

Appendix No.12

OBSERVATION FRAMEWORK (FOR SCHOOL AND HOSTEL FUNCTIONING)

Basic Skill Training (Listening, Speaking, Reading, Writing) (1st, 2nd, & 3rd standards)

Background

1. Whether the students have personal hearing aid (PHA)
2. Whether the teacher checks if the PHA is working or not.
3. Does the teacher change the battery if needed.

Training-Hearing Process

4. The number of minutes each student is trained in a period (individual speech training)(IST)
5. The number of students covered in one period (IST)
6. Whether the time of IST varies according to the performance of each student.
7. The percentage of students who attain the desired ability to speak the letter or words covered during the period.
8. Whether other students are engaged in some activity when one student is being trained to speak.
9. Whether the teacher uses speech trainer.
10. Whether the class has a group hearing set or sets (GHS)
11. Whether the teacher uses the GHS
12. Whether the students respond by listening.
13. Whether the responses is predominantly oral, manual or both.
14. Degree of clarity of speech.
15. The number of students who attempt to speak.
16. Whether the teacher corrects the speech whenever needed.
17. Whether lip reading and listening are trained separately.
18. Whether the students respond to silent talking by the teacher (lip reading).
19. Whether training to listen to different sounds and to discriminate them is given.
20. Whether any interesting activity is organized to motivate students to listen.

Teaching-Learning : General Aspects.

1. Whether the teacher know the degree of hearing loss of the students.
2. Whether the teacher knows the family background of the students ?
3. Number of students with personal hearing aid.
(Each hearing aid to be checked)
4. Whether teacher attends to the problems of PHA (if any)
5. Whether students are aware of the problems of PHA (if present)
6. Whether the teacher is using group hearing set.

7. Predominant mode of communication of the teacher.
8. Predominant mode of communication of the students with the teacher.
9. Predominant mode of communication of students among themselves.
10. Whether the teacher emphasises the oral mode when the students respond.
11. Whether the teacher takes care of speed and clarity of speech so that the students can follow.
12. Whether rhythm of speech is taken care of while the teacher speaks.
13. Whether individual attention is given.
14. Whether students are involved. (Manifested through enthusiasm to respond, doing as per the instructions of the teacher, facial expressions)
15. Whether any source material other than text book is used while teaching.
16. Whether adequate explanation with repetition is provided whenever required.
17. Whether students respond when questions are asked.
18. Whether the students ask for repetition of anything that is explained.
19. General principle on which teaching seems to be based.
Comprehension only or
Comprehension + Communication skill.
20. Whether relevant teaching aids are used.
21. Whether students are made to read the text books.
22. Whether writing is emphasised or whether reading and writing are both emphasised.
23. The common steps of teaching followed.

Gujarati Classes (Std. IV to X)

Reader

1. The steps of teaching a lesson from the Reader.
2. Whether all the necessary words of the lesson are explained.
3. Whether grammar involved in the sentence constructions is also explained.
4. Whether relevant teaching aids are used.
5. The method of checking the comprehension by the students.
6. Whether students are trained to write new sentences in the context of what is taught.
7. Number of students who respond correctly to questions on portion covered in the period.
8. Whether same words used in different contexts with different meanings are adequately explained.

Grammar & Composition

1. Whether adequate number of exercises is done.
2. Whether students give correct answers.
3. Whether visuals are used in relevant cases.
4. Methods used while teaching abstract nouns.

5. Number of students who are capable of writing correctly new sentences without help from the teacher while doing composition.
6. While teaching parts of speech, whether enough examples are given by the teacher.
7. Whether students are able to give examples.
8. Whether non-examples are also taken to help the students distinguish the correct example.

Hostel Functioning

1. Availability of cots, mattresses, almirahs/boxes for students.
2. Interaction between hostlers.
3. Interaction between hostlers and warden.
4. Whether hostlers are wearing hearing aids.
5. General hygiene of the toilets and bathrooms and dining rooms
6. Utilization of time available, after school hours.