

## Observation Record

Name of the student teacher: *Kavya*

Date: *10-11-22*

Class: *VIII*

Period: *6<sup>th</sup>*

Cooperating Teacher:

Institute Supervisor:

Topic: *Flame and its structure*

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p>1. Introduction Method used to engage learners ; Connections to prior knowledge ,daily life situations and content ; Effectiveness of the methods used; interest and motivation developed</p> <p><b>Focus Questions/ Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</b></p> <p><b>A. Development</b></p> <p>a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p> <p>b) group and individual tasks; teachers role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p>	<p>- Teacher initiated the class by recalling the prior knowledge</p> <p>- Teacher asked focus question related to lesson.</p> <p>- Connecting to the prior knowledge, teacher played video of burning of magnesium ribbon</p> <p>- Teacher used ICT skills as learning resource</p>	<p>- Students were able to answer the questions</p> <p>- Students were not able to give answers.</p> <p>- Students were eager in watching video.</p>	<p>- Students were engaged in class.</p> <p>- Teacher could have made student to answer</p> <p>- Teacher could have instructed students before playing the video.</p>

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<p>d) Opportunities provided for development of process skills/ linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>- No opportunities was created for students to demonstrate.</p>	<p>- students developed processing skill through video</p>	<p>- Teacher could have performed the activity in classroom or in Lab.</p>
<p>B) <i>Content competence</i>: adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions <i>Competence in subject specific skills and abilities</i>: develop required language skills; map reading; experimental; inquiry skills; computation skills</p>	<p>- Teacher was good at content competence.</p>	<p>- Students were able to answer the questions</p>	<p>- Teacher was competent in content.</p>
<p>C) <i>Questioning</i>: types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils higher order thinking abilities; handling pupils responses; providing scope for students to inquire</p>	<p>- Teacher asked lower order and higher order questions</p> <p>- few questions were redirected</p>	<p>- students gave various responses.</p>	<p>- Teacher could improve on framing question.</p>
<p>D) <i>Explanation</i>: opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required</p>	<p>- Explanation was related to content, teacher gave opportunities for students to explain.</p>	<p>- Students were trying to give their examples while explaining.</p>	<p>- Teacher could have shown the real example through images.</p>

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<p>4. Application: situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>- Teacher revisited the focus question</p>	<p>- Students were able to answer.</p>	<p>- Teacher could have asked application level questions.</p>
<p>5. Assessment Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>- Teacher assessed the class by orally questioning orally.</p>	<p>- Students orally answered the questions.</p>	<p>- Teacher could have reinforced students.</p>
<p>6. Review and closure Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment;</p>	<p>- Teacher reviewed the class by questioning.</p>	<p>- Students were answering</p>	<p>- Teacher could have engaged all students</p>
<p>7. Class room management Grouping of students; communication skills; skillful ways of creating appropriate learning environment; confidence; meeting learning needs of inclusive learners</p>	<p>- Teacher did not consider slow learners</p>	<p>- some students were sleeping and playing</p>	<p>- Teacher should ensure all students</p>

*[Handwritten Signature]*

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Date: 10-11-22

Signature of the Institute Supervisor

# Observation Record

Name of the student teacher: Priya

Date: 18-11-22

Class: VI

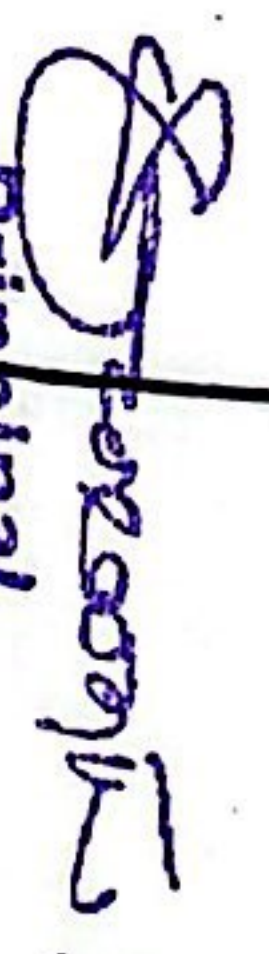
Period: 7th

Cooperating Teacher:

Topic: Electric Bulb

Institute Supervisor:

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p>1. Introduction Method used to engage learners ; Connections to prior knowledge ,daily life situations and content ; Effectiveness of the methods used; interest and motivation developed</p>	<p>- Teacher engaged the class by recalling the previous knowledge of students</p> <p>- Teacher asked focus question</p>	<p>- Students recalled the concepts</p>	<p>- Teacher engaged the students</p>
<p>2. Focus Questions/ Overarching the lesson: Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p>- Development of the lesson was good.</p> <p>- Teacher engaged all the students and showed electric bulb</p>	<p>- Students were able to answer the focus question</p>	<p>- Teacher could have had focus question in <del>other</del></p>
<p>3. A. Development</p> <p>a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p> <p>b) group and individual tasks; teachers role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use</p>	<p>- Development of the lesson was good.</p> <p>- Teacher engaged all the students and showed electric bulb</p>	<p>- Students were curious to know about the electric bulb</p>	<p>- It was good</p>

  
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<p>d) Opportunities provided for development of process skills/ linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>- No opportunities were provided for development of process skills</p>		
<p>B) <i>Content competence</i>: adequacy ; ability to link and integrate between and among different concepts; identification and clarification of misconceptions <i>Competence in subject specific skills and abilities</i>: develop required language skills; map reading; experimental; inquiry skills; computation skills</p>	<p>- Teacher was competent in content but didn't clear few misconceptions regarding cfl.</p>	<p>- Almost all students are engaged in the class during explanation</p>	<p>- Teacher have cleared the misconceptions</p>
<p>C) <i>Questioning</i> : types and variety of questions asked( lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils higher order thinking abilities; handling pupils responses; providing scope for students to inquire</p>	<p>- Teacher asked lower order and relevant questions</p>	<p>- Students were able to answer the questions</p>	<p>- Teacher could have framed higher order question</p>
<p>D) <i>Explanation</i> : opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required</p>	<p>- Explanation was appropriate - Teacher uses ICT skills and showed a video for better understanding of circuit</p>	<p>- Students were curious to know more about the topic after watching the video</p>	<p>- It was good.</p>

*[Signature]*

<p>4. Application: situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<ul style="list-style-type: none"> <li>- Application phase was appropriate</li> <li>- Teacher revisited focus question</li> <li>- Assessment was done by oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>- Students were able to answer</li> </ul>	
<p>5. Assessment Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<ul style="list-style-type: none"> <li>- Assessment was done by oral questioning</li> </ul>	<ul style="list-style-type: none"> <li>- Students gave appropriate answer</li> </ul>	
<p>6. Review and closure Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment;</p>	<ul style="list-style-type: none"> <li>- Teacher asks students to summarize the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Students summarized the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- It was good</li> </ul>
<p>7. Class room management Grouping of students; communication skills; skillful ways of creating appropriate learning environment; confidence; meeting learning needs of inclusive learners</p>	<ul style="list-style-type: none"> <li>- Classroom management and communication was good</li> </ul>	<ul style="list-style-type: none"> <li>- All the students were involved in the learning process</li> </ul>	<ul style="list-style-type: none"> <li>- It was good as teacher was meeting the needs of inclusion</li> </ul>

Date: 18-11-22

Signature of L. T. . . . .

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