

APPENDIX 'B'Tool - II:

DIMENSION CATEGORIZING SCHEDULE

The factors that presumably make a lecture effective are given below along with their varied dimensions. You may feel that some of the dimensions are important, and the rest unimportant, from the standpoint of teaching your own subject area. Kindly give your opinion regarding the importance you attach to the dimension of the factors by putting tick (✓) marks against the dimensions listed.

Sl.No.	Dimensions of the factors	
1.0	Preparation of lecture note:	
1.1	Preparing loose-leaf lecture note:	()
1.2	Preparing a list of headings and sub-headings of the topic:	()
1.3	Preparing entire lecture in a written down note (verbatim):	()
2.0	Setting objectives:	
2.1	Aiming at presenting information:	()
2.2	Aiming at developing the ability of critical thinking in the students:	()
2.3	Aiming at developing certain specified skills of the students:	()
2.4	Aiming at developing the ability to express personal ideas of the students:	()
2.5	Aiming at developing in students independent study habits and reading interests:	()
2.6	Aiming at developing in students ability to select and organize relevant material:	()
2.7	Aiming at developing a sense of enquiry in the students:	()
3.0	Preparation of instructional aids:	
3.1	Preparation of charts:	()
3.2	Preparation of graphs:	()
3.3	Preparation of slides:	()
3.4	Preparation of improvised aids (suitable aids made out of easily available material):	()

- 4.0 Preparation of handouts:
- 4.1 Preparation of cyclostyled complete note of the topic for the students: ()
- 4.2 Preparation of cyclostyled salient features of the topic for the students: ()
- 4.3 Preparation of cyclostyled note of the topic in brief (Summary): ()
- 5.0 Setting up demonstration experiments:
- 5.1 Setting up demonstration experiments with the help of the experimental kit: ()
- 5.2 Setting up demonstration experiments with the help of improvised material: ()
- 5.3 Setting up demonstration experiments with the help of the laboratory equipment: ()
- 6.0 Relevance of introduction to the topic of the lecture:
- 6.1 By means of providing a brief revision of the last lecture topic: ()
- 6.2 By means of providing a gist of the present topic: ()
- 6.3 By means of providing a gist of the past and the present lecture topic: ()
- 6.4 By means of announcing the title of the present lecture topic: ()
- 7.0 Securing attention of the Students:
- 7.1 By means of putting relevant questions: ()
- 7.2 By means of giving relevant quotations: ()
- 7.3 By means of narrating relevant anecdotes: ()
- 7.4 By means of providing relevant illustrations: ()
- 7.5 By means of creating relevant simulations: ()
- 7.6 By means of explaining the benefits of the knowledge that will be gained due to the lecture: ()

- 8.0 Presenting subject-matter in logical continuity:
- 8.1 By means of proceeding from general to particular concepts of the topic: ()
 - 8.2 By means of proceeding from particular to general concepts of the topic: ()
 - 8.3 By means of proceeding from known to unknown concepts of the topic: ()
 - 8.4 By means of proceeding from concrete to abstract concepts of the topic: ()
 - 8.5 By means of proceeding from simple to complex concepts of the topic: ()
 - 8.6 By means of providing the concepts of the topic under convenient specified points and sub-points: ()
- 9.0 Presenting facts and figures accurately:
- 9.1 By means of using charts: ()
 - 9.2 By means of using graphs: ()
 - 9.3 By means of presenting actual data on the black board: ()
 - 9.4 By means of giving reference material (books and journals): ()
- 10.0 Helping development of attitudes and values of the students:
- 10.1 By means of emphasizing the underlying human value in each of the concepts of the topic: ()
 - 10.2 By means of providing opinion of prominent leaders/experts on the concepts of the topic: ()
 - 10.3 By means of giving personal opinions on the concepts of the topic: ()
 - 10.4 By means of inviting comments of the students on the concepts of the topic: ()
 - 10.5 By means of emphasizing scientific rationale involved in each of the concepts of the topic: ()
 - 10.6 By means of visualizing the extent of agreement with the experimental observations of the concepts of the topic: ()
 - 10.7 By means of putting forward the underlying limitations of the derivations in the topic: ()

