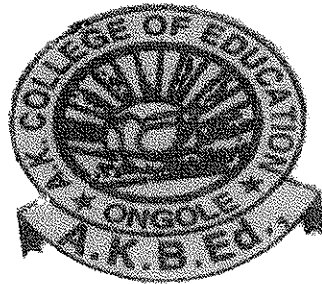


ANDHRAKESARI COLLEGE OF EDUCATION

(Recognized by the GOVT. of A.P. & NCTE Affiliated to Acharya Nagarjuna University)

Cheruvukommupalem Road , Pelluru (Post) , ONGOLE,
Prakasam (District), Andhrapradesh– 523272

SEMESTER – 2



S2P – PEDAGOGY

OBSERVATION RECORD

BIOLOGICAL SCIENCE

Name of the student Teacher : -----

Roll No : -----Reg.No :-----

ACHARYA NAGARJUNA UNIVERSITY

OBSERVATION OF TEACHING

Name of the Teacher / Student - Teacher : T. Vijaya Kumari Roll No : Biological Science
Name of the School : ST. Theresa's High School Subject : Science
Class taken : VIth Name of the Unit : Living and Non living
Name of the Lesson : Living and Non living Date of the Lesson :

I. Introduction :

- 1) Greetings : yes, Greeted good Morning
- 2) Testing / Reteacting Previous Knowledge : Observed previous knowledge by Q writing
- 3) Motivational Techniques Employed : Showing pictures in text book and questioned student
- 4) Announcement of the Topic : Living and Non living
- 5) - Importance / Theme of the Topic : characters of living and non living thing

II. Presentation :

- 1) Reading the Text : Compare characters Table-1, Students filled the table
- 2) Identification of key Terms & key Concepts : Identified key words (living, Non living, develop)
- 3) Discussion on key Terms & key Concepts : yes, discussed keywords
- 4) Writing key Terms & key Concepts on Black board : living, Non living, development, breathe
- 5) Activities for the attainment of academic standards : understanding concept
- 6) Summing up by the Teacher : Used black board and explained.
- 7) Writing the definitions of Concepts on Block board : written differences between living and non living thing on the board, which have life known as living thing.

III. Activity Management :

- 1) TLM used : observed different kinds of things. ex plants, animals, stones
- 2) Display of TLM at Proper time : Used T.LMs according to teaching.
- 3) Participation of Pupils in Activities / Problem -Solving : Group / Sub- Group / Individual:
- 4) Discussing on mistakes done by the Students & Doubts Clarification :
Some students done mistake while filling table based on concept. (living, Non living). Teacher corrected mistakes.

Exposition of the lesson :

- i) Methods and strategies employed : Activity based teaching Method
- ii) Language skills attempted : very good concept communication and subject efficiency.
- iii) Logical presentation of concepts/teaching items : living thing have some special features. Non living thing don't have.
- iv) Questioning Techniques : Questioned whole class and asked for individual opinions.
- v) Teaching-learning material used : yes, chart, black board.
- vi) Chalk-Board work : Explained similarities among plants and animals on black board.

EVALUATION OF THE LESSON :

- i) Evaluation procedures followed :
- ① Are there any similarities among living and non living things?
- ② What are the differences between living and non living things?

GENERAL REACTIONS : Dedicating Teaching

②

Signature of the Lecturer-incharge

Date

OBSERVATION OF TEACHING

Name of the Teacher / Student - Teacher :

Roll No :

Name of the School : ST. Theresa's High School

Subject : Science

Class taken : VII th

Name of the Unit : changes around us

Name of the Lesson : Rusting of Iron

Date of the Lesson :

I. Introduction :

- 1) Greetings : Yes, wished good Morning
- 2) Testing / Reteacting Previous Knowledge : observed previous knowledge on changes around us. (day, night, fields greenery, leaves falling from trees)
- 3) Motivational Techniques Employed :
- 4) Announcement of the Topic ^{and question for} : yes, observed rusted iron and some other peaces. Reason for change. Rusting of Iron.
- 5) Importance / Theme of the Topic : Rusting causes by chemical action.

