## APPENDIX - B

### DHARWAD LECTURE RATING SCALE

**(Social Science)**

**Rater's Manual**

*(Set of criteria for judging the quality of instructional behaviours)*

**DIRECTIVES:** After observing each instructional behaviour, put tick mark (✓) in column 3 against each instructional behaviour given in Tharwad Lecture Rating Scale. On the basis of set of criteria given below, judge the quality of each instructional behaviour. Then encircle appropriate number in column 6.

### I. ORIENTATION SKILL

A. Established a link with the previous content or theme of the subject or previous experiences of students.

1. Lecturer himself narrated that part of previous content which has a bearing on the new theme.

2. Asked series of questions on previous content which has a bearing on the new material to be presented.

3. Lecturer himself considered that part of the previous experiences of students which has a bearing on the new theme.
4. Asked students to narrate stories or anecdotes related to their experiences that have a bearing on the theme to be presented.

5. The link was clearly understood by the students. (This can be judged by observing facial expressions of the students.)

E. Established a link with current events.

1. Presented examples drawn from current events, reported in newspapers, periodicals, popular magazines or other informative sources, that have a bearing on the subject.

2. The examples selected from current events were appropriate to the age group and maturity level of students.

3. The examples aroused interest in students. (This can be judged by observing attending behaviour of the students.)

C. Made a statement of aim of the lecture.

1. The statement of aim of the lecture -

   (a) was announced at the beginning part of the lecture,
(b) contained main point/s of the lecture to be covered,
(c) was stated in simple terms,
(d) was made with proper emphasis, stress, intonation and with clear articulation,
(e) was audible to the entire class.

D. Provided/exposed visual initial structure of the lecture.

1. The structure of the lecture theme -
   (a) contained general outlines (headings and sub-headings) of what the lecture is going to be about,
   (b) was arranged in a logical order of presentation,
   (c) was meaningful, classifiable and easy to follow.

2. The lecturer drew a flowchart of main points of the lecture legibly, preferably at the centre of the upper part of the blackboard.

II. SKILL OF EXPLAINING
A. Used appropriate/apt and comprehensible vocabulary.
   1. Used vocabulary appropriate to the context.
   2. Used vocabulary known to most of the students of the particular age group and grade level.
B. Used completeness of communication.
   1. Used complete sentences in communication i.e. avoided broken sentences.
   2. Maintained continuity in communication/avoided break in continuity.

C. Used short and well-structured sentences.
   1. Avoided long and awkward sentences.
   2. Used short and well-structured sentences.

D. Used explaining links.
   1. Used explaining links such as: actually, after, although.... yet, and, anyway, as a result of, as.... as, as long as, at once, because, before, but, consequently, due to, either.... or, finally, for, further more, hence, if.... then, in consequence, in order that, in order to, instead, in the end, in this respect, meanwhile, neither.... nor, next, no sooner.... than, not only.... but also, now, or course, since, so, soon, so.... that, surely, that is, that's why, the course of, the consequence of, the function of, the implication of, then, the purpose of, this is how, though, unless, until, what... if, whether.... or, while, why, or yet etc.
2. Used explaining links appropriate to the situations.

3. Used as many explaining links as possible in order to make explanation effective.

E. Used analogies.

1. Analogies exemplified or illuminated the meaning of a point.

2. Analogies were related to students' previous knowledge and experience.

3. Analogies were suited to students' age, grade and maturity level.

F. Presented subject matter at a pace suitable for maximum comprehension.

1. The pace of the presentation was adjusted according to the -

   (a) understanding ability level of students,

   (b) difficulty level of the subject matter.

   (This can be judged by observing facets of the students.)

G. Deliberately repeated subject matter.
1. Specifically emphasised the main points by repeating them.

2. Repeated difficult points in different words.

3. Repeated points whenever there was a request from the students.

4. Repeated the point when it is not understood by the students.

III. SKILL OF STIMULUS VARIATION

A. Used pause during the lecture to draw attention or to stimulate students' thinking.
   1. Involved a deliberate pause in order to draw students' attention.
   2. Used pause after each sentence or in between sentences.
   3. Used pause before making an important point and looked at the students.
   4. Used pause for a few seconds immediately after asking a rhetorical question.
   5. Used pause occasionally to give students an opportunity to formulate ideas, to think about
the material that has been presented and to think about possible answer for a question that has been asked.

6. Used pause to indicate the end of teaching segment. The lecturer used pause after asking a question - e.g., "Any questions so far relating to the topic I have taught today."

7. The pause was not too long.

B. Modulated the voice to draw attention, to express emotion or to emphasize importance.

1. Narrated certain sentences or parts of sentences expressing anger/disapproval or happiness/approval as the situation demands.

2. Emphasized importance by increasing the volume of the voice and suddenly slowing down.

3. Introduced sudden or radical changes in the tone, volume or speed of speech (including a strong emphasis on particular words and phrases) to draw attention of the students.

C. Used gestures to direct attention and to make presentation of the lecture more expressive and dynamic.
1. Used head movements to direct attention, to emphasize importance, to express emotion.

2. Used hand movements to direct attention, to emphasize importance, or to indicate shapes, sizes, movements etc.

3. Used facial gesture to express emotion, to emphasize importance and to direct attention.

4. The lecturer attempted to extend the range and frequency of gestures.

D. Focused students' attention on specific aspects in the lecture.

1. Emphasised significant points in the presentation by using statements such as: 'But remember.....', 'Here is something you need to know.....', 'Here is the first of three important principles', 'It is essentially important to realize that.....', 'It is worth remembering that.....', 'I want to emphasize .....', 'Listen carefully to this', 'Listen to this - it is the crux of the problem', 'Now here is something really important', 'Now let me turn to what is perhaps the most important point of all, namely.....', 'Now note this', 'Now this is important', 'The
essential idea is.....', 'The most significant feature is......', 'This is a difficult idea to grasp, so listen carefully', 'This is a point worth noting' etc., and by enumerating them.

2. Wrote important points/sentences on the blackboard and allowed sufficient time to note those points.

3. Underlined important words which would be the focus of discussion in the lecture hall.

4. Used hand movements to direct attention of students to key points.

IV. SKILL OF ACHIEVING CLOSURE

A. Consolidated major points at the end of the lecture.

1. Major points of the lecture were consolidated into a meaningful whole with or without students' involvement.

2. Consolidated major points were written clearly and systematically on the blackboard.

3. Students were asked to note down all the major points written on the blackboard.

4. The lecturer drew schematic representation of
major points by using lines and arrows to show continuity and interrelationship between them.

B. Drew the attention of students for further learning.
   1. Provided bibliography containing a list of source materials - books, articles, reports etc.
   2. The bibliography was appropriate to the maturity level of students.
   3. Gave suggestions to students to visit different places, offices etc., to get first hand information relating to the topic taught.

C. Assigned clearly specified tasks in which students could apply new knowledge or practice new skills.
   1. Gave assignments where the students could make use of what the students have learnt in solving problems in different new situations.
   2. Gave assignments keeping in view the maturity level of students.
   3. Gave assignments keeping in view the time available to students.
4. Gave specific assignments to students.

5. Gave assignments which were stimulated students for further learning.

D. Made a link of the present lecture with the subsequent lecture/s.

1. At the end of the lecture hinted the nature of the subsequent (next) lecture.

2. This hint gave students a sense of direction and helped them to tie whole series of lectures together in a coherent structure.