- 11.0 Describing subject-matter in detail:
 - 11.1 By means of analysing each single concept of the topic: ()
 - 11.2 By means of dividing each single concept into as many sub-points as possible: ()
 - 11.3 By means of explaining each single concept from different angles: ()
- 12.0 Evaluating (comparing, contrasting and clarifying) concepts of the topic:
 - 12.1 By means of enlisting arguments for and against each concept of the topic: ()
 - 12.2 By means of enlisting arguments of different experts on each concept of the topic: ()
 - 12.3 By means of enlisting relative differences between different concepts of the topic: ()
 - 12.4 By means of relating abstract concepts of the topic to concrete things or situations: ()
- 13.0 Providing concrete and coherent examples:
 - 13.1 By means of giving examples exclusively relevant to the day-to-day lives of the students: ()
 - 13.2 By means of narrating interesting anecdotes relevant to the topic: ()
 - 13.3 By means of relating derivations with the students' laboratory observations: ()
- 14.0 Emphasizing important points of the topic:
 - 14.1 By means of changing the tone of expression: ()
 - 14.2 By means of changing the speed of delivery: ()
 - 14.3 By means of focussing attention of the students: ()
 - 14.4 By means of repeating the important points of the topic more than once: ()
 - 14.5 By means of noting the important points of the topic on black board: ()
- 15.0 Using pauses at appropriate places in the sequence of the presentation of the subject-matter:
 - 15.1 By means of giving time gap in between certain important words: ()
 - 15.2 By means of giving time gap in between certain important sentences: ()
 - 15.3 By means of giving time gap in between the presentation of different concepts of the topic: ()

- 16.0 Being sensitive to the students' feelings:
- 16.1 Changing stimulus media (from oral presentation to visual presentation): { }
 - 16.2 Making use of humour: { }
 - 16.3 Involving students with the topic by means of putting thought provoking questions: ()
 - 16.4 Repeating certain points, not very well taken by the students: ()
 - 16.5 Putting the points which are not very well taken by the students in a slightly different perspective ()
- 17.0 Using black board adequately:
- 17.1 Presenting only important points of the topic: ()
 - 17.2 Presenting only brief summary of the topic: ()
 - 17.3 Presenting diagrams, numbers and names relevant to the topic: ()
 - 17.4 Presenting mathematical derivations, symbols, etc., relevant to the topic: ()
- 18.0 Using relevant instructional aids (graphs, charts, slides, etc.):
- 18.1 For the purpose of presenting general information relevant to the topic: ()
 - 18.2 For the purpose of presenting proper explanation of the concepts of the topic: ()
 - 18.3 For the purpose of synthesizing the content presented: ()
 - 18.4 For the purpose of providing comparative and contrasting information of the concepts relevant to the topic: ()
 - 18.5 For the purpose of developing skills of drawing, scaling, and sketching etc., ()
- 19.0 Using demonstration experimental kit:
- 19.1 For the purpose of developing skill of manipulating apparatus: ()
 - 19.2 For the purpose of developing skill of objective observation: ()
 - 19.3 For the purpose of developing the ability to improvise experimental tools: ()
 - 19.4 For the purpose of developing the skills of proper interpretation of data: ()

