

CENTRE OF ADVANCED STUDY IN EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE M.S. UNIVERSITY OF BARODA
BARODA

BARODA GENERAL TEACHING COMPETENCE SCALE
(BGTCS)
(RATING SCALE)

Name of the Student Teacher : _____

Roll No. _____ Class to be taught : _____

Observer : _____ Subject : _____

Subject : _____

PLANNING (Pre-instructional) :

Not
at
all

Very
Much

1. Objectives of the lesson were appropriate, clearly stated, relevant to the content, adequate and attainable. 0 1 2 3 4 5 6
2. Content selected was appropriate, relevant and adequate with respect to the objectives of the lesson, and accurate. 0 1 2 3 4 5 6
3. Content selected was properly organized; Logical continuity and psychological organization. 0 1 2 3 4 5 6
4. Audio-Visual material chosen were appropriate: suited to the pupils and content, adequate and necessary for attaining the objectives. 0 1 2 3 4 5 6

PRESENTATION (Instructional)

5. Lesson was introduced effectively and pupils were made ready emotionally and from knowledge point of view to receive the new lesson; continuity in statements or questions relevance, use of previous knowledge and use of appropriate device/technique. 0 1 2 3 4 5 6
6. Questions were appropriate, well structured properly put, adequate in number and made pupils participate. 0 1 2 3 4 5 6
7. Critical awareness was brought about in pupil's with the help of probing questions; prompting, seeking further information, refocusing redirection and increasing critical awareness. 0 1 2 3 4 5 6

8. Concepts and principles were explained (understanding brought about) with the help of clear, interrelated and meaningful statements; statements to create set to conclude, statements which had relevancy, continuity, appropriate vocabulary, explaining links, fluency and had not vogue words and phrases. 0 1 2 3 4 5 6
 9. The contents and principles were illustrated with the help of appropriate examples through appropriate media (verbal and non-verbal) simple, relevant to the content & interest level of pupils. 0 1 2 3 4 5 6
 10. Pupil's attention was secured and maintained by varying stimuli like movements, gestures, changing speech pattern, focusing, changing interaction styles, pausing, and oral-visual switching, pupil's postures, and listening, observing and responding behaviour of pupils. 0 1 2 3 4 5 6
 11. Deliberate silence and nonverbal cues were used to increase pupil participation. 0 1 2 3 4 5 6
 12. Pupil's participation (responding and initiating) was encouraged using verbal and non-verbal reinforcers. 0 1 2 3 4 5 6
 13. Speed of presentation of ideas was appropriate: matched with the rate of pupil's understanding and there was proper budgeting of time. 0 1 2 3 4 5 6
 14. Pupil's participated in the class room and responded to the teacher and initiated by giving their own ideas and reacting to other's ideas. 0 1 2 3 4 5 6
 15. The blackboard work was good, legible, neat, appropriateness of the content written and adequate. 0 1 2 3 4 5 6
- CLOSING
16. The closure was achieved appropriately, main points of the lesson were consolidated, present knowledge was linked with the past knowledge, opportunities were provided for applying present knowledge, and present knowledge was linked with future learning (assignment). 0 1 2 3 4 5 6
 17. The assignment given to the pupils was appropriate, suited to individual differences, relevant to the content taught, and adequate. 0 1 2 3 4 5 6

EVALUATION

18. Pupil's progress towards the objectives of the lesson was checked and the procedures of evaluation were appropriate: relevant to the objectives valid, reliable and objective. 0 1 2 3 4 5 6
19. Pupil's difficulties in understanding a concept or a principle were diagnosed by step-by-step questioning and suitable remedial measures were undertaken. 0 1 2 3 4 5 6

MANAGERIAL

20. Both attending and non-attending behaviours of the pupils were recognized; attending behaviour was rewarded, directions were given to eliminate non-attending behaviour, questions were asked to check pupil's attending behaviour, pupil's feelings and ideas were accepted and non-verbal cues were used to recognize pupil's attending and non-attending behaviours. 0 1 2 3 4 5 6
21. Class Room discipline was maintained in the class: Pupils followed teacher's instructions that were not related to the content. 0 1 2 3 4 5 6

COMMENTS (if any) :