

# EUPHRASIA TRAINING COLLEGE FOR WOMEN

KATTOOR

(Affiliated to the University of Calicut)



*Valued*  
*B*

## MICRO TEACHING

Name: *Mariya Varghese* .....

Year: *2021 - 2023* ..... Reg. No. *E.U.A.T.E.G.006* .....

Optional Subject: *English* .....

### CERTIFIED BONAFIDE RECORD

*Subramani*  
Faculty



*A. Lakshmi*

PRINCIPAL  
Principal  
Euphrasia Training College  
Kattoor

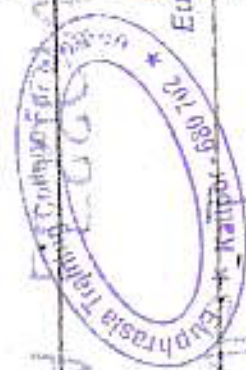


*A. Lakshmi*

Principal

# INDEX

SL. NO.	CONTENT	PAGE NO.
1.	Skill of introducing a lesson	01-06
2.	Skill of writing blackboard COMBONEMENTS OF THE SKIT	07-12
3.	Skill of explaining	13-19
4.	Skill of stimulus variation	20-26
5.	Skill of reinforcement	27-33
6.	Link lesson practice	34-46



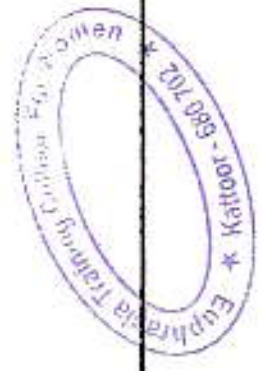
Adk

# MICRO TEACHING - 1

## SKILL OF INTRODUCING A LESSON

### COMPONENTS OF THE SKILL

- Appropriateness
- Ascertainment of pre-requisites
- Suitability of device use
- Maintain continuity



*[Signature]*  
Principal

Euphrasia Training College For Women  
Kattoor

# PRELIMINARY DETAILS

Name of the teacher trainee : Maniya Varghese

Name of the school : Euphrasia Training College for Women

Subject : English

Topic : The Rightful Inheritors of the Earth

Skill : Skill of introducing a lesson

Class : VI

Date : 6-10-2019

Duration : 5-10

Strength : Teach

Teach/Pe-teach : Ragi K.R

Name of the teacher educator : Ms. Kishu Kuber

Subject

Strength

Name of the teacher educator



*[Signature]*  
Principal

Euphrasia Training College For Women  
Kattoor

Components of the Skill

Pupil Activity

Teacher Activity

Students greet teacher and indulge

Teacher enters the class and establishes rapport

Students watch carefully

Teacher shows a video clip

Students say animals and birds

What did you see?

Students say yes

Do you like animals?

Some say yes: others no

Do you have pets at your home?

Maintain continuity and Ascertainment of pre-requisites.

Students say yes cheerfully

Do you have names for them?



Handwritten signature of the Principal

Principal  
Euphrasia Training College For Women  
Kattoor

Handwritten text: ANIMALS

Why do you give names to the pets?

Correct, they are also a part of our family

What about other animals, do you like them?

What happens if a snake comes to your house?  
Teacher asks one student to share such an experience and brings the class back to normal.

Yes, you did a great job! This is what we usually do for our safety. The

Because they are like family

Students nod agreeing

Students say yes

Students start to discuss among themselves

A student shares the experience with much enthusiasm.

Students say yes

Appropriateness

Ascertainment of pre-requisites.



Ascertainment of pre-requisites

*[Signature]*  
Principal

Euphrasia Training College For Women  
Kattoor  
Maintain continuity

# OBSERVATION SCHEDULE

Components	Rating scale			
	Very Good	Good	Average	Poor
Appropriateness		✓		
Ascertainment of pre-requisites		✓		
Suitability of Science <u>DEVELOPMENT</u> OF THE SKILL		✓		
Maintain continuity		✓		

SKIT OF MILLING BUCKY BOARD



  
 Principal  
 Euphrasia Training College For Women  
 Kalthook

WICISO TEACHT

*Handwritten signature*

# EUPHRASIA TRAINING COLLEGE FOR WOMEN

KATTOOR

(Affiliated to the University of Calicut)



*Valued*  
*James*

## PEER DISCUSSION LESSONS

Name.....DELNA MARIA.....

