

**Peer
Feedback /
Tutoring**

OBSERVATION SCHEDULE

SKILL OF REINFORCEMENT

Name of the student teacher Roll No

Topic Class

Date Time Duration Teach / Reteach.

| Sl. No. | Components | Tallies | Rating | | | | | | |
|---------|-------------------------------------|---------|--------|---|---|---|---|---|---|
| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | Positive verbal reinforces | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Repeating and rephrasing | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Extra- verbal cues | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Positive non-verbal cues | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Writing pupil answers on blackboard | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Negative verbal reinforcement | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | Negative non-verbal reinforcement | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Wrong use of reinforcement | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | Inappropriate use of reinforcement | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

Signature of supervisor

OBSERVATION SCHEDULE

SKILL OF INTRODUCING A LESSON

Name of the student teacher Roll No

Topic Class

Date Time Duration Teach / Reteach.

| Sl. No. | Components | Tallies | Rating | | | | | | |
|---------|--|---------|------------|---|---|---|---|---|-----------|
| | | | Not at all | | | | | | Very much |
| 1. | Teacher used previous knowledge of the pupils | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | The device used was appropriate | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | There were instances of lack in continuity | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Teacher uttered irrelevant statements and questions | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Almost every question of the teacher was followed by correct pupil responses | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | On the whole, the introducing of the lesson was effective | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

Signature of supervisor

OBSERVATION SCHEDULE
THE SKILL OF STIMULUS VARIATION

Name of the student teacher Roll No

Topic Class

Date Time Duration Teach / Reteach.

| Sl. No. | Components | Tallies | Rating | | | | | | |
|---------|-----------------------------|---------|--------|---|---|---|---|---|---|
| 1. | Movements | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Gestures | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Change in speech pattern | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Focussing | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Change in interaction style | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Pausing | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | Oral-visual switching | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

Signature of supervisor

OBSERVATION SCHEDULE

SKILL OF EXPLAINING

Name of the student teacher Roll No

Topic Class

Date Time Duration Teach / Reteach.

| Sl. No. | Components | Tallies | Rating |
|-------------------------------|---|---------|---------------|
| Desirable behaviours | | | |
| 1. | Explaining links | | 0 1 2 3 4 5 6 |
| 2. | Beginning statements | | 0 1 2 3 4 5 6 |
| 3. | Closing statements | | 0 1 2 3 4 5 6 |
| 4. | Questions to test pupils' understanding | | 0 1 2 3 4 5 6 |
| 5. | Questions followed by pupil correct responses | | 0 1 2 3 4 5 6 |
| Undesirable behaviours | | | |
| 6. | Irrelevant statements | | 0 1 2 3 4 5 6 |
| 7. | Lacking in continuity | | 0 1 2 3 4 5 6 |
| 8. | Inappropriate vocabulary | | 0 1 2 3 4 5 6 |
| 9. | Lacking in fluency | | 0 1 2 3 4 5 6 |
| 10. | Vague words and pharases | | 0 1 2 3 4 5 6 |

Signature of supervisor

OBSERVATION SCHEDULE
SKILL OF ILLUSTRATING WITH EXAMPLE

Name of the student teacher Roll No

Topic Class

Date Time Duration Teach / Reteach

| Sl. No | Example | Simple | Relevant to Rule or concept | Inter-esting | Medium/ Media appropriate | Approach | Pupil partici-pation | Rema-rks |
|--------|---------|--------|-----------------------------|--------------|---------------------------|----------|----------------------|----------|
| | | | | | | | | |

Signature of the Supervisor

OBSERVATION SCHEDULE

SKILL OF PROBING QUESTIONING

Name of the student teacher Roll No

Topic Class

Date Time Duration Teach / Reteach.

| Sl. No. | Components | Tallies | Rating | | | | | | |
|---------|-------------------------------|---------|--------|---|---|---|---|---|---|
| 1. | Prompting | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Seeking Further Information | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Refocussing | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Redirection | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Increasing Critical Awareness | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

Signature of supervisor

2018-19

222 (2)

OBSERVATION SCHEDULE

SKILL OF INTRODUCING A LESSON

Name of the student teacher... Chandana. A. K Roll No. BED1435

Topic... Friction Class 9th

Date 11/04/2018 Time Duration 7 minutes Teach / Reteach ✓

| Sl. No. | Components | Tallies | Rating | | | | | | |
|---------|--|---------|------------|---|---|---|---|---|-----------|
| | | | Not at all | | | | | | Very much |
| 1. | Teacher used previous knowledge of the pupils | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | The device used was appropriate | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | There were instances of lack in continuity | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Teacher uttered irrelevant statements and questions. | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Almost every question of the teacher was followed by correct pupil responses | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | On the whole, the introducing of the lesson was effective | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

Sujatha
Signature of supervisor

OBSERVATION SCHEDULE

SKILL OF INTRODUCING A LESSON

Name of the student teacher Chandana.A.K Roll No 18ED1435

Topic Friction Class 9th

Date 11/04/2019 Time Duration 6.5 minutes Teach / Reteach

| Sl. No. | Components | Tallies | Rating | | | | | | |
|---------|--|---------|------------|---|---|---|--------------|--------------|---|
| | | | Not at all | | | | | Very much | |
| 1. | Teacher used previous knowledge of the pupils | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | The device used was appropriate | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | There were instances of lack in continuity | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Teacher uttered irrelevant statements and questions: | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Almost every question of the teacher was followed by correct pupil responses | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | On the whole, the introducing of the lesson was effective | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