II. Presentation :

- 1) Reading the Text : Teacher make students to Read Page No - 178 on Text book, And identify the unknown words in lesson.
- 2) Identification of key Terms & key Concepts : Rusting of Iron, Galvanisation
- 3) Discussion on key Terms & key Concepts : Make student to Read and discuss on lesson.
- 4) Writing key Terms & key Concepts on Black board : $\text{Iron} + \text{oxygen} + \text{water} \rightarrow \text{Rusting}$, Galvanisation
- 5) Activities for the attainment of academic standards : experiment, understanding concept, question Hypothesis
- 6) Summing up by the Teacher : explaining in common words.
- 7) Writing the definitions of Concepts on Block board : when iron staying openly after some days it mixes with oxygen in air and forms a new thing. This is known as Rusting

III. Activity Management :

- 1) TLM used : Used many kinds of iron things.
- 2) Display of TLM at Proper time : used according to concept.
- 3) Participation of Pupils in Activities / Problem -Solving : Group / Sub-Group / Individual :
- 4) Discussing on mistakes done by the Students & Doubts Clarification : when student given wrong answer for the questions, then make correction based on concept.

ex:- Galvanisation

Exposition of the lesson :

- i) Methods and strategies employed : *Lecture Method*
- ii) Language skills attempted : *Very good fluency in language.*
- iii) Logical presentation of concepts/teaching items : *Iron rusting is change in chemical action.*
- iv) Questioning Techniques : *Questioned all the class and asked for individual answers.*
- v) Teaching-learning material used : *yes, Iron things (Real objects)*
- vi) Chalk-Board work : *Galvanisation means appear one metal on another metal.*

EVALUATION OF THE LESSON :

- i) Evaluation procedures followed :
 - ① *Suggest some caution to save iron from rusting.*
 - ② *Why should iron thing rusting when they mix with iron water and air?*
 - ③ *What is the chemical action in iron rusting?*

GENERAL REACTIONS : *good.*

(4)

Signature of the Lecturer-in-charge

Date

OBSERVATION OF TEACHING

Name of the Teacher / Student - Teacher: T. Vijaya Kumari Roll No: _____
Name of the School: ST. Theresa's high school Subject: Biological Science
Class taken: VIIIth Name of the Unit: Why should we fall ill
Name of the Lesson: Why should we fall ill? Date of the Lesson: _____

I. Introduction :

- 1) Greetings : yes, He said Good afternoon students.
- 2) Testing / Reteacting Previous Knowledge : yes, "observed students previous knowledge"
- 3) Motivational Techniques Employed : Motivated students by questions
- 4) Announcement of the Topic : why should we fall ill?
- 5) Importance / Theme of the Topic : He explained that, we can't fall in illness when we are neatly and tidy.

II. Presentation :

- 1) Reading the Text : He make students to read the lesson twice and identify key words.
- 2) Identification of key Terms & Key Concepts :
- 3) Discussion on key Terms & key Concepts : Discussed barriers for individual and social health.
- 4) Writing key Terms & key Concepts on Black board : Health, disease, unhealth problems
- 5) Activities for the attainment of academic standards : understanding concept
- 6) Summing up by the Teacher : explained in easy words
- 7) Writing the definitions of Concepts on Block board : unhealthy, explained unhealthy probl

III. Activity Management :

- 1) TLM used : yes, charts, pictures
- 2) Display of TLM at Proper time : Used all T.L.Ms in correct time.
- 3) Participation of Pupils in Activities / Problem -Solving : Group / Sub- Group / Individual:
- 4) Discussing on mistakes done by the Students & Doubts Clarification : yes, Immediately corrects students mistakes. ex:- Healthy, Market

Exposition of the lesson :

- i) Methods and strategies employed : *Lecture Method*
- ii) Language skills attempted : *Used common language and technical words.*
- iii) Logical presentation of concepts/teaching items : *yes, she explained about personal and social problems.*
- iv) Questioning Techniques : *Questioned all the class in try to respond individual answers.*
- v) Teaching-learning material used : *yes; used charts.*
- vi) Chalk-Board work : *written key words on black board and explained. ex - pollution, unhealthy*

EVALUATION OF THE LESSON :

- i) Evaluation procedures followed :
 - ① *what is unhealthy?*
 - ② *what are the causes for unhealthy?*
 - ③ *what does individual problems means?*
 - ④ *what is you duty to be healthy?*

GENERAL REACTIONS : *Motivating Teaching*

⑥

Signature of the Lecturer-in-charge

Date

OBSERVATION OF TEACHING

Name of the Teacher / Student - Teacher: T. Vijaya Kumari Roll No :
Name of the School: St. Theresa's High School Subject: Biological Science
Class taken: IXth class Name of the Unit :
Name of the Lesson: Green house effect Date of the Lesson :

