APPENDIX II

**

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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Guide:
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CASE, M. S. University, BARODA.

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.

**Planning**

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<tr>
<td>1. Objectives of the lesson were relevant to the topic to be taught.</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>2. Objectives were clearly stated in terms of pupil behaviour changes.</td>
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<td>3. Planning presented a complete picture of the activities during the lesson.</td>
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<td>1</td>
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**Introduction**

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<td>4. Previous knowledge of the pupils was adequately used and linked with the new topic.</td>
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<td>1</td>
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<td>5. Appropriate device was used for the introduction of the topic.</td>
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<td>6. Questions and statements used were relevant to the topic and did not lack continuity.</td>
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<td>7. Appropriate set was created for imparting new knowledge.</td>
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**Presentation**

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<td>8. Questions and statements used for topic development were well structured, specific and concise, were put with proper speed and voice modulation.</td>
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9. Questions and pupil responses were not unnecessarily repeated.

10. Prompting questions were used to get correct pupil responses.

11. Redirection technique was used for probing and increasing pupil participation.

12. Clear meaningful statements were used to explain concepts.

13. Appropriate explaining links were used in the development of pupil understanding.

14. Appropriate examples were used for illustrating the concept or principle.

15. Examples were given through appropriate verbal or nonverbal media.

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.

17. Interaction style was changed during the lesson to secure attention of pupils.

18. Short silent pauses were used to stimulate thinking.

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

Signature of the supervisor