Swatha
Signature of supervisor

OBSERVATION SCHEDULE
THE SKILL OF STIMULUS VARIATION

Name of the student teacher Sandya Rani. H. M Roll No 18ED1413

Topic DeD Class 8th

Date 20/04/2018 Time Duration 6 minutes Teach / Reteach

| Sl. No. | Components | Tallies | Rating |
|---------|-----------------------------|---------|--------------------------|
| 1. | Movements | III | 0 1 2 3 4 5 6 |
| 2. | Gestures | II | 0 1 2 3 4 5 6 |
| 3. | Change in speech pattern | III | 0 1 2 3 4 5 6 |
| 4. | Focussing | IIII | 0 1 2 3 4 5 6 |
| 5. | Change in interaction style | II | 0 1 2 3 4 5 6 |
| 6. | Pausing | I | 0 1 2 3 4 5 6 |
| 7. | Oral-visual switching | II | 0 1 2 3 4 5 6 |

Vathala. B. R.
Signature of supervisor

OBSERVATION SCHEDULE

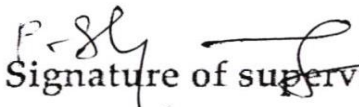
SKILL OF REINFORCEMENT

Name of the student teacher Dr. Jagadeesh Kumar Roll No

Topic National Symbols Class 9th

Date 23/04/2022 Time Duration Teach / Reteach.

| Sl. No. | Components | Tallies | Rating | | | | | | |
|---------|-------------------------------------|---------|--------|---|---|---|---|---|---|
| 1. | Positive verbal reinforces | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Repeating and rephrasing | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Extra-verbal cues | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Positive non-verbal cues | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Writing pupil answers on blackboard | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Negative verbal reinforcement | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | Negative non-verbal reinforcement | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Wrong use of reinforcement | — | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | Inappropriate use of reinforcement | — | 0 | 1 | 2 | 3 | 4 | 5 | 6 |


 Signature of supervisor

OBSERVATION SCHEDULE

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(2).

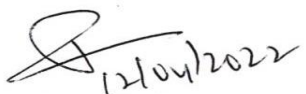
SKILL OF INTRODUCING A LESSON

Name of the student teacher Dr. G. B. Devamma, Roll No

Topic Preparation of Oxygen Class IX

Date 12/04/2022, Time Duration 06:01 minutes Teach / Reteach

| Sl. No. | Components | Tallies | Rating | | | | | | |
|---------|--|---------|------------|---|---|---|---|-----------|---|
| | | | Not at all | | | | | Very much | |
| 1. | Teacher used previous knowledge of the pupils | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | The device used was appropriate | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | There were instances of lack in continuity | - | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Teacher uttered irrelevant statements and questions | - | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Almost every question of the teacher was followed by correct pupil responses | ✓✓ | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | On the whole, the introducing of the lesson was effective | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |


 Signature of supervisor

Skill of Explaining

(Peteach)

Name : Arpitha T.S.R

Roll no. 26

Sub : Economics

Topic : Capitalism

T : good afternoon students

S : good afternoon mam

T : children we will discuss about one of the main economic system that is capitalism.

→ Student's find we know about meaning of capitalism & later we will discuss features of capitalism.

Meaning :- capitalism means which economic system control & regulated by the private ownership is called capitalism.

→ The transfer of ownership property or business from the govt. to public sector is called privatisation.

Arpitha T.S.R

So many countries were adopted this kind of economic system. such as
Germany, Italy, Sweden, Finland,
Denmark, Japan.

Next we move on characteristic of
- capitalism.

1) Private ownership :-

In that economic system Investment determined by the private owners and they are have a ownership in the market.

2) More competition :-

In that economic system we seen more number of competition's because lack of govt intervention's is leadly to high competition.

3) Profit motive :-

All individuals or business owners are engage in production activity for maximize their profit.

4. Freedom of Enterprises :-

One more is freedom of enterprises is also most important feature In that economical system any private companies are freely organize & operate for profit in a competitive system without any govt. intervention.

5. Price mechanism :-

The price of all goods & services will be decided by the market forces that is - demand & supply.

6. Un-coordinated working of the economy.

Any one business man can't reveal their idea with others

7. Freedom of choice of product by the consumer :-

customer are able to get or select the best product among all products.

8. High quality of products

High competition is leads to produce high quality of product.

This is all about features of capitalism

now I can ask few questions

- ① what is capitalism.
- ② what are the countries comes under the capitalist economy.
- ③ name the features of capitalist economy?
- ④. what are the 2 elements deciding the price of the product?

ok. Rest of the topic will discuss in next class.

