APPENDIX F

OBSERVATION SCHEDULE (FINAL FORM)

CENTRE OF ADVANCED STUDY IN EDUCATION

M.S. UNIVERSITY OF BARODA

BARODA

Name of the teacher:.....

School:.....

Strength of the class:.....

Boys:.....

Girls:.....

Date:.....

Sr. No.	Teacher Behaviour	Tallies	Score 1-7
1	Prev. kge.		
2	Appr. devices		
3	Continuity		
4	Relevance		
5	Gra. Cor.qn.		
6	Concise		
7	Relevant		
8	Specific		
9	Pause		
10	No rep. of qn.		
11	No rep. of ans.		
12	Sufficiency		
13	Prompting		
14	SFI		
15	Refocusing		
16	ICA		
17	Exp. links		
18	BC statements		
19	Relevance		
20	Continuity		
21	Appr. vocabulary		
22	Fluency		
23	No vague words		
24	Pause		
25	Facial cues		

Sr. No.	Teacher Behaviour	Tallies	Score 1-7
26	Head mt.		
27	Hand mt.		
28	Body mt.		
29	Focusing		
30	Modulation		
31	Proper speed		
32	Redirection		
33	Interaction change		
34	Sensory channel change		
35	Obsvn. to check pace		
36	Asking qns.		
37	Statements		
38	PRT		
39	PIT		
40	Realistic aid		
41	Big enough		
42	Authentic, uptodate		
43	Moderate use		
44	Sequenced		
45	Integrated		
46	Appr. time		
47	Proper atmos.		
48	Indivdl diff's		
49	Simple example		
50	Relevant		

Sr. No.	Teacher Behaviour	Tallies	Score 1-7
51	Interesting		
52	Appr. media		
53	Appr. approach		
54	Sufficiency		
55	Legibility		
56	Neatness		
57	Appropriateness		
58	Organisation		
59	Positive verbal rt.		
60	Positive NV rt.		
61	No negative verbal rt.		
62	No negative NV rt.		
63	No inappr. use		
64	Consolidation		
65	Oppr. for appln.		
66	Prev. Kge + new kge		
67	Obsvn of verbal, NV behr		
68	Asking qns.		
69	Beg. statement		
70	Planning the lesson		
71	Giving dirns.		
72	Reward atte. behr.		
73	Give responsibility		
74	Ignore minor misbehr.		
75	Change tg-strategy		

Sr. No.	Teacher Behaviour	Tallies	Score 1-7
76	Scope to ask qns.		
77	Accept feelings		
78	Controlling emotions		
79	Avoid threats		
80	Motivate		
81	Define objective		
82	Indivdl diff's		
83	Time limit		
84	Proper stage		
85	Oppr. for appln.		
86	Supervision		

SCORING KEY

A score ranging from one through seven is given to each of the categories based on the number of tallies and the qualitative comments, if any, in relation to that category. The score one denotes very poor performance and seven, very good performance of the teacher with respect to that behaviour. This results, in all, into 86 scores on 86 variables.

Operational Definitions of Teacher Behaviours on the Observation Schedule

1 Using previous knowledge: Involves using the already possessed knowledge of the students to introduce the topic.

2 Using appropriate devices: Devices such as examples/analogies/similarities, questioning, lecturing/describing/narrating etc., used appropriate to the maturity level, age level, grade level, experience of the pupils and the unit to be taught.

3 Continuity: Refers to the teacher's statement or question being related to the immediately preceding statement or question.

4 Relevance: A statement or a question uttered by the teacher related to the aim of the lesson.

5 Grammatically correct question: A question that is grammatically correct.

6 Concise: A question that is not lengthy and that does not contain extra words.

7 Relevant: A question that is related to the topic under discussion and does not contain technical terms not taught earlier.

