Name: ....................................................
School:....................................................
Date:.....................................................

This booklet contains statements related to different aspects of your classroom behaviour. For every statement there are five alternative responses, namely, strongly agree, agree, undecided, disagree, and strongly disagree. Read each statement carefully. Indicate how you perceive the behaviours described in each statement by choosing the response you deem fit.

Encircle SA [SA] if you strongly agree with the statement.

Encircle A [A] if you agree with the statement.

Encircle U [U] if you are undecided about the statement.

Encircle D [D] if you disagree with the statement.

Encircle SD [SD] if you strongly disagree with the statement.

Answer each item carefully; please do not skip any. There is no time limit.

Prof. M. B. Buch
Guide

Rama Mathew
Investigator
1. In order to create interest and motivate the students, I introduce the lesson by

a) using their previous knowledge

b) using appropriate devices like lecturing, questioning, story telling, etc.

c) maintaining continuity in my talk

d) uttering relevant statements or questions

2. I am able to elicit answers by asking questions which are

a) grammatically correct

b) concise

c) relevant to the topic

d) specific

e) followed by a pause

f) not repeated often

g) not accompanied by repetition of answers

h) sufficient in number

3. I elicit answers to even difficult questions by using the techniques of

a) prompting

1 Prompting technique involves the teacher to give clues or hints to the pupil to elicit the answer. He does not supply the answer.
b) seeking further information

\[ \text{Strongly Agree} \quad \text{Agree} \quad \text{Undecided} \quad \text{Disagree} \quad \text{Strongly Disagree} \]

\[ \text{SA} \quad \text{A} \quad \text{U} \quad \text{D} \quad \text{SD} \]

c) refocusing

\[ \text{SA} \quad \text{A} \quad \text{U} \quad \text{D} \quad \text{SD} \]

d) increasing critical awareness

\[ \text{SA} \quad \text{A} \quad \text{U} \quad \text{D} \quad \text{SD} \]

4. In order to make my students understand physics clearly, I explain by

a) using links such as therefore, because, since, hence, etc.

\[ \text{SA} \quad \text{A} \quad \text{U} \quad \text{D} \quad \text{SD} \]

b) using beginning and concluding statements

\[ \text{SA} \quad \text{A} \quad \text{U} \quad \text{D} \quad \text{SD} \]

c) avoiding irrelevant statements

\[ \text{SA} \quad \text{A} \quad \text{U} \quad \text{D} \quad \text{SD} \]

d) maintaining continuity in the sequence of ideas

\[ \text{SA} \quad \text{A} \quad \text{U} \quad \text{D} \quad \text{SD} \]

e) using appropriate vocabulary

\[ \text{SA} \quad \text{A} \quad \text{U} \quad \text{D} \quad \text{SD} \]

f) speaking fluently

\[ \text{SA} \quad \text{A} \quad \text{U} \quad \text{D} \quad \text{SD} \]

g) avoiding vague words and phrases like some, many, almost, may, etc.

\[ \text{SA} \quad \text{A} \quad \text{U} \quad \text{D} \quad \text{SD} \]

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

a) pausing meaningfully

\[ \text{SA} \quad \text{A} \quad \text{U} \quad \text{D} \quad \text{SD} \]

b) using facial cues like smiling, frowning, looking thoughtfully at the pupils, etc.

\[ \text{SA} \quad \text{A} \quad \text{U} \quad \text{D} \quad \text{SD} \]

2. If the initial response of a pupil is either incomplete or partially correct, then the teacher helps the pupil to clarify, elaborate, or explain his initial response. He seeks further clarification from the pupil.

3. When the pupil gives a correct response, the teacher enables him to view(or refocus) his response in relation to other similar situations.

4. The technique of increasing critical awareness involves asking 'how' and 'why' of a completely correct response. The teacher asks the pupil to justify his response rationally.
c) using head movements such as nodding, shaking, tilting, etc. | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree
---|---|---|---|---|---

d) using hand movements such as pointing to one student, from one student to the other, etc. | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree


e) moving purposefully in the class | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree


f) focusing | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree


g) modulating my voice accordingly | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree


h) talking with proper speed | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree


i) redirecting the questions to different pupils | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree


j) changing the interaction styles, i.e. from teacher-group interaction to teacher-pupil or pupil-pupil interaction or vice versa | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree


k) changing the medium of communication, i.e., from oral to visual, visual to oral-visual, etc. | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree


6 I pace the lesson so that my students can move along with me by | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree


a) observing the students to check my pace | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree


b) asking questions | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree


c) making statements | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree


d) using pace reducing techniques such as going slow, elaborating, asking questions or writing on the blackboard while explaining, etc. | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree


e) using pace increasing techniques such as going fast, lessening the elaboration, assigning work to pupils which is within their reach, etc. | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree
7 I make my lesson understandable and interesting with the help of teaching aids which are

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) realistic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) big enough</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) authentic and up-to-date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) moderately used</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) sequenced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) integrated with other aids</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) used at the appropriate time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) provided in a proper atmosphere and environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) cognizant of individual differences of pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 I bring clarity and simplicity in my teaching by illustrating with examples which are

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) simple</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) relevant to the concept or rule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) appropriate with respect to media like objects, models, pictures, diagrams, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) appropriate with respect to approaches like inductive, deductive, or inductive-deductive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) sufficient in number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9 I use the blackboard effectively by writing on it

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) legibly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) neatly

c) appropriately, i.e., by maintaining continuity, simplicity and brevity

d) in an organised way

10 I increase the frequency of desirable behaviours of pupils by

a) using positive verbal reinforcement

b) using positive nonverbal reinforcement

c) avoiding negative verbal reinforcement

d) avoiding negative nonverbal reinforcement

e) avoiding inappropriate use of reinforcement

11 I summarise 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

12 I locate the attending and nonattending behaviours of pupils by

a) observing their verbal and nonverbal behaviours

b) asking questions

13 I manage the classroom effectively by

a) making a beginning statement to set the minds of the pupils on the lesson

b) planning for the day's lesson before hand
c) giving directions
   SA A U D SD

d) rewarding their attending behaviour
   SA A U D SD

f) ignoring minor misbehaviour
   SA A U D SD

g) changing the teaching strategy when required, for example, from lecture to questioning
   SA A U D SD

h) giving scope to ask questions and clarify doubts
   SA A U D SD

i) accepting feelings and/or ideas of pupils
   SA A U D SD

j) controlling emotions
   SA A U D SD

k) avoiding threats of punishment
   SA A U D SD

14 I make my assignment challenging and interesting to the students by

a) motivating them to awaken interest
   SA A U D SD

b) defining the objective of the assignment
   SA A U D SD

c) considering the individual differences among the students
   SA A U D SD

d) setting appropriate time limit
   SA A U D SD

e) giving it at the proper stage of the lesson
   SA A U D SD

f) providing opportunities for applying the knowledge in new situations
   SA A U D SD

g) supervising and solving the individual difficulties of pupils
   SA A U D SD

**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 14 scores on 14 variables.