

APPENDIX II

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GENERAL TEACHING COMPETENCE SCALE

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Developing instructional skills in teachers using auto-instructional materials and using microteaching approach under simulated condition and real situation —a comparative study.

**-: General Teaching Competence Scale :-**

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Name of the trainee : \_\_\_\_\_ Roll No. : \_\_\_\_\_

School : \_\_\_\_\_ Class : \_\_\_\_\_ Date : \_\_\_\_\_

Topic : \_\_\_\_\_ Lesson No. : \_\_\_\_\_

Score

Instructions : In this five-point scale, scale-value zero indicates that the particular teacher behaviour was not at all found in the trainee and scale-value four indicates that the particular teacher behaviour was very much found in the trainee. Please mark your evaluation of the trainee by encircling the appropriate scale-value.

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*Planning*

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Objectives of the lesson were relevant to the topic to be taught.          | 0 | 1 | 2 | 3 | 4 |
| 2. Objectives were clearly stated in terms of pupil behaviour changes.        | 0 | 1 | 2 | 3 | 4 |
| 3. Planning presented a complete picture of the activities during the lesson. | 0 | 1 | 2 | 3 | 4 |

*Introduction*

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|--|---|---|---|---|---|
| 4. Previous knowledge of the pupils was adequately used and linked with the new topic.   | 0 | 1 | 2 | 3 | 4 |
| 5. Appropriate device was used for the introduction of the topic.                        | 0 | 1 | 2 | 3 | 4 |
| 6. Questions and statements used were relevant to the topic and did not lack continuity. | 0 | 1 | 2 | 3 | 4 |
| 7. Appropriate set was created for imparting new knowledge.                              | 0 | 1 | 2 | 3 | 4 |

*Presentation*

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 8. Questions and statements used for topic development were well structured, specific and concise, were put with proper speed and voice modulation. | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|

9. Questions and pupil responses were not unnecessarily repeated.	0	1	2	3	4
10. Prompting questions were used to get correct pupil responses.	0	1	2	3	4
11. Redirection technique was used for probing and increasing pupil participation.	0	1	2	3	4
12. Clear meaningful statements were used to explain concepts.	0	1	2	3	4
13. Appropriate explaining links were used in the development of pupil understanding.	0	1	2	3	4
14. Appropriate examples were used for illustrating the concept or principle.	0	1	2	3	4
15. Examples were given through appropriate verbal or nonverbal media.	0	1	2	3	4
16. Body movements, gestures, change in speech pattern etc. were used to secure attention of the pupils and to emphasize importance of points under discussion.	0	1	2	3	4
17. Interaction style was changed during the lesson to secure attention of pupils.	0	1	2	3	4
18. Short silent pauses were used to stimulate thinking.	0	1	2	3	4
19. Silence and nonverbal cues were used to increase pupil participation.	0	1	2	3	4

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|---|---|---|---|---|---|
| 20. Adequate verbal and nonverbal reinforcers were used to increase pupil participation.                | 0 | 1 | 2 | 3 | 4 |
| 21. Speed of presentation of ideas was appropriate to the rate of pupil's understanding.                | 0 | 1 | 2 | 3 | 4 |
| 22. Chalk-board work was neat, legible and appropriate to the topic under discussion.                   | 0 | 1 | 2 | 3 | 4 |
| <i>Closing-Evaluation</i>   |   |   |   |   |   |
| 23. Major points of the topic were consolidated with the help of pupils.                                | 0 | 1 | 2 | 3 | 4 |
| 24. Application of new knowledge to new situation was provided to locate gaps in pupils' understanding. | 0 | 1 | 2 | 3 | 4 |
| 25. The evaluation technique was reliable and relevant to the objectives of the lesson.                 | 0 | 1 | 2 | 3 | 4 |
| 26. The process of evaluation was appropriate it checked the attaining of the objectives of the lesson  | 0 | 1 | 2 | 3 | 4 |
| <i>General</i>  |   |   |   |   |   |
| 27. Attending and nonattending behaviours of the pupils were recognised and checked appropriately.      | 0 | 1 | 2 | 3 | 4 |
| 28. Classroom discipline was maintained throughout the lesson   | 0 | 1 | 2 | 3 | 4 |
| 29. Feelings and ideas of the pupils were accepted by the teacher.                                      | 0 | 1 | 2 | 3 | 4 |
| 30. The teacher was confident in his classroom teaching.  | 0 | 1 | 2 | 3 | 4 |

Signature of the supervisor