

APPENDIX IGROUND RULES

Considering the complex nature of the problems involved in categorization, a few ground rules were established. These rules of observation helped observers in developing consistency in categorizing teacher behaviour. They were found useful in observing the interaction in the classrooms.

Rule No.1

When questions other than memory and routine type, are repeated in the classroom even after getting the response, they should be shifted to memory type of questions.

Rule No.2

If more than one category occurred during the three second interval all the categories were recorded. If no change occurred within three seconds, then same category number was repeated.

Rule No.3

If the primary tone of the teacher's behaviour had been at times indirect and at times indirect the observer did not decide the category unless a clear indication of the category was given by the teacher.

Rule No.4

The observer must not be over-concerned with his own bias or with the teacher's intent. Rather, he must ask himself the question,

'What does this behaviour mean to the pupils, so far as restriction or enlargement of their freedom is concerned ?' If the teacher attempts to be clever, pupils see his statements as criticism of a pupil, the observer should use category 4, rather than category 1. If the teacher sarcastically, said, 'how good the students had been', again category 4 was used.

#### Rule No.5

Directions are statements that result ( or are expected to result ) in observable behaviour on the part of students. Examples of directions are, 'Go to the board, read question 4, go to your seat etc.' Some statements of teachers sound like directions but, cannot be followed by observed student compliance. These statements often precede the actual direction; for example, 'Let's get ready now to go to play ground' (orientation, category 3), 'Now students of row five will close their bags (category 4).

#### Rule No.6

According to Flanders, when the teacher calls on a student by name, the observer, ordinarily, should record it as a question. But, according to the rule followed in the present study it was recorded as question, or as a direction on the basis of its purpose for which name of the student was called. For example, if a student in the class was playing mischief and then teacher called him by name, category 4 was recorded.

Rule No.7

If there was discernible period of silence or confusion the observer recorded one '7' for every 3 seconds.

Rule No.8

When the teacher repeated a student's answer, and if the answer was a correct one that was recorded in category '1'. This made the student understand that his answer was right and, thereby, functioned as praise.

Rule No.9

When the teacher repeated a student's idea or communicated that the idea would be considered for discussion then category '1' was used.

Rule No.10

Statements such as, 'Uh huh, yes, yesh, all right, okey', which occurred between two 6's were recorded as '1' (encouragement). These statements functioned as encouragement (the student continued talking after the 1) and were, therefore, classified as '1'.

Rule No.11

A teacher's joke, which was not made at the expense of the student, came under category '1'. If the joke made fun of a student, then it was coded as category '4'.

Rule No.12

Rhetorical questions are not really questions; they are merely part of lecturing techniques and were categorized as 3.

Rule No.13

Category five was recorded when several students responded in unison to a memory type of question.

---