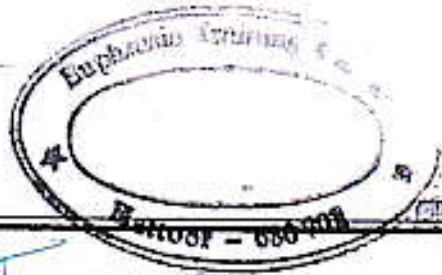
Year.....2021 - 2023..... Reg. No. EUAVTPN005

Optional Subject.....PHYSICAL SCIENCE.....



Faculty

CERTIFIED BONAFIDE RECORD



*A. Lakshmi*

PRINCIPAL

*Principal*  
Euphrasia Training College  
Kattoor

*A. Lakshmi*  
Principal  
Euphrasia Training College For Women



# Index

S/No	Topic	Std	Date	Page No
1	Transformers	X	4/7/22	1
2	Polymers - classification & application	VIII	5/7/22	10
3	Nuclear energy - Nuclear fission & Nuclear fusion	X	5/7/22	17
4	Alkene, Alkyne	X	5/7/22	24
5	Electromagnetic induction	X	5/7/22	34
6	Ionic & covalent bonding	IX	4/7/22	42
7	Maxwells right hand screw rule	X	4/7/22	49
8	d block elements	X	5/7/22	56



Principals

# Discussion lesson plan-1

Name of the teacher: Delna Maria

Name of college

: Euphrasia training college for women kattoor

Subject : Physics

Unit : Electromagnetic induction

Topic : Transformers

Std : X

Duration : 40 min

Date : 4/7/22

Theme

Learning objectives

: Transformers

: → To understand diff types of transformers

→ To know the principle behind working principle of transformers

→ To know the use of transformers

→ To analyse the components & functions of transformer



Principal  
*Flak*

Euphrasia Training College for Women

## Process

• Activities for understanding the different types of transformers & working

## Learning aids

- \* chart
- \* videos
- \* still model
- \* ppt

## \* Working model

## Learning outcome

→ Students are able to, find out the power generated a transformer

→ Identify d/f types of transformers

→ construct the solenoid

→ understand methods to change voltage of an

## Values & attitudes

→ Scientific knowledge

→ Scientific view

→ Critical thinking

→ Scientific attitude

→ evaluation

etc: Shakir

Principal

Euphrasia Training College For Women  
Kutnoor



Process skills

: → classifying

→ measuring

→ inferring

→ interpreting

→ comparing

Expected product : → To get an idea of the application of transformer  
→ To increase computational skills through problem solving

Pre requisites

: → AC voltage supply

→ DC voltage supply

→ electromagnetic induction

→ solenoid

→ Mutual induction.



Principal  
Euphrasia Training College For Women  
Kattoor

14/05/22



\* How many types of transformers are there?  
 Ans) 2 types

Consolidation

Students found out the differences in the number of turns and thickness of the wires.

Activity-2

Teacher shows a video of transformer which include the step up and step down transformers and its differences

Consolidation

Students get an idea about what is a transformer and difference between step up & step down transformers

What are step up & step down transformers

Ans) Step up transformer is to increase AC voltage.

Step down transformer is to decrease AC voltage

Principals

Euphrasia Training College For Women  
 Kattoor



In a transformer without any loss in power, there are 5000 turns in primary & 250 turns in secondary & 250 turns in primary

$$V_p = 120 \text{ V}$$

$$I_{p1} = 0.1 \text{ A}$$

Find voltage and current in secondary

### Consolidation

Students understood that power in primary is equal to power in secondary.

