

2.2.2  
Peer Feedback

PEER OBSERVATION

Name : Shivani Kumari

Class : B.Sc. B.Ed. - 4<sup>th</sup> yr

Name of the Peer : Jaffrinnia June Thangkhiew

Class taught : 6<sup>th</sup>

Subject : Science

Topic : Parts of Plant

The class was taught about various parts of plants. For the purpose a plant was brought to the class. and at first students were asked to describe various parts and describe various features. Then they were asked some conceptual questions like what are the functions of various parts, how do we identify them, etc.

Then they were told about these concepts and the topic was explained by the teacher.

Alternatives suggested: The smartboard could have been used to show various videos & pictures for deeper understanding.

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Regional Institute of Education, Bhubaneswar

Shivani Kumari



Name - PRASHI SOUMYA

Course - 2 Year B.Ed

Multicultural School Exposure

TOPIC - PEER FEEDBACK

Name of the peer observed -

Priyanka Priyadarshini Jena

Activity -

Conducting Mathematics lesson of class VIII  
Government Girls High School Students.

The peer being observed was very pro-active and responsible in her classroom discourse. She applied the skills of speaking, writing and listening while teaching the topic 'percentage' to the respective students.

For engaging her students, she gave examples from real life such as vegetable vendor, supermarket store, and MRP prices which the students were effectively able to connect with. During the duration of her teaching, she also made use of the smartboard and the teacher-learner communication went smoothly because of the use of the language Odia.

The changes or improvements which I would like to suggest are the use of teaching resources in mathematics to make the class more lively and to ask a few students to come up on the board and solve the mathematical problems in order to boost the learner's confidence. Overall, my peer's teaching technique was incessant, comprehensible and assertive and lucid.

- Prashi Soumya



# REGIONAL INSTITUTE OF EDUCATION, BBSR

Name: Taradutta Senapati

Course: B. Ed (Arts)

Roll No: 54

Topic: Peer Feedback

Multicultural School Exposure

Name of the peer observed - Susmi Monalisa Behera


Activity: She followed the principle of known to unknown. She beautifully visualised abstract concepts and made the students grasp the concepts with relative ease. Her story telling method of teaching kept the students engaged and her coherence of ideas expressed was exceptional.

Problems: Having been a CBSE board student, she found a slight difficulty in using Odia nomenclature and terms. She, as a result, had to rely on their English or Hindi counterparts which the students have trouble understanding.

Suggested changes: Enhanced familiarity with the Odia terms and nomenclatures.

→ Increased assertiveness in class

→ Developing a wide range of ability to give examples and real life instances

  
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Taradutta Senapati  
10/05/2023



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Taradutta Senapati  
10/05/2023



REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

NAME - SHRUTI GHOSH

COURSE - B.Ed. 2YEAR (2022-24)

PROGRAM - MULTICULTURAL PLACEMENT PROGRAM

Peer Assessment Sheet

Name → Suchitra Karua

Activity → Introduction to chapter 13 (SOUND) - class VIII in Govt. Girl's High School, Teacher via Demonstration and Experimentation method. The student teacher was demonstrating the concept of vibrating bodies producing sound via the use of Tuning fork and water-filled glass tumblers.

Skills used → The student teacher displayed satisfactory communication skills (oral) while explaining the activities and the concept of sound production. She also gave relatable daily life examples for a better understanding.

What did they do well → The student-teacher made use of the available resources such as Smartboard and laboratory equipment such as Tuning fork which the students were unaware about.

Improvements/ Suggestions → The student-teacher would have given examples of musical instruments specially string instruments as a part of art-integrated pedagogy.

Shruti Ghosh

  
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# Regional Institute Of Education, Bhubaneswar

Name - Aradhana Khadanga

Course - B.Ed. Science, 1st year, 2nd semester

Roll no - 09 Multicultural Placement Group - B

Topic - "Peer feedback on multicultural school exposure"

Name of the peer observed - Apurva Anurag

Activity - The way he was introducing a concept was very unique. From giving real life examples to engaging the students by asking interesting questions, the teaching was very much fruitful. As most of the times, he taught mathematics, use of black-board was his first priority.

Problems - As communication is a very basic thing in teaching, language was the barrier as he wasn't familiar with Odia language. So he used Hindi or English to introduce some terms which the students weren't be able to understand easily.

Changes that should be implemented - Starting the topic from the most basic examples and questions; giving easy examples that can be visualised in mind by the students and using terms that can be understood by all.



