

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

MATHEMATICS

Name of the student Teacher : -----

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

ACHARYA NAGARJUNA UNIVERSITY

Exposition of the lesson :

- i) Methods and strategies employed :
- ii) Language skills attempted :
- iii) Logical presentation of concepts/teaching items :
- iv) Questioning Techniques :
- v) Teaching-learning material used :
- vi) Chalk-Board work :

EVALUATION OF THE LESSON :

- i) Evaluation procedures followed :

GENERAL REACTIONS :

Signature of the Lecturer-in-charge

Date

OBSERVATION OF TEACHING

Name of the Teacher / Student - Teacher :

Roll No :

Name of the School :

Subject : MATHS

Class taken : 7th class

Name of the Unit : SYMMETRY

Name of the Lesson : Line Symmetry

Date of the Lesson :

I. Introduction :

- 1) Greetings : Yes, Good morning
- 2) Testing / Reteacting Previous Knowledge : Yes To testing ^{thought provoking} Questions, 2D figures
- 3) Motivational Techniques Employed : observing Questions and models
- 4) Announcement of the Topic : 'Line Symmetry'
- 5) Importance / Theme of the Topic : Yes. Explained.

II. Presentation :

- 1) Reading the Text : Yes, Read two times.
- 2) Identification of key Terms & key Concepts : Part, Line
- 3) Discussion on key Terms & key Concepts : Discuss Key Concepts, Concepts
- 4) Writing key Terms & key Concepts on Black board : Yes
- 5) Activities for the attainment of academic standards : Yes
- 6) Summing up by the Teacher : Yes
- 7) Writing the definitions of Concepts on Block board : Yes 'Line Symmetry' Concept write on block board

III. Activity Management :

- 1) TLM used : Yes
- 2) Display of TLM at Proper time : Yes
- 3) Participation of Pupils in Activities / Problem -Solving : Group / Sub- Group / Individual: ✓
- 4) Discussing on mistakes done by the Students & Doubts Clarification : Yes

Example : Open ended Curve



Exposition of the lesson :

- i) Methods and strategies employed : Activity based Method.
- ii) Language skills attempted : Informal language
- iii) Logical presentation of concepts/teaching items : In a ^{closed} figure, the line dividing into two same parts
- iv) Questioning Techniques : Questioned the whole class, and selected one of students to answer it.
- v) Teaching-learning material used : Yes
- vi) Chalk-Board work : Yes. Drawn Line Symmetry figures.

EVALUATION OF THE LESSON :

- i) Evaluation procedures followed :
 1. what is a line symmetry?
 2. In daily life the example of line symmetry?
 3. Name any five man made symmetric figures
 4. How the line symmetry denotes.

GENERAL REACTIONS : Satisfactory.

Signature of the Lecturer-incharge
Date

OBSERVATION OF TEACHING

Name of the Teacher / Student - Teacher :

Roll No :

Name of the School :

Subject : Maths

Class taken : 9th class

Name of the Unit : Mathematical Statements

Name of the Lesson : Mathematical Statements

Date of the Lesson :

I. Introduction :

- 1) Greetings : Yes Good morning
- 2) Testing / Reteacting Previous Knowledge : Yes, To testing thought provoking questions, charts
- 3) Motivational Techniques Employed : knowledge based questions.
- 4) Announcement of the Topic : Mathematical Statements and proofs
- 5) Importance / Theme of the Topic : Yes Explained.

II. Presentation :

- 1) Reading the Text : Yes, Read two times.
- 2) Identification of key Terms & key Concepts : Prove, Sentence Statement
- 3) Discussion on key Terms & key Concepts : Yes
- 4) Writing key Terms & key Concepts on Black board : Yes
- 5) Activities for the attainment of academic standards : Yes
- 6) Summing up by the Teacher : Yes
- 7) Writing the definitions of Concepts on Block board : Yes Mathematical Statements concept write on black board

III. Activity Management :

- 1) TLM used : Yes
- 2) Display of TLM at Proper time : Yes
- 3) Participation of Pupils in Activities / Problem - Solving : Group / Sub- Group / Individual: ✓
- 4) Discussing on mistakes done by the Students & Doubts Clarification : Yes

Example:

$a=3, b=2$ $a, b \in \mathbb{N}$ then

Is write are not.

$a-b = b-a$?

