

APPENDIX - A

BARODA GENERAL TEACHING COMPETENCE SCALE

CENTRE OF ADVANCED STUDY IN EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE M.S. UNIVERSITY OF BARODA, BARODA.
BARODA GENERAL TEACHING COMPETENCE SCALE
(BGTC)

Name of the Teacher _____ School _____

Class taught _____ Topic _____

Date _____. Time Duration _____

Instruction

Below are given items related to different aspects of teacher competence - pre-instructional, instructional and post-instructional. Rate each item on a 7 point scale - '0' refers to 'not at all' and '6' to 'very much'.

	Not at all						very much
<u>PLANNING</u> (Pre-instructional)							
1. Objectives of the lesson were <u>appropriate</u> : clearly stated, relevant to the content, adequate and attainable.	0	1	2	3	4	5	6
2. Content selected was <u>appropriate</u> : relevant and adequate with respect to the objectives of the lesson, and accurate.	0	1	2	3	4	5	6
3. Content selected was <u>properly organised</u> : Logical, continuity and psychological organisation.	0	1	2	3	4	5	6
4. Audio-visual materials chosen were appropriate suited to the pupils and content, and adequate and necessary for attaining 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 : relevant, 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 pupils with the help of probing questions : prompting, seeking clarifications, refocussing, 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 : statement to create set, to conclude, statements which had relevancy, continuity, appropriate vocabulary, explaining links, fluency and had no vague words and phrases. 0 1 2 3 4 5 6
 9. The concepts and principles were illustrated with the help of appropriate examples through appropriate media (verbal and non-verbal); simple, relevant to the content and interest level of pupils. 0 1 2 3 4 5 6
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| 10. Pupils' <u>attention</u> was <u>secured</u> and maintained by varying stimuli like movements, gestures, changing speech pattern, focussing, changing interaction styles, pausing, and oral-visual switching ; Pupils' postures, and listening, observing, and responding behaviour of pupils. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Deliberate silence and non-verbal cues were used to increase pupil participation. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Pupils' 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 <u>appropriate</u> ; matched with the rate of pupils' understanding and there was proper budgeting of time. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Pupils <u>participated</u> in the classroom and responded to the teacher and initiated by giving their own ideas and reacting to others' ideas. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. The blackboard work was <u>good</u> : legible, neat; appropriateness of the content written and adequate. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

CLOSING

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| 16. The closure was achieved <u>appropriately</u> ; 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 <u>appropriate</u> : suited to individual differences relevant to the content taught, and adequate. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
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EVALUATION

18. Pupils' 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. Pupils' 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 recognised : attending behaviour was rewarded, directions were given to eliminate non attending behaviour, questions were asked to check pupils' attending behaviour, pupils feelings and ideas were accepted, and non-verbal cues were used to recognise pupils' attending and non attending behaviours. 0 1 2 3 4 5 6
21. Classroom discipline was maintained in the class : pupils followed teachers' instructions that were not related to the content. 0 1 2 3 4 5 6

Comments (if any) :