Abstract
Observational checklist is a strategy to monitor specific skills, behaviors and dispositions of individual students or group of students in the class and it is a developing field with emerging methodologies. Observation helps to assess students’ academic performance and classroom related behaviors and acts as a catalyst for monitoring the learning progress of students in particular language-learning set up. It includes noticing, marking and recording student behavior in order to distinguish something from its surroundings. This type of academic enabler helps to measure students’ ability to manage their own learning and it provides rich information pertaining the patterns of the classroom practice.

I. OBJECTIVES OF THE STUDY
1. Develop observational checklist related to Meta cognitive classroom practice, Self Questioning.
2. To find out the relevance of Observational checklist as a monitoring device towards elevating pedagogic routine of secondary school students.

II. RESEARCH METHODOLOGY
i.) Sample selected for the study: 60 Secondary school students from three schools belong to three districts of Kerala namely; Pathanamthitta, Alappuzha and Kottayam were selected for the study.
ii.) **Procedure adopted for the study**: The investigator gave many opportunities for the sample of students collected for the study with regard to the effective transaction of Meta cognitive experiences in the classroom set up. For that purpose investigator selected a unit from 9th standard Malayalam language text book and inculcated these practice in a well defined manner. While the transactions were going on, the investigator took necessary steps to observe and record their experiences and opinions with regard to this practices by utilizing a tool like observational checklists. Preparation and validation of these checklists were given below.

iii.) **Preparation of observational checklists (Draft form)**: Before constructing the checklist, the investigator reviewed the literature and examined the available checklist that have been already prepared and used by other researchers in similar fields. Seeking discussions from the experts in the field of education the investigator drafted the specific skills expects from the learners due to the impact of the select Meta cognitive classroom practice.

iv.) **Tryout of the draft checklists**: The investigator created draft checklists including the anticipatory skills with regard to the select classroom practice and it was modified after collecting suggestions from the experts. From their suggestions, it was found that there were little duplication for some items and those items were discarded. The final forms of the checklists were prepared after necessary modifications in the preliminary form.

v.) **Final form of observational checklist**: The investigator developed the final checklist and administered it amidst the process of curriculum transaction in Malayalam language. While the learners are actively engaged in the instructional activities the investigator monitored their behaviors and level of performances in each group by using this academic enabler. Subsequently the investigator reported their level of performance on a three-point scale namely, Fair, Good and Poor, by putting a mark against each criterion evaluated. This enabled the researcher to focus on the anticipatory skills needed for completing the learning task and can evaluate the quality of the interactions and performances among the learners. As the instruction progresses, the observer recorded the comments of individual students with regard to the particular Meta cognitive classroom practice. These types of reflective elements are acted as the thoughtful interludes in the process of learning. Once the observation has been completed, the investigator provided a learning space for discussions in this regard. This may offer insight to them and will develop their understanding with regard to the skills and competencies needed for completing a learning task with confidence.

vi.) **Validity of the Observational checklist**: Validity refers to the appropriateness of a tool and the correctness of the data collected. Content validity has been established for the Observational Checklists. The items in the checklists were decided based on the intensified reading about the select classroom practice and
the web of valuable points collected from the experts in the field of Malayalam language learning. Thus it can be reasonably assumed that the observational checklists meant to assess the skills possessed by the students due to the implementation of meta cognitive classroom practice, possesses satisfactory validity.

vii.) **Scoring procedure of the Observational Checklists:** To quantify the data obtained through the Observational Checklist, the responses are counted and converted into percentages.

**III. ANALYSIS OF THE DATA COLLECTED FROM THE OBSERVATIONAL CHECKLIST ADMINISTERED DURING THE META COGNITIVE INSTRUCTIONAL PRACTICE.**

In order to monitor the classroom engagements and performance of learners amidst the instructional practices carried out in the classroom, the investigator prepared Observational Checklist on the select Meta cognitive classroom practice and administered among the experimental groups during the experimental intervention in person. The tool was mainly meant for establishing the worthiness of the select Meta cognitive classroom practice in developing Meta cognitive constructs and cultivating a Meta cognitive climate in the classroom. The analysis was carried out in the following sections and the results obtained through these academic enablers are detailed below.

**Observational Checklist on Self Questioning**

The investigator collected data from the experimental group who were exposed to the classroom practice, Self Questioning through a set observational checklist, which enabled to unlock the information potential from multiple perspectives and productive environments. The instant recording of the performances of students focused on the set dimensions namely, content focus, goal frames, coverage of questions, and frames of questions is documented and described in the Table 1 given below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Levels of Learners</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>NA</td>
</tr>
<tr>
<td>Content Focus</td>
<td>9%</td>
<td>21%</td>
<td>70%</td>
<td>-</td>
</tr>
<tr>
<td>Goal Frames</td>
<td>6%</td>
<td>23%</td>
<td>71%</td>
<td>-</td>
</tr>
<tr>
<td>Coverage Of Questions</td>
<td>7%</td>
<td>33%</td>
<td>60%</td>
<td>-</td>
</tr>
<tr>
<td>Frames Of Questions</td>
<td>7%</td>
<td>25%</td>
<td>68%</td>
<td>-</td>
</tr>
</tbody>
</table>

The investigator mainly focused on the select dimensions like content focus, purpose, coverage of questions, wording of questions and finally the presentation of questions for the purpose of assessment. The observation state that with regard to the category, ‘content focus’ 70% of students were able to become pitching the content questions appropriately and sequencing them in an orderly format. They were also made able to link their previous knowledge towards creating focused questions related to the content material. Majority of students maintains attention and interest in the process of asking and answering self-generated questions. It shows that they consciously imbibed the
purpose of the select classroom practice. The investigator found that the students actively and mentally involved in making interpretive, inferential and open-ended questions in a thoughtful manner. Developing contingent questions leads them to a logical conclusion or target answer and the initial questions elicited from the students open up a way for posing subsequent questions. They consciously use conversation and instructional dialogues towards framing quality questions. Among the students, 75% of students were become able to present the self-generated questions in a confidence manner. This also reveals the benefit of this practice to facilitate the development of children’s expressive ability in language and the independent level of verbal interaction.

IV. CONCLUSION OF THE STUDY

The conclusion derived from the analysis of the observational checklists is that Meta cognitive classroom practices can be implemented in natural class room settings and it requires a non-threatening atmosphere where in the learners can actively engage in the learning process. Not only that, the instructional practitioners can be benefited from this type of observation procedure in an in-depth manner and the systematic recordings of the observation with qualifier sets help to make a track of student progress and support them in designing their assessments in a planned set up. The instant documentation of student behaviors with regard to the classroom activities provides more accurate assessment and reflection about the learning process. The observational checklist employed during the classroom practices revealed the fact that the Meta cognitive strategies can play a vital role in the academic achievement of learners as well as raising the motivation and confidence levels of students in an appreciable comportment. It is a clear method of recording of what has been observed and can easy to administer in classroom settings. Anecdotal records, checklists, video-audio recordings or photos may be used to formalize and document the observations made. In this study, the investigator made use of Observational Checklists for the select Meta cognitive classroom practice. Like windows, these checklists help to find a bit of reflection about the performance of learners at various levels.

V. REFERENCES

Dr. Sreevinda Nair, N: Observational Checklist as a Monitoring Device Towards Elevating Pedagogic Routine of Secondary School Students