it can be said that sequencing of ideas are expected from the teacher.

For the success of Economics teaching, deciding instructional objectives are essential. The findings of the present study showed that deciding instructional objectives demands competencies and sub-competencies, viz., as per the characteristics of Economics discipline, as per the needs of society, acknowledging audience and purpose. Mathew (1980) found recognizing attending behavior as one of the desirable factors of secondary school teachers.

The present study found that selecting teaching methods demands competencies and sub-competencies, viz., appropriate to the students, appropriate for presenting the topic, suitable to learn facts, concept and principles. It was supported by the findings of Noad (1975), Tichkowaky (1975), Maheshwari (1976), Bawane (1999). These findings clearly indicated that the teacher should be able to assess the effectiveness of various note-taking techniques of teaching economics, have competencies of teaching methodology, select models of teaching, and develop competencies in the area of teaching methods.

It emerged from the present study that choosing teaching aides needed competencies and sub-competencies viz., suitable to the pupils, in line with the content, technical proficiency, choosing mass media for teaching current affairs, and referring WWW. Competencies of choosing appropriate teaching aid were revealed in the findings of Mathew (1980), Kaur (1983), Gupta (1979), and Noad (1975). These studies showed desirable teaching competencies i.e. using audio-visual aids, and designing teaching materials.

The introduction to a topic demands linking it with the previous knowledge of the learners, ensure pupils work and conduct follow-up of activities. The importance of the topic could be illustrated so that the learners know the value of learning.

It emerged from the present study that the Economics teacher should use teaching methods viz., discussion, project, lecture, problem solving, demonstration, field study, and case study. Nayar (1976) revealed that oral presentation took more than half of the time in social sciences and least in mathematics, there was wide variation in the occurrence of every position category and mode among each lesson of the subject and among the different subjects. Gupta (1979), Passi & Sharma (1982), Kaur (1983) results revealed that style of reading, presenting verbal mode and style of teaching are important factors of deciding teaching effectiveness.

The present study found that effective explanation of concepts and principles demands use of certain competencies and sub-competencies, viz., using appropriate vocabulary, speaking correctly and fluently, using appropriate examples, observing continuity in sequence of ideas, continuity in narration, using comparisons, making argument, support with evidence, articulate and answer possible objections, present a concise, explaining at length, explain about budgeting, interpreting mode, processes of transaction, guiding, informing about product and scheme, application and practicability, correlation, digital age proficiency, using performance, using teaching aids. The similar findings were revealed by Gupta (1979), and Rao (1985). Rajkhowa (2012) results showed that all the teachers need to improve when it comes to explaining the theme of the chapter before starting the chapter.

It emerged from the study that asking questions demands competencies and sub-competencies, viz., well structured, relevant to the topic, specific and concise, developing critical awareness, facilitating problem solving. Gupta (1979) results showed that skill in questioning helps in class teaching. The skill of questioning was also found by Mathew (1980), Rao (1985).

The present study found that increasing pupils participation demands competencies and sub-competencies, viz., questioning answering, prompting for subject thinking, arranging content based activities, giving new words for searching its meaning, enhancing economics vocabulary, arranging searching activities, arranging word games, involving activities and group task, encouraging communication and interactive sessions, putting in situations, assigning practical work, case study and problem solving, assignment, model

making, giving object making, arranging competitions, giving inputs for discussion by students, field study by students, and demonstration by students. Noad (1975) mentioned that the Economics teacher must be able to evaluate possible effectiveness in terms of pupils' participation. Mathew (1980) also mentioned pupils' participation as one of the desired factor of teaching competency.

It emerged from the study that using chalk board demands competencies and sub-competencies, viz., writing neatly, maintaining continuity, writing adequately, drawing simple diagram. Nayar (1976) found that display was the most prominent in physics teacher. Gupta (1979), Mathew (1980) found that black board work is most helpful factor in teaching. Rajkhowa (2012) study revealed that a majority of teachers are poor in the use of black board.

Organizing and supervising field trip demands sub-competencies, viz., arranging suitable field study, visiting industries and various service units, selecting objectives of field studies, selecting suitable site, and instructing students for the field. The importance of laboratory experiments was found by Copriady (2014), and Shaikh (1992). Noad (1975) revealed that the Economics teacher should be able to assess the value of using community resources in teaching Economics.