- 20.0 Consolidating the major points of the subject-matter presented:
 - 20.1 By means of mere listing out all the points of the topic: ()
 - 20.2 By means of repeating only important points of the topic: ()
 - 20.3 By means of relating each point of the topic to a practical phenomenon: ()
- 21.0 Providing exercises to students to enable them to apply the knowledge acquired through the lecture, to a new situation:
 - 20.1 By means of posing problems to be solved by the students: ()
 - 21.2 By means of posing meaningful questions to the students: ()
 - 21.3 By means of encouraging students' individual efforts in dealing with problems relevant to the topic: ()
 - 21.4 By means of providing cooperative or competitive situations (giving problems to be solved by group activity) ()
 - 21.5 By means of providing free atmosphere to enable students to express individual ideas: ()
 - 21.6 By means of giving assignments (preparation of charts, models, arriving at theorems, etc.): ()
 - 21.7 By means of giving assignments which have relevance to the next topic: ()
- 22.0 Using adequate gestures:
 - 22.1 Using head movements: ()
 - 22.2 Using hand movements: ()
 - 22.3 Using body movements: ()
 - 22.4 Using expressive looks (questioning, exclamatory, etc.): ()
- 23.0 Demonstrating an adequate sense of humour by making use of it in the course of the lecture at appropriate times:
 - 23.1 By means of quoting seemingly paradoxical situations: ()
 - 23.2 By means of witty repartee (without malice to any individual): ()

- 24.0 Expressing oneself clearly:
 - 24.1 Speaking out clearly(without mumbling): ()
 - 24.2 Putting forward the concepts of the topic in simple language: ()
 - 24.3 Putting forward the concepts in a straight forward manner without digressions (beating around the bush): ()
- 25.0 Making the tone pleasant:
 - 25.1 Making use of a tone which is of moderate bass pitch: ()
 - 25.2 Making use of a tone which is full of expression: ()
 - 25.3 By not using an irritative tone: ()
- 26.0 Employing an audible voice:
 - 26.1 Making use of the voice to be audible enough even to the students who are sitting in the back benches of the class:()
 - 26.2 Making use of the voice at a level of which all the words spoken are audible: ()
- 27.0 Employing modulation in tone:
 - 27.1 By means of changing pitch at appropriate moment in the sequence of lecture delivery:()
 - 27.2 By means of changing stress on the words as and when necessary in the sequence of lecture delivery: ()
 - 27.3 By means of maintaining a rhythmic flow of pitch in the sequence of lecture delivery: ()
- 28.0 Employing adequate speed of delivery:
 - 28.1 By maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression: ()
 - 28.2 By maintaining a speed at which it is possible for the students to jot down main points of the topic: ()
- 29.0 Using intelligible language:
 - 29.1 Making use of a simple language: ()
 - 29.2 Making use of a language which is well within the comprehensible vocabulary level of the students: ()
 - 29.3 Making use of a language in an organized fashion aiming at developing the vocabulary level of the students (increasing difficulty level of the language as the days proceed): ()

- 30.0 Using correct pronunciation:
 - 30.1 Using a pronunciation which is phonetically correct: ()
 - 30.2 Using an accent which makes the language intelligible to all: ()

 - 31.0 Maintaining good eye contact with the students while giving the lecture:
 - 31.1 By means of looking straight to the students: ()
 - 31.2 By means of looking all over the class: ()

 - 32.0 Displaying a smiling disposition:
 - 32.1 By maintaining pleasantness all through the lecture period: ()
 - 32.2 By not being irritated: ()

 - 33.0 Displaying a relaxed disposition:
 - 33.1 By maintaining the composure: ()
 - 33.2 By being quite casual in movements: ()

 - 34.0 Manifesting confidence about the knowledge of the subject-matter:
 - 34.1 By means of manifesting mastery over the subject-matter: ()
 - 34.2 By means of maintaining clarity and ease in communicating the subject-matter: ()
 - 34.3 By being able to explain illustratively the complexities of the subject-matter: ()

 - 35.0 Manifesting smartness:
 - 35.1 By keeping up neatness in dress and physical appearance: ()
 - 35.2 By means of manifesting presence of mind to deal with complex situations: ()
 - 35.3 By manifesting ease in the manipulation of apparatus, aids, etc.: ()
 - 35.4 By using interesting repartee: ()
 - 35.5 By manifesting balanced modes of moving about (talking to students inside and outside of the class): ()

 - 36.0 Being courteous to all the students of the Class:
 - 36.1 By means of treating all the students equally friendly(approachable): ()
 - 36.2 By means of encouraging students self-efforts of learning in a positive manner: ()
 - 36.3 By means of showing adequate understanding of the students and their problems inside and outside the class: ()
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