8 Specific: A question that calls for a single correct answer.

9 Pause: A brief pause after the question is asked, to enable the pupils to understand the question.

10 No repetition of questions: Refers to avoiding unnecessary repetition of questions.

11 No repetition of answers: Refers to avoiding unnecessary repetition of answers given by pupils.

12 Sufficiency of questions: Adequacy of the questions asked by the teacher.

13 Prompting: Includes a hint for the pupil to reach the expected response; generally given when there is 'no response', 'partially correct response', 'incomplete response', or 'wrong response'.

14 Seeking further information question: A probing question which asks for more information about the response.

15 Refocusing question: A probing question which makes pupil compare the idea in his response with other ideas (already learnt) for similarity, contrast or any other relationship.

16 Increasing critical awareness question: A probing question which seeks 'how' and 'why' of pupil's response.

17 Explaining links: Words and phrases (mostly conjunctions and prepositions) that indicate that the teacher is explaining.

18 Beginning and concluding statements: Statements that (i) create a readiness in pupils regarding what is to be explained and (ii) help summarise the main points covered in the explanation.

19 Relevance: Statements that are related and that contribute to what is being explained.

20 Continuity: Statements that are logically linked with the preceding ones and have spatial and time sequence.

21 Appropriate vocabulary: Technical terms appropriate to the particular class, age group and known to majority of the pupils.

22 Fluency: Statements that are complete and not reformulated in the middle.

23 No vague words: Avoiding words that fail to make the concept or idea explicit.

24 Pause: Involves deliberate silence in order to draw pupils' attention.

25 Facial cues: A smile, a frown, looking thoughtfully at the pupil, scanning, a quizzical look, etc.

26 Head movement: Nodding, shaking, tilting of the head, etc.

27 Hand movement: Pointing to the pupil, 'continue' cue, 'stop' cue, 'anything else' cue, pointing from one pupil to the other, etc.

28 Body movement: Purposeful movement from one place to the other.

29 Focusing: Includes verbal, gestural or verbal - gestural focusing to draw attention of the pupils to specific points.

30 Modulation: A change in speech pattern - includes changes in the tone or volume of teacher's speech.

31 Proper speed: Speaking at a speed appropriate to the class, age, etc. of the pupils.

32 Redirection: A question directed to more than one pupil to increase pupil activity.

33 Interaction change: Includes change from one type of interaction to another - teacher-group, teacher-pupil, and pupil-pupil.

34 Sensory channel change: Involves changing the medium of communication - oral to visual, visual to oral, oral to oral-visual, etc.

35 Observation to check pace: Involves detecting through observation if the pace of teaching is appropriate to the pupils.

36 Asking questions: Involves asking questions to detect if the pace of teaching is appropriate.

37 Statements: Involves making statements seeking clarification about the appropriateness of the pace.

38 Pace reducing techniques: Includes using techniques to reduce the pace. These are talking slow, elaborating, asking questions, writing on the blackboard, etc.

39 Pace increasing techniques: Includes using techniques to increase the pace. These are talking fast, lessening the elaboration, assigning work to pupils which is within their reach, etc.

40 Realistic aid: Using an aid which is very near reality, eg., showing an actual rock sample.

41 Big enough: Aids which are big enough to be seen by the entire class.

42 Authentic, uptodate: Aids that are authentic and uptodate in nature.

43 Moderate use: Using the aid only when it is highly necessary.

44 Sequenced: Sequencing the aid with the lesson appropriately.

45 Integrated: Integration of aids among themselves if more than one aid is used.

46 Appropriate time: Aid used at the proper stage of the lesson.

47 Proper atmosphere and environment: Suitability of the physical aspects of the classroom to the aid used.

48 Individual differences: Aid that is suited to the interest and maturity level of the pupils.

49 Simple example: Example based on the previous knowledge of pupils.

50 Relevant: Refers to the applicability of the example to the rule or principle being illustrated.

51 Interesting: Example that can arouse curiosity and interest in pupils.

52 Appropriate media: Refers to those that are suited to the pupils' age, grade and maturity levels, and to the unit taught.