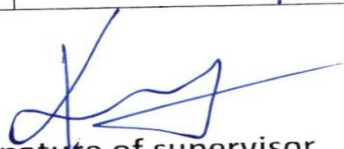
OBSERVATION SCHEDULE

THE SKILL OF EXPLAINING

Name of the student teacher..... Arpitha. B.R Roll No..... 26
 Topic..... Capitalist Economy Class..... 9th
 Date..... 26/4/22 Time Duration..... Teach / Reteach..... ✓

| SL No | Components | Tallies | Rating |
|-------|---|---------|---------------|
| 1 | Explaining Links | | 0 1 2 3 4 5 6 |
| 2 | Beginning Statements | | 0 1 2 3 4 5 6 |
| 3 | Closing Statements | | 0 1 2 3 4 5 6 |
| 4 | Questions to test pupil's understanding | | 0 1 2 3 4 5 6 |
| 5 | Questions followed by pupil correct responses | | 0 1 2 3 4 5 6 |
| 6 | Irrelevant Statements | — | 0 1 2 3 4 5 6 |
| 7 | Lack in continuity | | 0 1 2 3 4 5 6 |
| 8 | Inappropriate vocabulary | — | 0 1 2 3 4 5 6 |
| 9 | Lacking in fluency | | 0 1 2 3 4 5 6 |
| 10 | Vague words and phrases | — | 0 1 2 3 4 5 6 |

Improved lesson


 Signature of supervisor

OBSERVATION SCHEDULE

THE SKILL OF EXPLAINING

Name of the student teacher.....Arpitha. B.R..... Roll No.....26
 Topic.....Capitalist Economy..... Class.....9th
 Date.....25/4/22..... Time Duration.....8:00 minutes..... Teach / Reteach

| SL No | Components | Tallies | Rating |
|-------|---|---------|--------------------------|
| 1 | Explaining Links | | 0 1 2 3 4 5 6 |
| 2 | Beginning Statements | | 0 1 2 3 4 5 6 |
| 3 | Closing Statements | | 0 1 2 3 4 5 6 |
| 4 | Questions to test pupil's understanding | | 0 1 2 3 4 5 6 |
| 5 | Questions followed by pupil correct responses | | 0 1 2 3 4 5 6 |
| 6 | Irrelevant Statements | | 0 1 2 3 4 5 6 |
| 7 | Lack in continuity | | 0 1 2 3 4 5 6 |
| 8 | Inappropriate vocabulary | | 0 1 2 3 4 5 6 |
| 9 | Lacking in fluency | | 0 1 2 3 4 5 6 |
| 10 | Vague words and phrases | | 0 1 2 3 4 5 6 |

Pavithram.k

Signature of supervisor

Simulation Lesson for 40 minutes

Subject :- Physics.

Topic :- Newton's Second law of motion & its mathematical form.

Class :- 9th Standard.

Teacher :- Good morning Students

Student :- Good morning Sir.

Teacher :- In the previous class we discussed about Newton first law of motion, today in this class we are going to know about Newton's second law of motion.

State Newton's second law of motion.

Students :- No response.

Teacher :- Newton's second law of motion states that "The rate of change of momentum of an object is proportional to the applied unbalanced force in the direction of applied force".

Now we are going to derive the mathematical form of this law.



Consider an object of mass "m", moving with initial velocity "u", if we apply an unbalanced force "F" in the direction of motion of an object, then its velocity changes to "v".

Let "P₁" be initial momentum &

"P₂" be final momentum.

then $P_1 = mu$ & $P_2 = mv$

Teacher :- To get change in momentum, what we have to do?

Students :- $P_2 - P_1$

Teacher :- Good, change in momentum ~~$= P_2 - P_1$~~
 ~~$= mv - mu$~~
 ~~$= m[v - u]$~~

To find rate of change of momentum what should be done?

Students :- Divide by time.

Teacher :- Rate of change of momentum ~~$= \frac{m[v - u]}{t}$~~

According to Newton's second law
 "Rate of change of momentum is proportional to the applied unbalanced force".

$$\therefore F \propto \frac{m(v - u)}{t}$$

$$F \propto m \left(\frac{v - u}{t} \right)$$

What we call $\frac{v - u}{t}$?

Students :- Acceleration.

Teacher :- Good, $\therefore F \propto ma$.

To remove the proportionality we are going to introduce a proportionality constant say k .

$$\therefore F = kma$$

We assume $k = 1$.

We get $F = ma$

This is the mathematical form of Newton's second law of motion.

Teacher :- Today we discussed about, the statement of Newton's second law & its mathematical form. Now I am going to ask some questions about today's class & give some problems about this expression, you can answer to them, State Newton's second law of motion.

Students :- States the 2nd law of motion.

Teacher :- Good, If an object of mass 2 kg initially moving with 2 m/s, if we apply a force of 4 N, then what is the final velocity of object after 4 s.?

Students :- Gives the answer.

Teacher :- Good, In the next class we are going to discuss about Newton's third law of motion. Thank you.