I. Introduction :

- 1) Greetings : yes, good Morning students
- 2) Testing / Reteacting Previous Knowledge : He observed previous knowledge by quest
- 3) Motivational Techniques Employed : yes, He used some question and pictures.
- 4) Announcement of the Topic : Green house Effect
- 5) Importance / Theme of the Topic : Importance of Green house Effect

II. Presentation :

- 1) Reading the Text : yes, Read loudly once loudly
- 2) Identification of key Terms & key Concepts : Green house gases, green house effect, global warming
- 3) Discussion on key Terms & key Concepts : Discussed keywords in group.
- 4) Writing key Terms & key Concepts on Black board : green house effect, CO, CO₂, Methan gas
- 5) Activities for the attainment of academic standards : Experiments, understanding concept
- 6) Summing up by the Teacher : Using black board and explain with general words
- 7) Writing the definitions of Concepts on Black board : green house effect means arranging natural elements and creating heat.

III. Activity Management :

- 1) TLM used : yes, used some pictures related to green house effect.
- 2) Display of TLM at Proper time : used all T.L.Ms according to context
- 3) Participation of Pupils in Activities / Problem -Solving : Group / Sub- Group / Individual:
- 4) Discussing on mistakes done by the Students & Doubts Clarification :
yes, Identified mistakes done by students and corrected them. And clarified students doubts with examples.

Exposition of the lesson :

- i) Methods and strategies employed : Lecture Method strategies
- ii) Language skills attempted : Concept Knowledge, good Language.
- iii) Logical presentation of concepts/teaching items : Disadvantages of global warming
- iv) Questioning Techniques : Questioned whole class and asked for individual answers.
- v) Teaching-learning material used : Element pictures related to greenhouse
- vi) Chalk-Board work : Global warming, green house effect, CO, CO₂ gases.

EVALUATION OF THE LESSON :

- i) Evaluation procedures followed :
 - ① What is green house effect?
 - ② Which gases are caused green house effect?
 - ③ What are the disadvantages of Global warming?
 - ④ What is the reason for damage to Nature?

GENERAL REACTIONS : Effective Teaching

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Signature of the Lecturer-incharge

Date

OBSERVATION OF TEACHING

Name of the Teacher / Student - Teacher : T. Vijaya Kumari Roll No :
Name of the School : ST. Theresa's High School Subject : Biological Science
Class taken : IXth Name of the Unit : Soil pollution
Name of the Lesson : Soil pollution Date of the Lesson :

I. Introduction :

- 1) Greetings : yes, she said Good afternoon students
- 2) Testing / Reteacting Previous Knowledge : observed previous knowledge by questioning
- 3) Motivational Techniques Employed : she said Mahamatma Gandhi's quotation.
- 4) Announcement of the Topic : soil pollution
- 5) Importance / Theme of the Topic : explained about soil pollution

II. Presentation :

- 1) Reading the Text : yes, Read loudly once
- 2) Identification of key Terms & key Concepts : yes, soil pollution, Biological elements, bad effects
- 3) Discussion on key Terms & key Concepts : yes, soil fertility, wastage type words discussed
- 4) Writing key Terms & key Concepts on Black board : yes, Fertilized Agriculture, plastic, wet waste
- 5) Activities for the attainment of academic standards : understanding concept, gathering information
- 6) Summing up by the Teacher : Explained with the help of black board.
- 7) Writing the definitions of Concepts on Block board : soil pollution, factories, Fertilize Agriculture

III. Activity Management :

- 1) TLM used : yes, used pictures and charts
- 2) Display of TLM at Proper time : yes, displayed in right time.
- 3) Participation of Pupils in Activities / Problem - Solving : Group / Sub- Group / Individual:
- 4) Discussing on mistakes done by the Students & Doubts Clarification : Solved problems done by students.
ex- Wastage, .. compost

Exposition of the lesson :

- i) Methods and strategies employed : Activity based Method
- ii) Language skills attempted : subject effency, concept oriented
- iii) Logical presentation of concepts/teaching items : Explained how soil pollution caused.
- iv) Questioning Techniques : Questioned individually.
- v) Teaching-learning material used : Black board, pictures
- vi) Chalk-Board work : soil pollution, Factories, Wastage, Fertities in Agriculture

EVALUATION OF THE LESSON :

- i) Evaluation procedures followed :
 - 1) What is soil pollution?
 - 2) How many types of Wastages?
 - 3) What are the effects of changes in air and water. And their impacts?

GENERAL REACTIONS : Inspiring Teaching

10

Signature of the Lecturer-incharge

Date