53 Appropriate approach: Refers to those approaches (inductive, deductive, or inducto-deductive) that suit the pupils and the unit taught.

54 Sufficiency: Adequacy of the number of examples given.

55 Legibility: Refers to writing on the blackboard that can be read with maximum ease.

56 Neatness: The blackboard work is neat when (i) the words/sentences are written parallel to the base of the blackboard, (ii) there is adequate spacing between the lines, and (iii) there is no overwriting.

57 Appropriateness: Includes continuity, brevity and simplicity in what is written on the blackboard, drawing pupils' attention to important points and retaining only relevant points on the blackboard.

58 Organisation: Refers to the planning of space for what is to be written on the blackboard.

59 Positive verbal reinforcement: Includes verbal expressions like 'good', 'excellent', 'think', etc., and also repetition and rephrasing of pupil response to reinforce the pupil behaviour.

60 Positive nonverbal reinforcement: Includes nonverbal behaviours like nodding, smiling, writing pupil response on the blackboard, etc.

61 Avoding negative verbal reinforcement: Avoiding discouraging verbal expressions like, 'no', 'wrong', 'nonsense', 'stop it', etc.

62 Avoiding negative nonverbal reinforcement: Avoiding behaviours such as frowning, disappointing stares, moving away from the responding pupil, etc.

63 Avoiding inappropriate use of reinforcers: Avoiding (i) reinforcing only a few responding pupils, (ii)using very few reinforcers regardless of the quality of the response (iii) underuse or overuse of reinforcers.

64 Consolidation of major points: Involves summarising the important points covered in the lesson either through statements or questions.

65 Providing opportunities for application: Involves creating situations for application of the new knowledge.

66 Linking previous knowledge with new knowledge: Involves helping the pupils to see the relationship between their past knowledge and the knowledge acquired newly.

67 Observation of verbal and nonverbal behaviours: Involves detecting through observation if the students are attentive.

68 Asking questions: Questions seeking to know if the pupils are attentive and, if not, the causes for inattentiveness.

69 Beginning statement: A statement (or a question) made by the teacher in the beginning of the period to set the minds of the pupils to the lesson.

70 Planning of the lesson: Refers to being ready with what is required for the day's topic.

71 Giving directions: Includes giving directions or criticizing pupils who are less attentive.

72 Rewarding attending behaviour: Using verbal or nonverbal reinforcers to reward the pupils who are attentive.

73 Giving responsibility: Involves assigning some minor responsibilities to pupils that are within their reach to engage their time in a useful way.

74 Ignoring minor misbehaviour: Refers to overlooking misbehaviour of pupils that do not come in the way of teaching.

75 Changing the teaching strategy: Involves changing the strategies of teaching - explaining to questioning, lecture to demonstration, questioning to blackboard, etc.

76 Giving scope to ask questions: Refers to allowing freedom to ask questions and clarify doubts whenever the pupil desires.

77 Accepting feelings and/or ideas of pupils: Involves finding out the cause of inattentiveness and sympathesing with the pupil.

78 Controlling emotions: Involves showing a calm and peaceful countenance in spite of the disorder in the class.

79 Avoiding threats: Refers to avoiding threatening behaviour however serious the misbehaviour is.

80 Motivating the students for assignment: Involves arousing pupils' interest and curiosity to do the assignment.

81 Defining the objective: Refers to making clear to the pupils the objective(s) of the assignment.

82 Individual differences: Assignment that suits the age, grade, ability and the maturity levels of pupils and the unit taught.

83 Time limit: Refers to setting of time limit for the given assignment.

84 Proper stage: Assignment given at the appropriate time.

85 Opportunities for application: Creating situations through the assignment for the pupils to apply their new knowledge.

86 Supervision: Involves finding out if the pupils do the assignment correctly. This can be done either while they are performing the task (if it is a class assignment) or after it is done (if it is a home assignment).