Regional Institute of Education, NCERT, BBSR

Name - Sanjwal dev

Course - B.Ed 2<sup>nd</sup> sem

Multicultural school Exposure

Topic - Peer feedback

Name of peer observed - Rohit kumar sahu

Activity - classroom observation of class 8 Maths class at saraswati shishu vidyamandira.  
Topic :- factorization

What skills did they use?

The peer was quick to engage the classroom, he started the class by asking name and hobby of every student of the class. He used the past knowledge of student to learn the level of them, he then tried to connect the topic to the real life application

For example :- (i) to find zeros  
(ii) common factor method.

He used reading, writing, speaking & listening skill to make the classroom more conducive to learning.



What did they do well?

The peer grab the attention of every-student by asking them to come ahead and solve the problem on board


He used inductive method very well as he went from simpler problem to complex one.

He tried to involve slow learners by making them sit in front of the class.

What changes/improvements you would suggest?

Classroom can be more interactive if the peer could have used math resources

Language should be more clear and slow, as the peer was speaking bit fast.

  
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# Regional Institute of Education Bhubaneswar

## Multicultural School Exposure

Topic : Peer feedback

Name : Reetika Kumari

Course : B.Ed 1<sup>st</sup> year (2022-24)

### Peer Assessment sheet

Name : Rojalin, Shalini

Name of pupil giving feedback : Reetika Kumari

Activity : Jumbled sentences Arrangement

Objective of the activity :- To enhance the student's knowledge about sentence structure by putting words into correct grammatical order.

Which skills did they use?

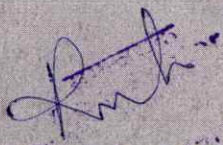
speaking and writing

They used their speaking skills to engage the class and wrote the questions on the black-board.

What did they do well?

They engaged the class by asking questions about the grammar structures that the students had already studied.

They asked the students to read the questions along with the correct answers to improve their pronunciation and reading skills.


  
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What changes / improvement you would suggest :-

Many students had difficulty <sup>in</sup> understanding the activity due to the language barriers as most of them preferred Odia as medium of instruction. My peers could have started with ~~an~~ fully solved example so that the students could understand what they were supposed to do.

They could have selected a better engaging activity to ensure maximum participation of the students as only few of them were able to answer the questions.

  
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Reetika Kumari  
Signature



## Peer Observation

Name :- Jayant Rituraj

Course :- Bsc. BED (PUM)

Name of the peer :- Balsam Bihari


Subject :- Mathematics

Topic :- Co-ordinate Geometry.

The class was started with the story related to the importance of location which further relates to ~~the~~ why we use to study co-ordinate geometry, and then started with the basic concept like point, line, number line etc to the co-ordinate axis, chooses the general to specific method of teaching.

Alternative subject:-

- More problems can be practice.
- Interaction with more student should be there.

  
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Jayant.



Peers observation

Name: Sourav Kumar Sarkar

Course: B.Sc B.Ed 8th Sem (CBZ)

Name of peers: Shivani Kumari

Subject - Biology (Science)

Topic: cell

The class started with a house made of bricks, the constituent unit. Similarly cell is the fundamental unit of life.

Then there were reference made inside the house which had different members; working in order to fulfill a task in similar way organelles

were introduced. For eg: chloroplast to the cook. The overall presentation was good.

Alternative suggests:-

① 3-D model of cell could be presented

② Examples should be much broader.

Sourav Kumar Sarkar



Peer Observation

NAME: Nandinee Sarkar

COURSE: B.Sc. B.Ed 8<sup>th</sup> Sem (CBZ)

Name of the peer → Rishika Hore

Subject - Biology (Science)

Topic - Reproduction in plants.

The class started with a video presentation of the different types of reproduction modes in plants which are sexual and asexual. The students were asked to differentiate between sexual and asexual reproduction based on their previous knowledge. They were told about the different modes of reproduction, with the help of pictures. They were shown the different parts of flowers involved in reproduction.

Alternative suggested:

- Real life things should have been integrated into the class room to show → eye of potato, flower parts involved in reproduction. ~~which have~~
- The interaction was one way only few students were participating.

  
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Nandinee Sarkar



Course: B-Ed (2 years).

Name: Anoti Shila Lakra

Roll No: 07 Science

Feedback on Peer Teaching:  
Name of Peer: Vishal Sen.

Class: VI A.

Topic - Body Movements.

The class which I observed was on topic - Body Movements.