No $a-b=1, b-a \neq 1$

③

Exposition of the lesson :

- i) Methods and strategies employed : Activity based Method
- ii) Language skills attempted : Informal Language
- iii) Logical presentation of concepts/teaching items : Proving in any mathematical statement it is true or not
- iv) Questioning Techniques : Questioned the whole class and selected one of students to answer it.
- v) Teaching-learning material used : Yes
- vi) Chalk-Board work : Yes. Wrote Mathematical Statements

EVALUATION OF THE LESSON :

- i) Evaluation procedures followed :
 1. x any natural number. 'If $4x + x = 5x$ Prove the statement is True or False : ?
 2. 'In a rectangle, four line symmetries'. Prove the statement is True or False.
 3. 'The product of two odd numbers is even number'.
Prove with example the statement are true or false.

GENERAL REACTIONS :

Satisfactory

false

(H)

Signature of the Lecturer-incharge

Date

OBSERVATION OF TEACHING

Name of the Teacher / Student - Teacher :

Roll No :

Name of the School :

Subject : Maths

Class taken : 6th class

Name of the Unit : 2D-3D Shapes

Name of the Lesson : Understanding 3D figures. Date of the Lesson :

I. Introduction :

- 1) Greetings : Yes, Good morning
- 2) Testing / Reteaching Previous Knowledge : Yes, To testing thought provoking questions
- 3) Motivational Techniques Employed : Examine Models and Charts.
- 4) Announcement of the Topic : Understanding 3D Shapes
- 5) Importance / Theme of the Topic : Yes, Explained.

II. Presentation :

- 1) Reading the Text : Yes, Read two times
- 2) Identification of key Terms & key Concepts : Yes, Faces, Vertices, Edges and Terms
- 3) Discussion on key Terms & key Concepts : Yes
- 4) Writing key Terms & key Concepts on Black board : Yes
- 5) Activities for the attainment of academic standards : Yes
- 6) Summing up by the Teacher : Yes
- 7) Writing the definitions of Concepts on Block board : Yes, Understanding 3D Concepts, 3D Shapes

III. Activity Management :

- 1) TLM used : Yes
- 2) Display of TLM at Proper time : Yes
- 3) Participation of Pupils in Activities / Problem -Solving : Group / Sub- Group / Individual: ✓
- 4) Discussing on mistakes done by the Students & Doubts Clarification : Yes

Example :- What is the house pillar shape?
2D figure
Corrected answer. 3D figure.

Exposition of the lesson :

- i) Methods and strategies employed : Activity based Method .
- ii) Language skills attempted : Informal Language ;
- iii) Logical presentation of concepts/teaching items : They identify the things those 2D, and 3D .
- iv) Questioning Techniques : Questioned the whole class and selected one of students to answer it.
- v) Teaching-learning material used : Yes
- vi) Chalk-Board work : Yes, drawn cube, cuboid, cylinder, Cone

EVALUATION OF THE LESSON :

- i) Evaluation procedures followed :
 1. What is 3D Shape ?
 2. Explain Faces, vertices and edges ?
 3. Write, the examples of 3D Shapes ?
 4. Write the candle shape ?

GENERAL REACTIONS :

Satisfactory .

6

Signature of the Lecturer-incharge

Date

OBSERVATION OF TEACHING

Name of the Teacher / Student - Teacher :

Roll No :

Name of the School :

Subject : Maths

Class taken : 8th class

Name of the Unit : Areas and Volumes

Name of the Lesson : Volume of Cube

Date of the Lesson :

I. Introduction :

- 1) Greetings : Yes, Good morning
- 2) Testing / Reteaching Previous Knowledge : Yes, To testing thought provoking questions.
- 3) Motivational Techniques Employed : knowledge based questions.
- 4) Announcement of the Topic : 'Volume of Cube'
- 5) Importance / Theme of the Topic : Yes, Explained.

II. Presentation :

- 1) Reading the Text : Yes, Read two times
- 2) Identification of key Terms & key Concepts : Yes, length, breadth, height, volume
- 3) Discussion on key Terms & key Concepts : Yes
- 4) Writing key Terms & key Concepts on Black board : Yes
- 5) Activities for the attainment of academic standards : Yes
- 6) Summing up by the Teacher : Yes
- 7) Writing the definitions of Concepts on Black board : Yes, Concept of a cube, Volume of a cube formulae.

