# APPENDIX-B

## TEACHING COMPETENCE SCALE

### Observation Schedule

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Not at all</th>
<th>Very much</th>
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### Planning (Pre-instructional)

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

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

3. Content selected was properly organized: 0 1 2 3 4 5 6 logical continuity and psychological organization

4. Audio-visual material chosen were 0 1 2 3 4 5 6 appropriate: suited to the pupils and content, adequate and necessary for attaining the objectives

### PRESENTATION (Instructional)

5. Lesson was introduced effectively and pupils 0 1 2 3 4 5 6 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

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

7. Critical awareness was brought about in pupils with the help of probing questions: prompting, seeking further information re-focusing, redirection and increasing critical awareness

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 no vague words and phrases

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

10. Pupils' attention was secured and maintained by varying stimuli like movements, gestures, changing speech pattern, focusing changing interaction styles, pausing and oral visual switching:
pupils' postures, and listening, observing and responding behaviour of pupils

11. Deliberate silence and non-verbal clues were used to increase pupil participation

12. Pupils' participation (responding and initiating) was encouraged using verbal and non-verbal reinforces

13. Speed of presentation of ideas was appropriate: matched with the rate of pupils' understanding and there was proper budgeting of time

14. Pupils' participation in the classroom and responded to the teacher and initiated by giving their own ideas and reaching to others' ideas

15. The black board work was good: legible, neat: appropriateness of the content written, and adequate

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)
17. The assignment given to the pupils was appropriate: suited to individual differences, relevant to the content taught, and adequate.

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.

19. Pupils' difficulties in understanding a concept or a principle were diagnosed by step-by-step questioning and suitable remedial measures were undertaken.

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 pupils' attending behaviour, pupils' feelings and ideas were accepted, and non-verbal clues were used to recognize pupils' attending and non-attending behaviours.

21. Classroom discipline was maintained in the class: pupils followed teacher's instructions that were not related to the content.