It emerged from the present study that teacher should give verbal positive feedback on responses for the improvement of performance of the students. Bhatiya (2014) found that tone of the feedback affect the performance of the students.

It is expected that teacher should revise syllabus before examination. It also emerged from the present study that teacher should provide guidelines about writing to overcome difficulties in attempting questions.

The present study found that teacher should provide guidance to the students by showing their mistakes. Correcting oral mistakes was found as an important factor in the study of Gupta (1979).

It emerged from the study that while home work and assignments are given, teacher should define objectives, select appropriate time limit and correct home work properly. Giving homework demands competencies and sub-

competency, viz., assigning activity based assignment and knowledge based home assignment keeping in mind practice of content taught. Gupta (1979) found that correcting written work, home task and removing doubts are helpful in class teaching. Mathew (1980) showed that giving home work is one of the desired factors of teaching competency. Rajkhowa (2012) found that no teacher is seen to check homework.

Maintaining classroom discipline is very important for effective teaching. The present study found that maintaining classroom discipline demands planning for the day before hand, making attractive beginning to set the mindset of the pupils, changing teaching methods whenever required, motivating students constructively for observing discipline. Tichkowaky (1975) mentioned that the identified competencies were found to have positive relationship with students' discipline and control. Mathew (1980), Travers et al. (1986), Gupta (1979) results were in tune with classroom management. Gupta & Kumar (2009) results found that the students were least satisfied with the class control of the teacher. Rajkhowa (2012) mentioned that no teacher is seen to check sitting arrangement of the students.

The present study found that closing lesson demands consolidating aptly clear closing, and asking questions at the time of concluding lesson. The importance of achieving closure was revealed by the studies of Gupta (1979) and Mathew (1980).

The development of students' interest in Economics demands arranging group work, providing opportunities to discuss ideas, establishing cause & effect relationship, connecting with daily life, suggesting resources and schemes, imparting knowledge about options, functional analysis of affecting factors and their effect, directing for planning and maintenance, discussing about future opportunities, arranging group discussion and project work, giving constant feedback and communicating meaningfully.

The development of students' attitude in Economics demands encouraging students for viewing TV purposefully, developing scientific attitude, encouraging students to develop hobbies related to Economics, motivating students constructively for observing discipline. Debnath (1971) revealed that superior teaching efficiency went with a favorable attitude and good

adjustment. Mann (1980) noted that attitude towards teaching profession was one of the determinants of success in teaching. Mathew (1980) considered professional perception as desirable factor.

Developing students value towards Economics demands encouraging students' questioning for seeking knowledge, developing sense of responsibilities, using inquiry approach, encouraging students' search for data, verification of findings.

It emerged through the present study that competencies and sub-competencies are required for developing different types of test items, .i.e. objective type, short answer type, and essay type. For teaching Economics, classifying test into domain demands competencies and sub-competencies of cognitive and affective domains. For preparing test results demands scoring tests, compiling test results, analyzing results, and grading. It also emerged that teacher should use test results for guiding students, diagnosing students' difficulties and setting a plan for remedial teaching. Gupta (1979) revealed that removing doubts is considered to be helpful in class teaching. Travers & others (1986) mentioned that evaluation competencies are important. Rajkhowa (2012) found that no teacher is seen to evaluate the students well.

5.2. FINDINGS OF THE OBJECTIVE NO: 2

- 2.** Findings of Objective No.2 i.e. To study the teaching competencies in practice among the teachers teaching Economics.

E. This Section Presents Teaching Competencies in Practice by the Economics Teachers.

- The average score on observation of the teaching competency instructional objectives has been found to be 2.64. So the Economics Teachers have been found to be good on delineating the instructional objectives.
- The average score on observation of the teaching competency selecting appropriate teaching methods has been found to be 2.91. So the Economics Teachers have been found to be good on selecting appropriate teaching methods.