SREE SIDDAGANGA COLLEGE OF EDUCATION

Sree Shivakumar Swamiji Road (B.H.ROAD), TUMAKURU – 572102

OBSERVATION PROFILE

Name : Chandrashekar B.G. Reg.No. 19ED1434 Date 12/08/2020

School : 8 std. & Sec

Subject Physics Unit Newton's Second law of motion & its mathematical form.

| SE's | Criteria of Assessment | Observations |
|------|--|---------------------------|
| E1 | <ul style="list-style-type: none"> Created interest ✓ Generated curiosity ✓ Raised questions ✓ Elicited responses that uncover what students know or think about the subject matter ✓ | Elicited answers coarsely |
| E2 | <ul style="list-style-type: none"> Encouraged students to work together without direct instruction from the teacher ✓ Observed and listened to students as they interact ✓ Asked probing questions to direct/redirect students' investigations when necessary ✓ Provided time for students to puzzle through problems ✗ Acted as a consultant for students ✓ Allowed students for Suspended judgment ✓ | Good |
| E3 | <ul style="list-style-type: none"> Encouraged students to explain concepts and definitions in their own words ✓ Asked for justification(evidence) and clarification from students ✓ Formally provided definitions, explanations, and new labels ✗ Used students' previous experiences as the basis for explaining concepts ✓ Assessed students' growing understanding ✓ | Good |
| E4 | <ul style="list-style-type: none"> Encouraged students to apply or extend concepts and skills in new situations ✓ Reminded students for alternative explanations ✓ Directed students to existing data and evidence and asked what, how and why type of questions. ✓ | Good |
| E5 | <ul style="list-style-type: none"> Assessed students' knowledge and/or skills ✓ Looked for evidences that students have challenged their thinking and reasoning ✓ Allowed students to assess their own learning and group process skills ✓ Asked open-ended questions, such as "Why do you think...?" "What evidence do you have?" "What do you know about x?" "How would you explain x?" ✓ | Good |

Supervisor's Observation:

Created Interest & Curiosity among the children

Suggestions for Improvement:

Try to use technology in the class to also motivate students

Signature of the Supervisor

SREE SIDDAGANGA COLLEGE OF EDUCATION

Sree Shivakumar Swamiji Road (B.H.ROAD), TUMAKURU – 572102

OBSERVATION PROFILE

Name : Chandrashekar B.E. Reg.No. 19ED1434 Date 12/08/2020

School : 9 std. & Sec

Subject Physics Unit Newton's Second law of motion & its mathematical form.

| SE's | Criteria of Assessment | Observations |
|------|--|----------------------------|
| E1 | <ul style="list-style-type: none"> • Created interest ✓ • Generated curiosity ✓ • Raised questions ✓ • Elicited responses that uncover what students know or think about the subject matter ✓ | Rained questions correctly |
| E2 | <ul style="list-style-type: none"> • Encouraged students to work together without direct instruction from the teacher ✓ • Observed and listened to students as they interact ✓ • Asked probing questions to direct/redirect students' investigations when necessary ✓ • Provided time for students to puzzle through problems ✓ • Acted as a consultant for students ✓ • Allowed students for Suspended judgment ✓ | Good |
| E3 | <ul style="list-style-type: none"> • Encouraged students to explain concepts and definitions in their own words ✓ • Asked for justification(evidence) and clarification from students ✓ • Formally provided definitions, explanations, and new labels ✓ • Used students' previous experiences as the basis for explaining concepts ✓ • Assessed students' growing understanding ✓ | Good |
| E4 | <ul style="list-style-type: none"> • Encouraged students to apply or extend concepts and skills in new situations ✓ • Reminded students for alternative explanations ✓ • Directed students to existing data and evidence and asked what, how and why type of questions. ✓ | Good |
| E5 | <ul style="list-style-type: none"> • Assessed students' knowledge and/or skills • Looked for evidences that students have challenged their thinking and reasoning • Allowed students to assess their own learning and group process skills • Asked open-ended questions, such as "Why do you think...?" "What evidence do you have?" "What do you know about x?" "How would you explain x?" | Good |

Supervisor's Observation:

Raised Questions Correctly

Suggestions for Improvement:

Try to relate the physical quantities correctly.

Manalatha H E
Signature of the Supervisor

SREE SIDDAGANGA COLLEGE OF EDUCATION

Sree Shivakumar Swamiji Road (B.H.ROAD), TUMAKURU – 572102

OBSERVATION PROFILE

Name : Chandrashekar B.G. Reg.No. 19ED1434 Date 12/08/2020

School : 9 std. & Sec

Subject : Physics Unit Newton's Second law of motion & its mathematics form.

| SE's | Criteria of Assessment | Observations |
|------|--|------------------|
| E1 | <ul style="list-style-type: none"> • Created interest ✓ • Generated curiosity ✓ • Raised questions ✓ • Elicited responses that uncover what students know or think about the subject matter ✓ | Raised questions |
| E2 | <ul style="list-style-type: none"> • Encouraged students to work together without direct instruction from the teacher ✓ • Observed and listened to students as they interact ✓ • Asked probing questions to direct/redirect students' investigations when necessary ✓ • Provided time for students to puzzle through problems ✓ • Acted as a consultant for students ✓ • Allowed students for Suspended judgment ✓ | Good |
| E3 | <ul style="list-style-type: none"> • Encouraged students to explain concepts and definitions in their own words ✓ • Asked for justification(evidence) and clarification from students ✓ • Formally provided definitions, explanations, and new labels ✓ • Used students' previous experiences as the basis for explaining concepts ✓ • Assessed students' growing understanding ✓ | Good |
| E4 | <ul style="list-style-type: none"> • Encouraged students to apply or extend concepts and skills in new situations ✓ • Reminded students for alternative explanations ✓ • Directed students to existing data and evidence and asked what, how and why type of questions. ✓ | Good |
| E5 | <ul style="list-style-type: none"> • Assessed students' knowledge and/or skills ✓ • Looked for evidences that students have challenged their thinking and reasoning ✓ • Allowed students to assess their own learning and group process skills ✓ • Asked open-ended questions, such as "Why do you think...?" "What evidence do you have?" "What do you know about x?" " How would you explain x?" ✓ | Good |

Supervisor's Observation:

Generated curiosity & asked questions correctly.

