RULES/CRITERIA FOR FILLING UP CLASSROOM OBSERVATION FORM - I

1. **Seating Arrangement**

1.1 **Types of seating arrangement**

If the seating arrangement of the students is changed from one pattern to another pattern of arrangement within the given period of time, tick marks will be put in respective brackets.

Rating should be done on a five-point scale assuming continuum from the lowest (1) to the highest (5) exhibition of the classroom activities.

1.2 **Seating Position**

1.2.1 **Comfortable seating**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Inadequate space to sit and write</td>
<td>- Adequate space to sit and write</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Difficult to move</td>
<td>- Easy to move</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Children facing window</td>
<td>- Children not facing window</td>
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</tbody>
</table>

1.2.2 **Suitable seating position of the students**

- Inadequate space for carrying out the class activities
- Adequate space for carrying out the class activities
- Difficult for carrying out the class activities
- Easy for carrying out the class activities

3 **Teacher's Instructional Qualities**

3.1 **Eye contact**

- Front-line students only
- Uniform looking evenly
- Facing wall or blackboard
- Makes eye contact with particular students as needed
3.2 Language
- Difficulty in expressing ideas
- Good command of language
- Fluent

3.3 Non-verbal communication
- Incongruity
- Congruity
- Unresponsive
- Responsive
- Inattentive
- Attentive
- Unreceptive
- Receptive
- Disapproval
- Supportive

3.4 Teacher's movement in the classroom
- Stationed at one place - Rigid
- Moves from one place to other purposefully

3.5 Questioning techniques
- Particular students favoured
- Questions uniformly distributed
- Questions to particular students
- Puts questions to inattentive students
- From whole class to particular students

4 Use of Instructional Materials
4.3 Appropriate use of instructional materials
- Small size
- Appropriate size
- Stick in inappropriate place
- Stick in appropriate place
- All the students can not see
- All the students can see

4.4 Usefulness of instructional materials
- Not related to subject matter
- Related to subject matter
- Does not help in understanding the subject matter
- Help students in understanding subject matter
5 Use of Blackboard

5.1 Adequate uses of blackboard
- Necessary points are not written in the blackboard
- Not help in clarifying the concepts
- Main points are written in the blackboard
- Help in clarifying the concepts

5.2 Appropriate uses of blackboard
- Points are not written in the proper place
- Letters written in the blackboard are not visible
- Letters are not neat and clean
- Points are written in the proper place
- All the letters are visible
- Letters are neat and clean

6 Teaching Approaches

6.1 Lectures
- Uninteresting (students sleeping, dozing, etc.)
- Not questioning
- Unsequential
- Not fluent
- Sense of humour absent
- Draws sustained attention and interest of pupils
- Judicious use of questioning
- Sequential
- Fluent
- Sense of humour present

6.2 Discussion techniques
- Not motivating to pupils
- No problems raised
- Minimum student participation
- Discussion not pertinent to the topic
- Motivates and encourages student participation
- Draws worth-solving problems
- Maximum student participation
- Systematic interaction
6.3 Question-answer
- Questions are not clear
- Low cognitive (Yes/No Recall) questions
- Particular students favoured
- Questions to particular students
- Standard of questions are not appropriate
- Vague questions
- Clear and specific questions
- High cognitive (comprehensive/critical) questions
- Questions uniformly distributed
- Puts questions to inattentive students
- from whole class to particular students
- Standard of the questions appropriate

6.4 Problem-solving
- Vague Problems
- Unclear instruction
- Students are not interested in solving the problem
- Inappropriate problem for the level of students
- No supervision on students' activities
- Specific problem
- Stepwise instruction given
- Motivated in solving the problem
- Standard of problem is appropriate
- Constant supervision by teacher
- All students involved

7. The Appropriate Techniques of Evaluation
- Questions are not based on subject matter taught
- Low cognitive questions
- Particular students favoured
- Vague questions
- Unclear questions
- Standard of questions are not appropriate
- Questions based on objectives/subject matter
- High cognitive questions
- Questions uniformly distributed
- Puts questions to inattentive students
- From whole class to particular students