- The average score on observation of the teaching competency choosing teaching aids has been found to be 0.39. So the Economics Teachers have been found to be weak on choosing teaching aids.
- The average score on observation of the teaching competency introducing lesson and sustaining attention has been found to be 3.13. So the Economics Teachers have been found to be good on introducing lesson and sustaining attention.
- The average score on observation of the teaching competency employing a variety of methods in teaching economics has been found to be 2.90. So the Economics Teachers have been found to be good on employing a variety of methods in teaching economics.
- The average score on observation of the teaching competency effective explanation of concepts & principles has been found to be 3.20. So the Economics Teachers have been found to be good on effective explanation of concepts & principles.
- The average score on observation of the teaching competency asking questions has been found to be 3.08. So the Economics Teachers have been found to be good on asking questions.
- The average score on observation of the teaching competency utilizing facility effectively has been found to be 1.25. So the Economics Teachers have been found to be weak on utilizing facility effectively.
- The average score on observation of the teaching competency utilizing skills effectively has been found to be 3.21. So the Economics Teachers have been found to be good on utilizing skills effectively.
- The average score on observation of the teaching competency increasing pupils' participation has been found to be 2.90. So the Economics Teachers have been found to be good on increasing pupils' participation.
- The average score on observation of the teaching competency using chalk board has been found to be 3.02. So the Economics Teachers have been found to be good on using chalk board.

- The average score on observation of the teaching competency organizing and supervising field trips has been found to be 1.06. So the Economics Teachers have been found to be weak on organizing and supervising field trips.
- The average score on observation of the teaching competency home assignments has been found to be 2.81. So the Economics Teachers have been found to be good on home assignments.
- The average score on observation of the teaching competency observing classroom discipline has been found to be 2.85. So the Economics Teachers have been found to be good on observing classroom discipline.
- The average score on observation of the teaching competency closing the lesson has been found to be 2.10. So the Economics Teachers have been found to be average on closing the lesson.
- The average score on observation of the teaching competency developing students' interest in economics has been found to be 2.51. So the Economics Teachers have been found to be good on developing students' interest in economics.
- The average score on observation of the teaching competency developing students' attitude in economics has been found to be 1.56. So the Economics Teachers have been found to be average on developing students' attitude in economics.
- The average score on observation of the teaching competency developing students' values towards economics has been found to be 1.46. So the Economics Teachers have been found to be weak on developing students' values towards economics.
- The average score on observation of the teaching competency developing different types of test items and classifying domain wise has been found to be 3.87. So the Economics Teachers have been found to be very good on developing different types of test items and classifying domain wise.

- The average score on observation of the teaching competency preparing results has been found to be 3.40. So the Economics Teachers have been found to be good on preparing results.
- The average score on observation of the teaching competency feedback on results & follow up has been found to be 2.33. So the Economics Teachers have been found to average on feedback on results & follow up.

F. This Section Presents the Views of Economics Students on Actual Performance of Economics Subject Teacher.

- Majority of students responded that teacher takes follow up of previous day's home work (88.89 percent).
- A large number of students responded that Economics teacher introduces the lesson by telling importance of lesson (49.86 percent) and by writing title on the black board (41.11 percent).
- Most of the students viewed that the Economics teacher focuses content point by writing content points (50.97 percent), while a large number of students viewed that the Economics teacher focuses content point by drawing figures, graphs (46.39 percent)
- Most of the students responded that the Economics teacher use teaching aid i.e. charts (55.56 percent) frequently, while use of teaching aids by the teacher i.e. tape recorder (40.97 percent), bulletin board (46.94 percent), pictures (43.06 percent) and exhibits (38.47 percent) were responded by a large number of students.
- A large number of students responded that the Economics teacher facilitate problem solving by asking question (48.61 percent), and group discussion (46.53 percent).
- Most of the students said that the Economics teacher gives prompt i.e. asking students to read aloud the subject matter and explain the meaning (62.78 percent).

- Most of the students responded that the Economics teacher make efforts i.e. giving new words for searching its meaning (50.83 percent), assigning tasks to students for searching relevant examples related to economics theory (52.78 percent) for enhancing Economics vocabulary.
- Most of the students said that they participate in Economics period by answering teacher's question (63.89 percent), while a large number of students reported their participation by completing assigned task (43.89 percent).
- Majority of students responded that the Economics teacher gives verbal positive feedback (69.44 percent) on classroom behavior, homework and responses.
- Most of the students said that the Economics teacher concludes the lesson by asking questions (59.72 percent), while a large number of students viewed that the lesson is summarized by the teacher (47.22 percent).
- A large number of students responded that the Economics teacher suggests materials i.e Journals and periodicals (44.58 percent), Encyclopaedias on Economics (41.94 percent), and Special issues brought by newspapers on Economics (35.14 percent) for strengthening knowledge .
- Majority of the students said that the Economics teacher assigns assignments.
- Majority of the students responded that project making (66.53 percent) activity is given to them, while, 42.22 percent responded that chart making activity.
- A large number of students responded that question-answers are done by the Economics teacher to overcome difficulties in Economics.
- A large number of students said that the Economics teacher arranges debates on broadcasting and T.V. programmes (48.89 percent), Talk with experts (41.81 percent) for teaching current affairs.
- A large number of students responded that co-curricular activities i.e. Economics magazine production (42.64 percent), Undertaking projects (40.83 percent), Organizing book reading contests (37.78 percent) were assigned by the teacher.

