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 skils 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-incharge

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 thought provoking.

2) Testing / Reteacting Previous Knowledge : Yes To testing Questions, 2D figures and models

3) Motivational Techiniques Employed : observing Questions and figures

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 wrote on block board

III. Activity Management :

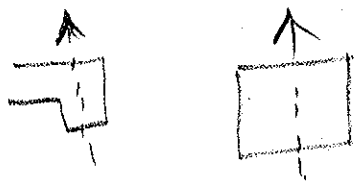
1) TLM used : Yes

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 skils attempted : Informal Language

iii) Logical presentation of concepts/teaching items : Closed. In a 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 Statemy

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 Techiniques 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 : Proove, Sentense 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 boar

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 ∈ W then

Is write are not a - b = b - a ?

No a - b = 1, b - a ≠ 1

(3)

Exposition of the lesson :

i) Methods and strategies employed : Activity based Method

ii) Language skils 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

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 / Reteacting Previous Knowledge : Yes, To testing thought Provoking questions

3) Motivational Techiniques 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 are 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, Understaning 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

Corrupted answer. 3D figure.

Exposition of the lesson :

i) Methods and strategies employed : Activity based Method.

ii) Language skils 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.

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 / Reteacting Previous Knowledge : Yes, To testing thought provoking questions

3) Motivational Techiniques 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, Right, 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 Block 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 find the Volume a^2

Corrupted answer is a^3

Exposition of the lesson :

i) Methods and strategies employed : Activity based Method

ii) Language skils attempted : Informal Language.

iii) Logical presentation of concepts/teaching items : Cube and Cuboid are made by the Combination of both Squared and rectangle

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, hight.

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-incharge

Date .....

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 : properties of rational number
Date of the Lesson :

I. Introduction :

1) Greetings : Good morning Sir,
2) Testing / Reteacting Previous Knowledge : yes
3) Motivational Techiniques Employed : By questing 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 skils 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 meterials used at the right time

vi) Chalk-Board work : writing is legible.

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.

T. D. Dabe

Signature of the Lecturer-incharge

Date .....

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OBSERVATION OF TEACHING

Name of the Teacher / Student - Teacher : B. Syambabu Roll No :

Name of the School : Subject : mattamatics

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 / Reteacting Previous Knowledge : Yes

3) Motivational Techiniques Employed : By questing 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