Initially the engagement of the class was good. He applied demonstration method and students participated eagerly. However his ~~made~~ voice modulation required improvement. The blackboard work was neglected however one of the best thing was the students were engaged. Continuous assessment was done during the lesson. Student's prior knowledge was given importance and based on that concepts was built. All the students were given chance to interact in the classroom.

However with subsequent classes - voice modulation improved. and blackboard work was done. Teaching the same topic twice in different section improved the teaching learning process.

  
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Anoti Shila  
Lakra  
10/5/23



REGIONAL INSTITUTE OF EDUCATION,

BHUBANESWAR.

Course : B.Ed. (2 Years)

Name : SARANYA KUNDU

Roll no. : 33 (Science)

Feedback on Peer Teaching

Name of Peer : Abhishek K. Rajak


Class : VII

Topic : Motion and Time

The class that was observed was very interactive. Good voice modulation, and was able to keep the students concentrated. Proper use of blackboard was done with clear writing and diagrams of graphs and objects. Tried to relate the topic with examples as well as with a demonstration activity. Continuous assessment was done throughout the lesson. Tried to relate the concepts with student's prior knowledge. Overall the class was very good with full engagement and participation of students. Doubts of students were also cleared in the class.

Area of Improvement

- To deal with the students a little softly.
- Try not to make the feel uncomfortable to raise questions or interact with the teacher.

  
Saranya Kundu  
Regional Institute of Education, Bhubaneswar

Teacher's Signature .....



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B.Ed. (2 year course - 4<sup>th</sup> SEM)

Name :- RIYA BHOWMIK .

Roll :- 27 (science)

Name of the peer - Sonali Mondal.

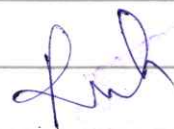
Name of the school - JNV Baripada.

Class - VII A

Topic - Light.

She engaged the class by asking previous knowledge. Then she used TLMs for explore and explain phase. The class was interactive and as TLMs was used so it follows "learning by doing" and was fun class. Voice modulation was good. "learning by doing" method helps learners to visualise the concept easily. Nice blackboard work. She also engaged learners in activities.

But because of many activities, which she conducted in the classroom, the classroom <sup>management</sup> was very good. Many learners are not paying attention as they are busy in gossiping. and many of them are playing.



Riya Bhowmik  
10/5/23



## Peer feedback

Name of School - JNV Hooghly  
Name of Peer - Ankita Roy  
Class taken - VII B  
Topic - Respiration in Humans

Submitted by:-

Poitha Patra  
B.Ed 4<sup>th</sup> Sem  
(23 science)  
RIE Bhubaneswar.

## Peer observation

The teacher engaged the students by checking their previous knowledge. Following which the teacher drew the organs involved in human respiration on the board and started explaining the role of each part to the student. The teacher showed a model of the movement of diaphragm and lungs with the help of the model. The teacher then called upon the student to demonstrate the model and explain its working. Following which the teacher assessed the students and ended the class. Overall it was an engaging and informative class for the students.

However, a model depicting the human respiratory system for the parts of human respiratory system -  
Poitha Patra 10/05/23



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NCERT

PEER FEEDBACK

Name - Abhishek Kr. Rajak

Course - B.Ed (science)

Peer Name - Akash Kr. Mahto

class - IX

Topic :- Atoms & molecules.


I observed the class of Akash Kr. Mahto. He was nicely engage the classroom. He delivered the lesson through demonstration method as well as discussion method.

He used both Black board as well as

smart board to show 3-D pictures of Atoms & molecules. After finishing the topic he evaluate all students by organising a quiz by Quizlet app on smart board.

Teaching Aids :-

- smart board
- Black board
- 3-D model of An Atoms

  
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Abhishek Kr. Rajak



# Regional Institute Of Education

Bhubaneswar

Name - Shilpa Sinha

Course - B.Ed (ARTS)

Peer Name - Sunitra Henbaram

Class - VIII

Topic :- Judiciary

I observed the class of Sunitra Henbaram, where she was teaching the topic judiciary, Her teaching Method was lecture Method. She used blackboard to write some bullet points. She was also using Question/Answer Method. She did not engaged the class and checked previous knowledge of students.

She used PPT to show the work of three bodies of government. There was no creativity in her teaching style. Repeatedly she was telling OK, which is not the write way.

Teaching Aids used during class :-  
Blackboard, powerpoint presentation.

Suggested Teaching Aids :-

- Teaching learning Materials (Chart paper, flashcards)
- Creativity in blackboard Related to content.

Shilpa

Shilpa Sinha