Suggestions for Improvement:

Need to pronounce words correctly.

Mamatha
Signature of the Supervisor

12:30 to 1:30 PM

SREE SIDDAGANGA COLLEGE OF EDUCATION

Sree Shivakumara Swamiji Road (B.H.ROAD), TUMAKURU – 572102

Accredited by NAAC with 'A' Grade

OBSERVATION PROFILE

Name : Noora Fathima Reg.No..... Date 9/12/2022

School : ETC High School std.& Sec 10th 'A'

Subject English Unit colours of science

| 5E's | Criteria of Assessment | Max. Marks | Marks Awarded |
|--------------|--|------------|---------------|
| E1 | <ul style="list-style-type: none"> Created interest Generated curiosity Raised questions Elicited responses that uncover what students know or think about the subject matter | 15 | 14 |
| E2 | <ul style="list-style-type: none"> Encouraged students to work together without direct instruction from the teacher Observed and listened to students as they interact Asked probing questions to direct/redirect students' investigations when necessary Provided time for students to puzzle through problems Acted as a consultant for students Allowed students for Suspended judgment | 20 | 20 |
| E3 | <ul style="list-style-type: none"> Encouraged students to explain concepts and definitions in their own words Asked for justification(evidence) and clarification from students Formally provided definitions, explanations, and new labels Used students' previous experiences as the basis for explaining concepts Assessed students' growing understanding | 30 | 29 |
| E4 | <ul style="list-style-type: none"> Encouraged students to apply or extend concepts and skills in new situations Reminded students for alternative explanations Directed students to existing data and evidence and asked what, how and why type of questions. | 25 | 24 |
| E5 | <ul style="list-style-type: none"> Assessed students' knowledge and/or skills Looked for evidences that students have challenged their thinking and reasoning Allowed students to assess their own learning and group process skills Asked open-ended questions, such as "Why do you think...?" "What evidence do you have?" "What do you know about x?" "How would you explain x?" | 10 | 9 |
| Total | | 100 | 96 |

 9/12/22
 Signature of the ~~Principal~~ **Principal**
Gov. P.U. College, High School Section
B.H. Road, Tumkur-572 102

Chapter 3 - Colours of Science

Observation:

Teacher Engage the class by asking previous class

Teacher Summarized the content of the previous class

In order to fill the learning gaps

Teacher corrected the grammatical errors when the students committed while answering the question

Teacher asked probing questions & enhanced the answers of the students

Teacher showed flashcard & elicited answer from it (Soothing, darting, crest etc)

Teacher elicited the meaning & made students

to construct sentence for them.

Teacher asked completion question & elicited answer for them

Teacher read the lesson from the text book aloud

Explained by rephrasing & paraphrasing the sentences

Teacher wrote important words and tell the meaning of that words.

Teacher explained the difficult words in between reading

Teacher explains the moral hidden in the extract

Teacher asked elaborated ^{Q&A} & summarized the lesson.

Overall lesson was very effective

Signature of the Student

Signature of the Supervisor

T10:30 - 11:11

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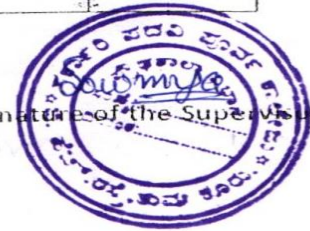
B.H.ROAD, TUMAKURU - 572102

OBSERVATION PROFILE

Name : Pohmya T Reg.No..... Date 21/11/2022
 School : GJK High School std.& Sec
 Subject : Social Science Unit Model of Democracy

| 5E's | Criteria of Assessment | Max. Marks | Marks Awarded |
|-------|--|------------|---------------|
| E1 | <ul style="list-style-type: none"> Created interest Generated curiosity Raised questions Elicited responses that uncover what students know or think about the subject matter | 15 | good |
| E2 | <ul style="list-style-type: none"> Encouraged students to work together without direct instruction from the teacher Observed and listened to students as they interact Asked probing questions to direct/redirect students' investigations when necessary Provided time for students to puzzle through problems Acted as a consultant for students Allowed students for Suspended judgment | 20 | very good |
| E3 | <ul style="list-style-type: none"> Encouraged students to explain concepts and definitions in their own words Asked for justification(evidence) and clarification from students Formally provided definitions, explanations, and new labels Used students' previous experiences as the basis for explaining concepts Assessed students' growing understanding | 30 | Excellent |
| E4 | <ul style="list-style-type: none"> Encouraged students to apply or extend concepts and skills in new situations Reminded students for alternative explanations Directed students to existing data and evidence and asked what, how and why type of questions | 25 | very good |
| E5 | <ul style="list-style-type: none"> Assessed students' knowledge and/or skills Looked for evidences that students have challenged their thinking and reasoning Allowed students to assess their own learning and group process skills Asked open-ended questions, such as "Why do you think...?" "What evidence do you have?" "What do you know about x?" "How would you explain x?" | 10 | good |
| Total | | 100 | |