- Most of the students said that the Economics teacher revises syllabus (58.47 percent) before examination.
- Majority of students said that Economics teacher provides guidelines about writings (70.69 percent) to overcome difficulties in attempting questions.
- Most of the students responded that teacher provides guidance by showing mistakes and explaining it (53.06 percent).
- A large number of students said that the Economics teacher assigns visit to industries (43.75 percent).
- Most of the students responded that the Economics teacher make provision i.e. state objectives clearly (55.69 percent) for field experience, while a large number of students viewed that the provision is made by the teacher by instructing about field (49.17 percent).

5.2.1 Discussion

It emerged from the present study that the Economics teacher have been found to be good on delineating instructional objectives. Mehta (1976) revealed that there was no relationship between the teacher's instructional goal perception and I/d, teacher response ratio and teacher question ratio. Shaikh (1992) found that science teacher possesses teaching competencies of identifying and classifying objectives according to domain at moderate level. Tawalbeh & Ismail (2014) showed that instructors demonstrated satisfactory teaching practices on defining instructional objectives.

The Economics teachers have been found to be good on selecting appropriate teaching methods. Roy (1977) results revealed that teaching style affects the development of knowledge, application abilities and total achievement of pupils. Copriady (2014) showed that teachers' competency in designing experiment is moderate. This shows that there is significant relevance among determination of subject matter, purpose and learning experiences. Shaikh (1992) results indicated that rating for planning of teaching competencies showed that science teachers possess those competencies at higher level.

As per the responses of a large number of students their Economics teachers use teaching aids, such as, chart frequently. But the observation of the lessons by the investigator taught by the Economics teachers reveals that the teaching aids are rarely used by the Economics teacher.

The Economics teachers have been found to be good on introducing lesson and sustaining attention. Telling importance of lesson and by writing title on the black board has been found in practice. Competencies of introducing lessons have not been found in practice in the findings of Passi & Sharma (1982), Kala (2009). Influence of motivation on teaching competence of teachers was found in the study of Lakshminarayana & Bapu (2004). Rajkhowa (2012) results revealed that no teacher is seen to motivate students in the class. Tawalbeh & Ismail (2014) results showed that the instructor demonstrates satisfactory performance on introduction.

The Economics Teachers have been found to be good on employing a variety of methods in teaching economics. Agrawal (1969) revealed that in the classroom teaching, about 52 percent teachers were below average. Santhanam (1972) found that age, decency of training, experience of teacher did not seem to affect teacher influence in terms of i/d and I/D but gender, marital status, subject affect on influence pattern. Malhotra (1975) & Mehta (1976) found experience, gender, qualification wise differences on teacher classroom behavior. Roka (1976), Kumar & Lal (1980), Singh (1985), Rajmeenakshi (1988), Bajwa (2003) found that training in such interactive behaviours affect teaching competencies. Shaida (1976) and Roy (1977) revealed that teaching patterns affect the development of knowledge and its retention, comprehension and application level of pupils attainments. Devadasa (2007) found significant effect of programme on improvement of teaching methods and teaching competencies of teachers. Shaikh (1992) found that science teachers possess competencies of presentation at higher level. Tawalbeh & Ismail (2014) finding was in tune with this.

The Economics Teachers have been found to be good on effective explanation of concepts & principles. Nayar (1976) found that the teacher uses eleven percent time in explanation. Bawane (1999) found that teachers do not possess the required theoretical and functional knowledge in order to practice them. Rao (1985) revealed that skills like- providing information, clarifications are

seen consistently with all effective science teachers. Tawalbeh & Ismail (2014) found that instructors demonstrate satisfactory performance emphasizing most important point, explaining academic activities clearly, giving examples to explain content clearly.

