APPENDIX III

OBSERVATION SCHEDULE FOR GENERAL TEACHER
COMPETENCE (GTC)

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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 '7' to 'very much'.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Very much</th>
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PLANNING (Pre-instructional)

1. Objectives of the lesson are appropriate: clearly stated, relevant to the content, adequate and attainable.
   0  1  2  3  4  5  6

2. Content selected is appropriate, relevant and adequate with respect to the objectives of the lesson, and accurate.
   0  1  2  3  4  5  6

3. Content selected is properly organised: logical continuity and psychological organisation.
   0  1  2  3  4  5  6

4. Audio-visual materials chosen are appropriate, suited to the pupils and content, and adequate and necessary for attaining objectives.
   0  1  2  3  4  5  6
5. Lesson is introduced effectively and pupils were made ready emotionally and from knowledge point of view to receive the new lesson: continuity in statements, for questions, relevance, use of previous knowledge and use of appropriate device/technique.

6. Questions are appropriate: relevant, well-structured properly put adequate in number and made pupils participate.

7. Critical awareness is brought about in pupils with the help of probing questions: Prompting, seeking clarifications, refocusing, redirection and increasing critical awareness.

8. The presentation of concepts and principles in the lesson is done with the help of clear and interrelated statements adequate continuity, fluency, and which have appropriate vocabulary and have no vague words.
9. The presentation of concepts and principles is done with the help of appropriate examples through appropriate media verbal/non-verbal: Simple, relevant to the content and interest level of pupils.

10. Pupils' attention is secured and sustained by varying stimuli like movements, gestures, changing speech pattern, focussing, changing interaction style, pausing and oral visual switching: Pupils postures, and listening, observing, and responding behaviour of pupils.

11. Deliberate silence and non-verbal cues used to increase pupils participation

12. Pupils' participation (responding and initiating) is encouraged: Use of verbal and nonverbal reinforcers.

13. Pacing of the lesson is appropriate: proper budgeting of time and movement from one part of the lesson to the other is matched by pupil's achievement.
14. Pupils have *participated* in the classroom: responded to the teacher and initiated by giving their own ideas and reacting to others' ideas.

15. The blackboard work is *good*: legible, neat, appropriate to the content and adequate

CLOSING

16. The lesson is closed *appropriately*: at a point when objectives are achieved and this is made known to the pupils.

17. The assignment given to the pupils is *appropriate* suited to individual differences, relevant to the content taught and adequate.