Signature of the Supervisor



Greeting students & ask previous class questions

ಭಾರತವನ್ನು ಕೃಷಿ ಪ್ರಧಾನವಾಗಿ ಎಂದು ಹೇಳಲಾಗಿದೆ.

ಹೈಕೋ ಪ್ರಿಯಮೃತೆಯನ್ನು ಮೆಚ್ಚಿಕೊಂಡು ಕೋವಿಡು ಮತ್ತು ಕೋವಿಡುಗಳನ್ನು

Supervisor's Observation:

ಪ್ರಿಯಕ ಹೈ (ಗ್ರಾಮ) ಎಂದು ಹೇಳಿಕೊಂಡು

ಗ್ರಾಮಣಿ ಕಲ್ಪವೃಕ್ಷಿಯು ಬಗ್ಗೆ ಪ್ರಾರಂಭ ಮಾಡಿತು.

ಮಹಾತ್ಮ ಗಾಂಧಿಯವರ - ಗ್ರಾಮಸ್ವೇಚ್ಛಾಭಾವನೆಯೇ ಎಂದು ಹೇಳಿದರು.

ಶಿಕ್ಷಣಕರವೆಂದು ಹೇಳಿದ ಎಂದು ಹೇಳಿದರು

By giving clues elicit the answers from the students

ಕೋವಿಡುಗಳನ್ನು ಹೇಳಿದರು ಬಗ್ಗೆ ಹೇಳಿದರು

(ಕೃಷಿ, ಕೃಷಿಣಿ ಉದ್ಯಮ, ವಸತಿ - ಸರ್ಕಾರಿ ಸಂಸ್ಥೆಗಳನ್ನು ಸೂಚಿಸುತ್ತವೆ)

ಭಾರತದ ಕಲ್ಪವೃಕ್ಷಿ ಉದ್ಯಮವನ್ನು ಗುರುತಿಸಿ ಒದಗಿಸಿದೆ.

Suggestions for Improvement:

ಕಲ್ಪವೃಕ್ಷಿ ಹಾದಿರ - ನಿರ್ಮಾಣಕ್ಕೆ, ಕೃಷಿಗಳಿಗೆ ಒದಗಿಸುವಂತೆ ಮಾಡುವುದು ಕಲ್ಪವೃಕ್ಷಿ ಉದ್ಯಮವೆಂದೆ ಪ್ರತಿಯಾಗಿಗೂ ಸಹ ಏನು ಸೇರಿಸಬಹುದು ದೂರವಿತ್ತಿದೆ.

create interests among the students.

ಹೈ ಪ್ರಿಯಕವನ್ನು ಬಹುಭಾಷೆ ಮಾಡಿ ನಿಧನ ಮಾಡಿರುವಂತೆ ಬಗ್ಗೆ ಹೈ ಪ್ರಿಯಕವನ್ನು ಬಹುಭಾಷೆ ಮಾಡಿ ನಿಧನ ಮಾಡಿರುವಂತೆ ಬಗ್ಗೆ ಹೇಳಿದರು.

Motivate the students to achieve their goals in future. Important points should be written in a black board.

Written in a black board & underline

Signature of the Supervisor

the same of the very important points.

ವ್ಯಕ್ತಿತ್ವವೆಂದೆ ಬಗ್ಗೆ (1993) - ಸರ್ಕಾರಿ ವಿದ್ಯಾರ್ಥಿ ಪ್ರಿಯಕವನ್ನು ಕಲ್ಪವೃಕ್ಷಿ ಸಂಸ್ಥೆ, ಸಂಸ್ಥೆಯೆಂದೆ ಗಿಣಿ ಕಲ್ಪವೃಕ್ಷಿ ಕಲ್ಪವೃಕ್ಷಿ ಯಾರು ಎಂದು ಹೇಳಿದರು ಇದೊಂದೇಯವು ಬಗ್ಗೆಯೇ ಸಹ ನಿಧನ ಮಾಡಿ ಬಹು ಎಂದು ಹೇಳಿದರು.



Signature of the Supervisor

Signature of the Students

[11:15-12:00]

SREE SIDDAGANGA COLLEGE OF EDUCATION

B.H.ROAD, TUMAKURU - 572102

OBSERVATION PROFILE

Name : Saravathi V.K. Reg.No..... Date.....