The Economics Teachers have been found to be good on asking questions. Teachers have been found facilitating problem solving by asking questions. Sharma (1972), shaida (1976) found that questioning patterns significantly produce higher mean for the development of knowledge and application. Effect of additional training on asking questions was seen in the findings of Roka (1976) and Devadasa (2007). Kala (2009) found that teaching competencies of D.T.Ed. Students with regard to asking questions were moderate. Maheswari (1976) found that effective teachers used categories of questions, student response and initiation.

The Economics teachers were not found utilizing instructional facilities available with the school optimally and effectively.

The Economics Teachers have been found to be good on utilizing skills effectively. Bhagoliwal (1982) found that effective teachers were characterized by fairly high level of differentiation, integration, and good organizational interest. Rao (1985) found that categorization; application, logical responding is meagerly employed by a few effective teachers. Effective teachers use drawing, derivation which can be considered as components of teaching skills. Utilizing planning, presentation, evaluation skills were found in the study of Kala (2009), Rajkhowa (2012), Tawalbeh & Ismail (2014). Nayar (1976) found that oral presentation took more than half of time in social science, whereas, least in mathematics. Drawing was conspicuous in biological sciences than physical sciences. Agrawal (1969) found that teachers were weak in the competence of organizing co-curricular activities, school programme and other activities of the school. Rajmeemakshi (1988) found that training in the skill of demonstration and micro teaching significantly increased competency. Improvement in teaching skills through micro teaching was observed in the study of Kumar & Lal (1980).

The Economics Teachers have been found to be good on increasing pupils' participation. It emerged from the study that pupils' participation has been entranced by asking questions, assigning project and chart making activities,

giving prompts i.e. asking students to read aloud the subject matter and explain the meaning, making efforts i.e. giving new words for searching its meaning, assigning tasks to students for searching relevant examples, arranging co-curricular activities, viz., Economics magazine production, and organizing book contest. Tawalbeh & Ismail (2014) found that teacher provides an activity to apply knowledge in the classroom and it offers students opportunities to relate learning to real life. Maheswari (1976) found that effective teacher uses student idea, student response and initiation. Balachandran (1981) identified that the teacher performance with respect to encouraging classroom discussion was poor. Rao (1985) found that there was no concurrence in interactive patterns observed with teachers. Result of Kaur (1983) was also in tune with this.

It emerged from the study that the Economics Teachers have been found to be good on using chalk board. Economics teacher focuses content point by writing content point on chalk board. Kala (2009) found that teaching competencies of D.T.Ed. Students with regard to use of chalk board work are moderate. Rajkhowa (2012) mentioned that a majority of the teachers are poor in the use of black board work.

A large number of students have responded that the field trips were organized and supervised by the Economics teachers, but there is ample scope for organizing these effectively. The additional information gathered by the investigator reveals that the field trips are better organized by the urban Economics teachers than by the rural teachers.

The Economics Teachers have been found to be good on home assignments. Teachers have been found using competencies of giving homework and taking follow up of previous day's homework. But contradiction was seen in the finding of Rajkhowa (2012), that no teacher is seen to check home work.

The Economics Teachers have been found to be good on observing classroom discipline. Kala (2009) found that the teaching competencies of D.T.Ed. Students with regard to classroom management are moderate. But contradiction is seen in the results of Gupta & Kumar (2009) and Dabas (2011). Gupta & Kumar (2009) found that students were least satisfied with the class control of the teacher. Dabas (2011) found that no teacher is seen making sitting arrangement.

The Economics Teachers have been found to be average on closing the lesson. Teachers have been found using competencies of concluding lesson by asking questions. Kala (2009) found that teaching competencies of D.T.Ed. Students with regard to closure of lesson are moderate; Tawalbeh & Ismail (2014) found that the teachers rarely demonstrate outcomes at the end of the lesson. The Economics Teachers have been found to be good on developing students' interest in economics. Shaikh (1992) found that science teachers possess those competencies at moderate level.

The Economics Teachers have been found to be average on developing students' attitude in economics. It has been found from the responses of students that Economics teacher arrange debates on broadcasting and T.V. programme (48.89 percent) and talks with experts (41.81 percent) for teaching current affairs. Gupta & Kumar (2009) found that students were least satisfied with the knowledge of current affairs of the teacher.

