

APPENDIX IV

OBSERVATION GUIDELINES

These observation guidelines facilitates to observe the environment of Pre-Primary institution, its facilities and learning activities inside and outside classroom.

Name Of The School:

Date :-

Physical Features

- Classroom free of hazards.
- Conducive environment (ventilation, Lighting, visibility, distance from black board).
- Ample room for number of people present.
- Display materials (height, condition, appropriateness)
- Learning material displayed to minimize distraction.
- Play area (indoor/outdoor).
- Seating Routines
 - Do children ever sit on rug?
 - As a group on floor?
 - On individual spaces (carpet square etc) on chair and tables.
 - Independently or two or three Children
 - Share the table.
- Any other.

Sanitation : Location(within classroom, or Outside classroom)

- Age appropriate facilities
- Boys and Girls use different or same facility.
- Visual symbol identify the restrooms
- Any other equipment: or special feature.

Academic Features

- Minimum competency level for Children in classroom.
- Children taught at their Development levels or all are expected to accomplish the same task.

Teacher- child interaction

Basic interaction (greetings – both times etc)

Individual approach to academic Work

Teacher appears relaxed and confident when interacting with children.

Teachers response to child's Question (avoidance, readily accepting etc.)

Disciplinary action (physical, verbal(tone))

Teacher find time for frequent personal comment to individual child during the session.

Children are given feedback on their work, more Praising of appropriate behaviour or more correcting of inappropriate behavior by teacher.

4. Play Material Used

Kind of materials used both in outdoor and indoor play.

Quality (appropriateness/state (condition))

Quantity (how many/ more)

Child friendly.

Indigenous.

How frequently play materials are used.

Variety Activity choices open.

Are they upgrading the

materials and when, that is how frequently.
Awareness about underlying significance of play materials used.
What does child feel about the materials that is their reaction to different play materials.
Material Management by children independently or managed by others.

5. Techniques of Teaching

One way or two way process
Individual/ group attention
Modes of teaching (black board, use of visual aids, play materials, verbal inputs etc).
Indigenouness of teacher(both positive and negative aspects.)

6. Curriculum Content

Subjects taught (what, how frequently concepts are revised.
Arts, drawing books used, worksheets etc)
Comprehension ability of the child.
Time allotted for each subject
Posted schedule which tends to be followed daily.
Indigenous (prayers, festivals, environment, neutral, national level of value inculcation).

7. Teacher-Parent Interaction

How often, when (time)
Number of visits
In general the interaction
Formal meetings like Parent-teacher meeting etc.child's presence in these interactions

Child-Child Interaction

With whom they interact/ work cooperatively

Content of speech
Sharing, caring behaviour when
maximum
Role of teachers.
Social interaction mostly positive or at
times negative.

Food

Meals provided
Nutritive / non- nutritive.

10 Records

Admission records

- a) Registration forms
- b) Personal data sheet of the child
- c) Detailed background information of the child

Progress reports :- Records of progress of the child in various developmental aspects at given period of time on basis of ((A) Children's work (B) Teachers Observation)

Teachers Diary

Monthly and daily programme planning observation of the Teachers.

Registers

- a) Attendance register of the staff.
- b) Attendance register of the children
- c) Account register
- d) Stock register
- e) Staff profile.

Kindly mention other records/register, if any

11 Other Activities.