III. Activity Management :

- 1) TLM used : Yes
- 2) Display of TLM at Proper time : Yes
- 3) Participation of Pupils in Activities / Problem - Solving : Group / Sub- Group / Individual: ✓
- 4) Discussing on mistakes done by the Students & Doubts Clarification : Yes

Example : Side of a cube is a then
kind the volume is a^3
Corrupted answer is a^3

Exposition of the lesson :

- i) Methods and strategies employed : Activity based Method
- ii) Language skills attempted : Informal Language
- iii) Logical presentation of concepts/teaching items : Cube and Cuboid are made by the combination of both Squares and rectangles
- iv) Questioning Techniques : Questioned the whole class and selected one of students to answer it.
- v) Teaching-learning material used : Yes
- vi) Chalk-Board work : Yes Drawn the models of length, breadth, height.

EVALUATION OF THE LESSON :

i) Evaluation procedures followed :

1. What is a cube ?
2. What is Volume ?
3. What is the formulae of Volume of a cube ?

GENERAL REACTIONS :

Satisfactory

Signature of the Lecturer-in-charge

Date

8

OBSERVATION OF TEACHING

Name of the Teacher / Student - Teacher : B. Symbabu

Roll No :

Name of the School :

Subject : mathematics

Class taken : VIII

Name of the Unit :

Name of the Lesson : properties of rational number

Date of the Lesson :

I. Introduction :

- 1) Greetings : Good morning Sir,
- 2) Testing / Reteacting Previous Knowledge : YES
- 3) Motivational Techniques Employed : By quisting previous knowledge by telling a small story
- 4) Announcement of the Topic : YES
- 5) Importance / Theme of the Topic : YES

II. Presentation :

- 1) Reading the Text : YES
- 2) Identification of key Terms & key Concepts : YES
- 3) Discussion on key Terms & key Concepts : YES
- 4) Writing key Terms & key Concepts on Black board : YES
- 5) Activities for the attainment of academic standards : YES
- 6) Summing up by the Teacher : YES
- 7) Writing the definitions of Concepts on Block board : YES

III. Activity Management :

- 1) TLM used : YES
- 2) Display of TLM at Proper time : YES
- 3) Participation of Pupils in Activities / Problem -Solving : Group / Sub- Group / Individual: Group
- 4) Discussing on mistakes done by the Students & Doubts Clarification : YES

Exposition of the lesson :

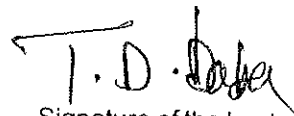
- i) Methods and strategies employed : Direct method is used showed good pictures
- ii) Language skills attempted : Listening, speaking
Reading and writing
- iii) Logical presentation of concepts/teaching items : Presenting teaching items sequentially
- iv) Questioning Techniques : Asked simple questions
- v) Teaching-learning material used : Teaching learning materials used at the right time
- vi) Chalk-Board work : ~~writing is visible.~~

EVALUATION OF THE LESSON :

- i) Evaluation procedures followed : Questions are used on all selected objectives
Questions match the level of objectives.

GENERAL REACTIONS :

Relation between the teacher and student is well.


Signature of the Lecturer-in-charge
Date

(5)

OBSERVATION OF TEACHING

Name of the Teacher / Student - Teacher : B. Syambabu : Roll No :
Name of the School : Subject : mathematics
Class taken : VIII : Name of the Unit :
Name of the Lesson : Closure property of rational number : Date of the Lesson :

I. Introduction :

- 1) Greetings : Good morning Sir,
- 2) Testing / Reteaching Previous Knowledge : YES
- 3) Motivational Techniques Employed : By Questioning previous knowledge by telling a small story
- 4) Announcement of the Topic : YES
- 5) Importance / Theme of the Topic : YES

II. Presentation :

- 1) Reading the Text : YES
- 2) Identification of key Terms & key Concepts : YES
- 3) Discussion on key Terms & key Concepts : YES
- 4) Writing key Terms & key Concepts on Black board : YES
- 5) Activities for the attainment of academic standards : YES
- 6) Summing up by the Teacher : YES
- 7) Writing the definitions of Concepts on Block board : YES

III. Activity Management :

- 1) TLM used : YES
- 2) Display of TLM at Proper time : YES
- 3) Participation of Pupils in Activities / Problem -Solving : Group / Sub- Group / Individual: Group
- 4) Discussing on mistakes done by the Students & Doubts Clarification : YES