Teachers' attitude towards teaching was revealed in the findings of Lakshminarayana & Bapu (2004), Abhilasha & Gogna (2009), Sodhi (2010) and Singh (1985). Joshep (2013) found significant difference in the professional commitment of the teachers working in self-financed and government institutions.

The Economics Teachers have been found to be weak on developing students' values towards economics. Shaikh (1992) found that the science teachers possess competencies of developing values at moderate level.

The Economics Teachers have been found to be very good on developing different types of test items and classifying domain wise, and preparing results. Shaikh (1992) found that science teachers possess competencies of evaluation at moderate level. Copriady (2014) found that contribution of competency in planning a practical evaluation is low.

The Economics Teachers have been found to be average on feedback on results & follow up. Overcoming difficulties, Economics teachers do questions-answers, provide guideline about writing to overcome difficulties in attempting questions, and provide guidance by showing mistake and explaining. Bawane (1999) found that competencies in the area of providing guidance, and remedial instructions were not being practiced by the teachers.

5.3. FINDINGS OF OBJECTIVE NO: 3

- 3.** Findings of Objective No. 3 i.e. To identify gaps 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 organization 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 organization.
 - Competencies of Selecting appropriate teaching methods were expected by the teachers, investigator, parents and practice with regard to this was found in 'good' category. There was no gap between expected and practice of selecting appropriate teaching methods.
 - Competencies of Choosing and using teaching aids were expected by the teachers, investigator, parents and students. The practice with regard to this was found in 'weak' category' in the rating by the researcher. Most of the students responded that the economics teacher uses charts and bulletin board while teaching Economics. So only two teaching aids were rated by most of the students. There was discrepancy in expected and in practice of choosing and using teaching aids.
 - Competencies of introducing lesson and sustaining attention were expected by the teachers, investigator and students. The practice with regard to this was found in 'good' category in the rating by the investigator. There was no gap between expected and practice of introducing lesson and sustaining attention.

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

- Competencies of using chalk board were expected by the teachers, investigator and students. The practice with regard to this was found in 'good' category. The discrepancy was not found in competencies expected and in practice of using chalk board.
- Competencies of organizing and supervising field trip were expected by the teachers, investigator and parents. The practice with regard to this was found in 'weak' category. The discrepancy was found in competencies expected and in practice of organizing and supervising field trip.
- Competencies of assigning home assignments were expected by the teachers, 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 related to giving feedback on classroom behavior, homework and responses were expected by the parents and students and the practice with regard to this was found on the basis of responses of the students.
- Assigning co-curricular activities were expected by the students. A large number of the students responded that activities i.e. Economics magazine production (42.64 percent), undertaking projects (40.83 percent), organizing book reading contests (37.78 percent) were in practice.
- Competencies of revising syllabus were expected by the students. The practices i.e. with regard to this was found on the basis of responses of the students.
- Facilitate problem solving by asking questions (50.14 percent) was expected as first preference by most of the students and the practice (48.61 percent) with regard to this was found.
- Prompt i.e. asking students to read aloud the subject matter and explain the meaning (60.69 percent) was expected as first preference by most of the students and the practice (62.78 percent) with regard to this was found.
- Effort i.e giving new words for searching its meaning (50.56 percent) was expected as first preference by most of the students and the practice (50.53 percent) with regard to this was found.

- Competencies of suggesting additional materials for strengthening knowledge of Economics were expected by the students and practices with regard to this were found.
- To overcome difficulties in Economics efforts i.e. giving references (19.58 percent), question-answers (42.36 percent), providing clues (19.03 percent), and group discussion (21.11 percent) were expected by the students as first preference. The practices with regard to these were found (29.86 percent), (65 percent), (26.25 percent), and (34.03 percent) respectively.
- Teaching of current affairs by the teacher using debates on broadcasting and T.V. programmes (16.53 percent), talks with experts (14.72 percent), referring www (20.14), and mass media (50.42 percent) were expected by the students as first preference and practices with regard to this were found.
- To overcome difficulty in attempting questions efforts i.e. providing guideline about writing (76.53 percent), providing remedial work (24.03 percent) were expected by the students as first preference and the practices with regard to these was found (70.69 percent), and (33.06 percent) respectively.
- Types of Guidance i.e. teacher to go around the class, supervise (26.53 percent), show students' mistakes (41.81 percent), give directions, prompts, clues, hints (10.56 percent), elicit through questioning, seek clarification (08.47 percent), correct students' notebooks (07.50 percent), and working out with different strategies for solving the problems (08.75 percent) were expected as first preference by the students. The practices with regard to these were found (44.72 percent), (53.06 percent), (24.17 percent), (28.47 percent), (19.44 percent) and (06.53 percent) respectively.