School : ETC High School, Tumkur std.& Sec 10th B

Subject : Mathematics Unit : Geometry

| SE's | Criteria of Assessment | Max. Marks | Marks Awarded |
|-------|--|------------|---------------|
| E1 | <ul style="list-style-type: none"> Created interest Generated curiosity Raised questions Elicited responses that uncover what students know or think about the subject matter | 15 | good |
| E2 | <ul style="list-style-type: none"> Encouraged students to work together without direct instruction from the teacher Observed and listened to students as they interact Asked probing questions to direct/redirect students' investigations when necessary Provided time for students to puzzle through problems Acted as a consultant for students Allowed students for Suspended judgment | 20 | very good |
| E3 | <ul style="list-style-type: none"> Encouraged students to explain concepts and definitions in their own words Asked for justification(evidence) and clarification from students Formally provided definitions, explanations, and new labels Used students' previous experiences as the basis for explaining concepts Assessed students' growing understanding | 30 | Excellent |
| E4 | <ul style="list-style-type: none"> Encouraged students to apply or extend concepts and skills in new situations Reminded students for alternative explanations Directed students to existing data and evidence and asked what, how and why type of questions | 25 | very good |
| E5 | <ul style="list-style-type: none"> Assessed students' knowledge and/or skills Looked for evidences that students have challenged their thinking and reasoning Allowed students to assess their own learning and group process skills Asked open-ended questions, such as "Why do you think...?" "What evidence do you have?" "What do you know about x?" "How would you explain x?" | 10 | Very good |
| Total | | 100 | |

Signature of the Supervisor



By greeting the students, start the class
 Ask some questions related to previous class

Supervisor's Observation:

①

| C.I | f | cf |
|--------|---|----|
| 10-20 | 3 | 3 |
| 20-40 | 5 | 8 |
| 40-60 | 6 | 14 |
| 60-80 | 3 | 17 |
| 80-100 | 2 | 19 |

$$\frac{N}{2} = \frac{19}{2} = 9.5$$

$$L + \left(\frac{\frac{N}{2} - cf}{f_m} \right) \times h$$

$$= 40 + \left(\frac{9.5 - 8}{6} \right) \times 20$$

→ By giving class elicit the answer from the students

$$N = 19 = 40 + \frac{1.5}{6} \times 20$$

→ In every steps ask the questions & elicit the answers from all the students

$$= 40 + \frac{1.5}{6} \times 10 \times 2$$

Step By Step solve the problem

$$= 40 + \frac{30.5}{8}$$

Black board work was very good

$$[md = 45]$$

Suggestions for Improvement:

| C.I | f | X | fX | cf |
|-------|---|----|-----|----|
| 0-10 | 3 | 5 | 15 | 3 |
| 10-20 | 4 | 15 | 60 | 7 |
| 20-30 | 6 | 25 | 150 | 13 |
| 30-40 | 2 | 35 | 70 | 15 |
| 40-50 | 3 | 45 | 135 | 18 |
| 50-60 | 2 | 55 | 110 | 20 |

$$\sum f = 20 \quad \sum fX = 540$$

Step by step solve the problem Black Board work was very good mean, median & mode.

$$\text{mean } (\bar{X}) = \frac{\sum fX}{N}$$

$$= \frac{540}{20}$$

$$\bar{X} = 27$$

Signature of the Supervisor

$$L + \left(\frac{\frac{N}{2} - cf}{2f_1 - f_0 - f_2} \right) \times h$$

$$= 20 + \left(\frac{10 - 7}{12 - 4 - 2} \right) \times 10$$

$$= 20 + \left(\frac{3}{8} \times 10 \right)$$

$$= 20 + [3.75]$$

(उत्तर) = 23.75

$$\text{median} = L + \left(\frac{\frac{N}{2} - cf}{f_m} \right) \times h$$

$$= 20 + \left(\frac{10 - 7}{6} \right) \times 10$$

$$= 20 + 5$$

$$= 25$$

Since class was very effective I learn so many thing from the observation of this class

Signature of the Supervisor

Signature of the Students

[11:15-12:00]

SREE SIDDAGANGA COLLEGE OF EDUCATION

B.H.ROAD, TUMAKURU – 572102

OBSERVATION PROFILE

Name : Rajeshwari Reg.No..... Date 8/12/22.....

School : gic High School std.& Sec 9th R.....

Subject : Eng Unit Lesson 3.....

| 5E's | Criteria of Assessment | Max. Marks | Marks Awarded |
|-------|--|------------|---------------|
| E1 | <ul style="list-style-type: none"> Created interest Generated curiosity Raised questions Elicited responses that uncover what students know or think about the subject matter | 15 | good |
| E2 | <ul style="list-style-type: none"> Encouraged students to work together without direct instruction from the teacher Observed and listened to students as they interact Asked probing questions to direct/redirect students' investigations when necessary Provided time for students to puzzle through problems Acted as a consultant for students Allowed students for Suspended judgment | 20 | very good |
| E3 | <ul style="list-style-type: none"> Encouraged students to explain concepts and definitions in their own words Asked for justification(evidence) and clarification from students Formally provided definitions, explanations, and new labels Used students' previous experiences as the basis for explaining concepts Assessed students' growing understanding | 30 | good |
| E4 | <ul style="list-style-type: none"> Encouraged students to apply or extend concepts and skills in new situations Reminded students for alternative explanations Directed students to existing data and evidence and asked what, how and why type of questions | 25 | very good |
| E5 | <ul style="list-style-type: none"> Assessed students' knowledge and/or skills Looked for evidences that students have challenged their thinking and reasoning Allowed students to assess their own learning and group process skills Asked open-ended questions, such as "Why do you think...?" "What evidence do you have?" "What do you know about x?" "How would you explain x?" | 10 | very good |
| Total | | 100 | |

