APPENDIX G

TEACHER'S SELF RATING SCALE (FIRST DRAFT)

CENTRE OF ADVANCED STUDY IN EDUCATION

M.S. UNIVERSITY OF BARODA

BARODA

We want to know about your behaviour in the classroom. This is a rating scale containing all positive items. These items are a matter of opinion. Give frank and true opinion of your behaviour to the best of your knowledge. These data are meant purely for research purposes and will be kept CONFIDENTIAL.

INSTRUCTIONS

1. Answer each item carefully. Please do not skip any item.

2. For every statement, there are five alternatives, namely, Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree, Choose the one that you think best for each statement.

(a) If you 'Strongly Agree' with the Statement, encircle SA.
(b) If you 'Agree' with the Statement, encircle A.
(c) If you are 'Undecided' about the Statement, encircle U.
(d) If you 'Disagree' with the Statement, encircle D.
(e) If you 'Strongly Disagree' with the Statement, encircle SD.

Prof. M.B. Buch
Guide

Rama Mathew
Investigator
I introduced the lesson effectively in order to create interest and motivate them by

- using their previous knowledge
- using appropriate devices like story telling, role playing, lecturing, etc.
- maintaining continuity
- uttering relevant statements or questions

I was able to elicit answers by asking questions which were

- grammatically correct
- concise
- relevant to the topic
- specific
- with proper speed and pause
- with suitable voice
- not repeated too often

I could elicit answers to even difficult questions by

- prompting
- seeking further information
- refocusing
- redirection
- increasing critical awareness
4. I made my students understand the subject matter clearly by explaining effectively. For this ... I

(a) used explaining links such as therefore, since, hence, because, etc.  

(b) used beginning and concluding statements  

(c) put questions to test their understanding  

(d) avoided irrelevant statements  

(e) maintained continuity in the sequence of ideas  

(f) used appropriate vocabulary  

(g) spoke fluently  

(h) avoided vague words and phrases like some, many, almost, probably, may, etc.  

5. I was able to draw and sustain attention of the pupils by

(a) moving purposefully in the class  

(b) using various gestures such as head, hand and body movements  

(c) modulating my voice accordingly  

(d) focusing pupils' attention on important points  

(e) changing the interaction styles, i.e. from teacher-group interaction to teacher-pupil or pupil-pupil interaction and vice versa  

(f) pausing meaningfully  

(g) switching the medium of communication from one to the other, i.e., from oral to visual, or from visual to oral-visual, etc.
6. I maximised the pupil participation and made it meaningful, useful and directed by using

(a) facial cues like smiling, frowning, looking thoughtfully at the students

(b) head movements such as nodding, shaking, tilting, etc.

(c) body movement

(d) hand movements such as pointing to the student, from one student to another, etc.

(e) pauses purposefully

7. I paced the lesson so that my students could move along with me by

(a) examining their verbal expressions

(b) examining their nonverbal cues

(c) using pace increasing techniques

(d) using pace decreasing techniques

8. I made my lesson understandable and interesting with the help of audio-visual aids keeping in mind the following dimensions:

(a) appropriate size

(b) individual differences of the pupils

(c) authenticity of aids

(d) judicious use

(e) sequencing and integrating the aids

(f) creating proper atmosphere
9 I brought clarity, simplicity and interest in my teaching by illustrating with examples which were
(a) simple
(b) relevant to the concept or rule
(c) interesting
(d) appropriate with respect to media like objects, models, pictures, diagrams, experimental demonstration or verbal
(e) appropriate with respect to approach like inductive, deductive or inducto deductive

10 I used the blackboard effectively by writing on it
(a) legibly
(b) neatly
(c) appropriately (brevity, simplicity, continuity)
(d) in an organised way

11 I increased the frequency of desirable behaviours of pupils by
(a) positive verbal reinforcement
(b) positive nonverbal reinforcement
(c) avoiding negative verbal reinforcement
(d) avoiding negative nonverbal reinforcement
e) avoiding inappropriate use of reinforcement

12 I summarised the lesson so as to organise the teaching points in the minds of the students by
   a) consolidating the major points
   b) providing opportunities for application
   c) linking their previous knowledge with the new knowledge
   d) linking the new knowledge with the future learning

13 I located the attending and nonattending behaviours of pupils by examining their
   a) responding and initiating behaviour
   b) facial expressions
   c) bodily posture
   d) misbehaviour

14 I managed the classroom effectively by
   a) presenting the pupils with appropriate attention getters
   b) keeping the lesson at a good pace
   c) giving scope to ask questions and clarify doubts
   d) ignoring minor misbehaviour
   e) making them assume responsibility
   f) giving credit to desirable behaviour
g) avoiding threats of punishment
h) giving direction
i) accepting feelings and/or ideas of students
j) asking questions
k) controlling emotions

15 I made my assignment challenging and interesting to the students by considering the dimensions of
a) motivation of pupils
b) simple language for defining the objectives
c) time limit
d) length of the assignment
e) individual differences of pupils
f) supervision of the assignment

SCORING KEY
All the statements are positive. The weightage given to these statements is as follows: SA = 5, A = 4, U = 3, D = 2, and SD = 1. The total score for each of the statements provides a measure of teacher's self perception about his performance of that particular skill. Thus, this scale provides 15 scores on 15 variables.