5.3.1 Discussion

While identifying the gap between expected and practiced competencies of delineating instructional objectives, it was observed that Economics teachers did not deviated from the instructional objectives of teaching Economics. Practice with regard to this was found in 'good' category. This shows that the Economics teachers possess and practice the competencies of delineating instructional objectives. But discrepancy in ideal role and real role was found significant among all teachers in the study done by Hussain (1985).

It emerged from the study that competencies of content development and organization were expected and were also found in practice. Practice under 'good' category reveals discrepancy was not seen between ideal and reality. Result of Copriady (2014) showed that contribution of designing and planning competencies towards practical implementation are higher than practical evaluation.

Competencies of selecting appropriate teaching methods were expected and practice with regard to this was found in 'good' category. Bawane (1999) found that teacher education programme have not been efficient in developing expected teaching competencies in the area of teaching methods.

In the present study, competencies of choosing and using teaching aids were expected. But practice with regard to this was found in 'weak' category in the observation of the lesson by the investigator. But contradiction was seen in the responses gathered by the investigator and by the students. As per the responses of a large number of students their Economics teachers use teaching aid, such as, chart frequently. But the observation of the lessons by the investigator taught by the Economics teachers reveals that the teaching aids are rarely used by the Economics teacher. Passi & Sharma (1982) results revealed variation between competencies expected and in practice of shifting sensory channels. Kaur (1983) found subject wise variation in competencies of designing teaching materials. Ramana (2010) showed that teachers were unable to prepare TLM. Patil (2010) results revealed that teaching of Economics is not enriched.

It emerged from the study that competencies of introducing lesson and sustaining attention were expected and practiced. Practice with regard to these was found in 'good' category. It means that Economics teachers possess competencies of introducing lesson and sustaining attention. Passi & Lalita (1982) found variation between teaching competency expected and in practice with regard to introducing lesson.

It emerged from the study that teaching methods and techniques i.e. lecture, discussion, problem solving, case study, assignment, situational presentation, activity based teaching were expected. But only three expected methods, viz., lecture, discussion, problem solving were found in practice. It shows that gap between expected and in practice was observed. Project method was also found in practice. Bawane (1999) found that expected role of teaching is not being played by the teachers. Passi & Sharma (1982) found variation in competencies identified and shared with reference to presenting verbal mode. Hussain (1985) found that teachers teaching English and Mathematics were found to be highly discrepant in government and private schools. Sodhi (2010) showed that there are significant mean differences in teacher effectiveness of secondary school teachers teaching Science, Social Studies and Language streams. It means that subject wise differences are seen in teaching competencies expected and in practice. Nayar (1976) found that there was wide variation in the occurrence of every exposition category and mode among different subjects. Lakshmi & Shanmugaganesan (2008) showed that teaching competency and performance were not directly related.

It emerged from the study that competencies of effective explanation of concepts & principles were expected and practiced. The practice with regard to this was found in 'good' category. It means that the Economics teachers possess and use the competencies of effective explanation of concepts & principles. Balachandran (1981) results indicated that teachers' self rating were significantly higher than the students rating about their teachers. Passi & Sharma (1982) found variation in teaching competencies expected and in practice with reference to clarification, pacing, load reading, and avoiding repetition.

Expected competencies of asking questions were found in practice by the Economics teachers. Practice under 'good' category reveals discrepancy was not seen between ideal and reality. Passi & Sharma (1982) found variation in teaching competencies expected and in practice of asking questions, dealing with pupils' responses.

In the present study, discrepancy was found in expected and in practice of utilizing facility effectively. The Economics teachers were found weak in utilizing instructional facilities available with the school optimally and effectively.

Expected competencies of utilizing skills were found in practice by the Economics teachers. Practice under 'good' category reveals discrepancy was not seen between ideal and reality. Variation was found in identified and shared with reference to introducing lesson, asking questions, using black board, using reinforces presenting, shifting verbal mode in results of Passi & Sharma (1982).