Signature of the Supervisor



By Expecting the students ask some questions related to the previous class

S.P ಪರಮೇಶ್ವರ ಐಚ್ಛಿಕ - ಒನ್ನಕ್ಷೆ - ಬ್ರಿನ್ಸಲಕೆಗಳನ್ನೆ ಸ್ವೇಚ್ಛಾ ಕರ್ತವಿರಿ
ಸಂಸ್ಕೃತ ಶಾಸ್ತ್ರಯುಕ್ತ ಅಧ್ಯಾಪನೆಯನ್ನು ಕೈಗೊಳ್ಳಿ ಬಗ್ಗೆ ಕರ್ತವಿರಿ ನಮನದ
ಬಂದವನು ಒಂದು ದಲವರು ಪ್ರಶ್ನೆಗಳನ್ನು ಕರ್ತವಿರಿ

Supervisor's Observation:

Statement of the aim - ಲೇಖನ ಬರೆಯುವ ಬಗ್ಗೆ

Write the Statement of the aim on the black board
create interest curiosity among the students By giving
some clues elicit the answer from the students Sing the
poem neatly ಮತ್ತು ಉಗಾಧಿ ಲೇಖನ.

Suggestions for Improvement:

ಲೇಖನ ಉಗಾಧಿ ಲೇಖನಗಳು. Important points are written on
the Black Board. ಲೇಖನ ಉಗಾಧಿ ಲೇಖನಗಳು. ಲೇಖನ ಬರೆಯುವ ಬಗ್ಗೆ
ಪ್ರಶ್ನೆಗಳು ಬರೆಯುವ ಬಗ್ಗೆ (ಪ್ರಶ್ನೆ - ಉಗಾಧಿ)

ಉಗಾಧಿ - * ತಪ್ಪು - ತಪ್ಪು

- 1) ಉಗಾಧಿ - ಉಗಾಧಿ 2) ತಪ್ಪು - ತಪ್ಪು 3) ಉಗಾಧಿ - ಉಗಾಧಿ
- 4) ಉಗಾಧಿ - ಉಗಾಧಿ 5) ಉಗಾಧಿ - ಉಗಾಧಿ

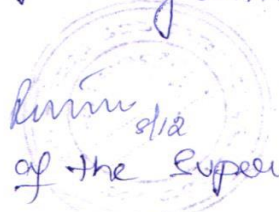
ಉಗಾಧಿ - ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ - ಉಗಾಧಿ ಉಗಾಧಿ.

ಉಗಾಧಿ - ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ - ಉಗಾಧಿ ಉಗಾಧಿ

Signature of the Supervisor

ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ
ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ
ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ ಉಗಾಧಿ
on the Black Board give home assignment to the students

I was a very effective class. I also learn Kannada
grammar (ಉಗಾಧಿ)



Signature of the Supervisor

Signature of the Student

By greeting the students start the class.

Ask some questions related to the previous classes

Aim of the statement: Uses of mirror & how to identify the mirror, mirror formula and problems

Supervisor's Observation:

Image as the same of the object - plane mirror.

By giving clues elicit the answers from the students

Image see as small - convex mirror, virtual, erect, diminished
Concave mirror - Inverted Image (Image is big)

Uses convex mirror in vehicles (rear view of mirror)
Used in crime detection, used in shops

Uses of concave mirror - Used in telescope, head lights
Suggestions for Improvement: Distast are used, ferrous (solarate)

Sir did not write subject name & aim of the lesson on the Black board and No Black board work

Sir explained the concept very neatly, step by step

Step illustration is given

Concave mirror is a convergent mirror.

mirror formula: $\frac{1}{f} = \frac{1}{u} + \frac{1}{v}$

f → focal length

u → object distance

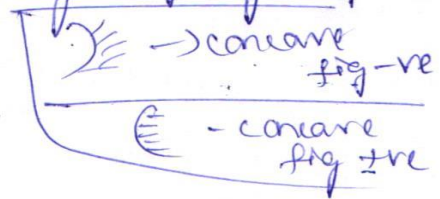
v → Image distance

Elicit the answer for what is Image distance

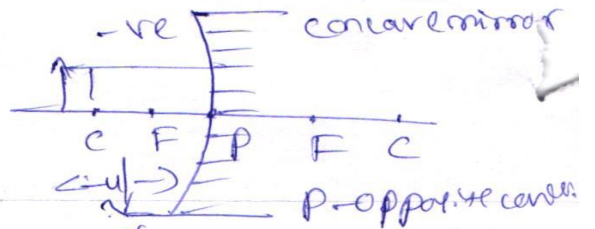
- The distance B/W optic center to Image v is called Image distance.

Sir explain the concept very well & I learned something from the observation of the Sir class. It was a very effective & interactive class

Signature of the Supervisor



Signature of the Supervisor



left side - -ve sign

right side - +ve sign

Ushantika

Signature of the Students