It emerged from the study that competencies of increasing pupils' participation were expected and found in practice also. Practice under 'good' category reveals discrepancy was not seen between ideal and reality. Maheswari (1976) results indicated expected and unexpected behaviours of teachers for increasing pupils' participation, viz., effective teachers used categories of accepting feelings, uses student ideas, student initiation, where as ineffective teachers involved more direct teacher talk, silence and confusion. Passi & Sharma (1982) results revealed gap between teaching competencies expected and in practice with regard to dealing with pupils responses, improving pupils behavior, and recognizing pupils attending behavior.

Expected competencies of using chalk board were found in practice by the Economics teachers. Practice under 'good' category reveals discrepancy was not seen between ideal and reality. But discrepancy was found in identified and shared competencies with reference to using chalk board in result of Passi & Sharma (1982).

The discrepancy was found in competencies expected and in practice of organizing and supervising field trip. A large number of students have responded that the field trips were organized and supervised by the Economics

teachers, but there is ample scope for organizing these effectively. The additional information gathered by the investigator reveals that the field trips are better organized by the urban Economics teachers than by the rural teachers. Discrepancy was seen in competencies expected and in practice in organizing and supervising field trips in the result of Shaikh (1992).

While identifying the gap between expected and practiced competencies assigning home assignments, it was observed that Economics teachers do observe home assignments. Practice under 'good' category shows that teachers possess competencies of assigning assignments. But variation was seen in the results of Passi & Sharma (1982).

Expected competencies of observing classroom discipline were found in practice by the Economics teachers. Practice under 'good' category reveals discrepancy was not seen in expected role and role in practice. Gupta & Kumar (2009) results revealed dissatisfaction of students with reference to teacher's performance and found that students were least satisfied with the class control of the teacher.

It emerged from the study that competencies of closing the lesson were expected and found in practice also. Practice under 'average' category reveals that Economics teachers' performance about this aspect was not upto the mark. Variation was also found in the results of Passi & Sharma (1982).

It emerged from the study that discrepancy was not found in competencies expected and in practice of developing students' interest in Economics. Practice under 'good' category reveals that Economics teachers possess those competencies and make use of it. Shaikh (1992) result revealed that science teachers do not possess those competencies upto the optimum level.

In the present study, competencies of developing students' attitude in Economics were expected. But teachers' performance was found in 'average' category which shows that teachers do not make much use of those competencies. Gupta & Kumar (2009) results revealed satisfaction and dissatisfaction of students with regard to teacher's performance and found that students were least satisfied with the knowledge of current affairs of the teacher.

It emerged from the study that competencies of developing students' values towards Economics were expected, but the practice of those competencies by the Economics teachers were found weak. Result of Shaikh (1992) revealed that science teachers possess competencies of developing students' values towards science at moderate level.

Expected competencies of developing different types of test items and classifying domain wise were found in practice by the Economics teachers. Practice under 'very good' category reveals discrepancy was not seen between ideal and reality. But gap was found in the results of Shaikh (1992) and Copriady (2014). Shaikh (1992) which revealed that science teachers do not possess those competencies upto the higher level. Copriady (2014) result showed that designing competencies is only accounted for 34.7% of all the practical evaluation.

While identifying the gap between expected and practiced competencies of giving feedback on results and follow up, diagnosing students' difficulties, and setting plan for remedial teaching, it was observed that the Economics teachers were average. Discrepancy was seen in competencies expected and in practice with respect to providing guidance, and remedial instruction in the study of Bawane (1999).

5.4. CONCLUSION

Economics teaching competencies expected and in practice have been found in the area of planning, presentation, pupils' participation and evaluation. The present study has come up with discrepancy between teaching competencies expected and in practiced in the above mentioned areas. Some expected competencies, such as, delineating instructional objectives, content development and organization, selecting appropriate teaching methods, introducing lesson and sustaining attention, employing methods, viz., lecture, discussion, problem-solving, project, effective explanations of concepts and principles, asking questions, utilizing skills, increasing pupils' participation, using chalk board, assigning assignment, observing classroom discipline, developing students interest in Economics, developing different types of test

items and classifying domain wise are practiced at optimum level under 'good' category, whereas, closing lesson, developing students attitude towards Economics, preparing results were found average, and practice of some expected competencies, viz., utilizing facilities, organizing and supervising field trips, developing students values towards Economics were found weak. There is a need to develop all the competencies of teaching Economics at optimum level.