In a transformer without any loss in power, there are 5000 turns in primary & 250 turns in secondary & 250 turns in primary  $V_p = 120 \text{ V}$

Primary current = 0.1

Find voltage & current in secondary

$$V_s = \frac{N_s}{N_p} \times V_p = \frac{250}{5000} \times 120 = 6 \text{ V}$$

$$I_s = \frac{I_p}{V_s} \times V_p = \frac{0.1}{6} \times 120 = 2 \text{ A}$$



*Halka*  
Principal  
Euphrasia Training College For Women  
Kattoor

# Black board summary

std : x

date : 4/7/22

Strength : "

Present : "

## PHYSICS

### TRANSFORMERS

$$\frac{V_s}{V_p} = \frac{N_s}{N_p}$$

$V_s$  = Secondary voltage

$V_p$  = Primary voltage

$N_s$  = No. of turns in secondary

$N_p$  = No. of turns in primary

$$\text{Power} = \text{Voltage} \times \text{current}$$

### Follow up activity:

- \* Make coils of diff no. of turns using insulated copper wire. Use magnets of diff strength to produce induced e.m.f. present this activity in science club
- \* exhibit a model of step up transformers

*[Signature]*  
Principal

Euphrasia Training College For Women  
Kattoor



# EUPHRASIA TRAINING COLLEGE FOR WOMEN

KATTOOR

(Affiliated to the University of Calicut)



## PEER CRITICISM LESSONS

Name.....RETIN MATHEW.....

Year.....2022-2024..... Reg. No. EUAWIMS008

Optional Subject.....MATHEMATICS.....



Alissa  
Faculty

CERTIFIED BONAFIDE RECORD

Verified

[Signature]

PRINCIPAL

Principal



[Signature]  
Principal  
Euphrasia Training College For Women  
Kattoor - 680 702

Principal  
Kattoor



# INDEX

Sl No.	TOPIC	Standard	Page No.	Date
1.	Area of prism	$\overline{\text{IX}}$	1 - 11	26-6-2023
2.	Cylinder	$\overline{\text{IX}}$	12 - 23	26-6-2023
3.	Isosceles Triangle	$\overline{\text{VIII}}$	24 - 36	26-6-2023
4.	Sum of angles of a polygon	$\overline{\text{VIII}}$	37 - 48	26-6-2023
5.	Sum of the outer angles of a polygon	$\overline{\text{VIII}}$	49 - 59	26-6-2023
6.	Two sides and an angle	$\overline{\text{VIII}}$	60 - 73	27-6-2023
7.	Regular Polygons	$\overline{\text{VIII}}$	74 - 85	27-6-2023
8.	Curved surface Area	$\overline{\text{IX}}$	86 - 98	27-6-2023
9.	Volume of Prism	$\overline{\text{IX}}$	101 - 109	26-6-2023

## CRITICISM LESSON PLAN - 1

Name of the teacher : Sandhya	Standard : IX
Name of the observer : Retin Mathew	Strength : 40
Name of the school : ST. ANNE'S A.H.S.S	Duration : 40 minutes
EDATHURUTHY	Date : 26-6-2023
Subject : Mathematics	
Unit : Prism	
Topic : Area of prism	

Learning Outcomes To find out the lateral surface area of any prism.

### Terms

Prism, faces, Bases, Base area.

### Concept

The lateral surface area of any prism is the product of the base perimeter and height.



### Skill

Remembering, identifying, concluding, observing.

### Value

- \* Critically solving problems
- \* Applying principles in similar situations.

### Learning aids

→ charts, models, activity cards, black board.

### Pre-requisites

- knowledge about polygons.
- knowledge about prisms.
- knowledge about perimeter of polygons.

### Expected Product

To get an idea to find out lateral surface area of any prism.



surface

*[Signature]* Principal  
Euphrasia Training College For Women  
Kattoor

INTRODUCTORY ACTIVITY

Teacher entered the class with different types of prisms. She introduces each type of prism and ask them to identify each.

Then she opens up a rectangular prism and asks students that how much paper is needed to make it.

So, today we are going to find the lateral surface area of a prism.

DEVELOPMENTAL ACTIVITY

Teacher divide the students into group and distributes each triangular prisms to each group.

Activity 1

Find the lateral surface area of the given triangular prism, of height 10 cm.

What is a prism?

Prism is a 3-dimensional solid with length, breadth and height.



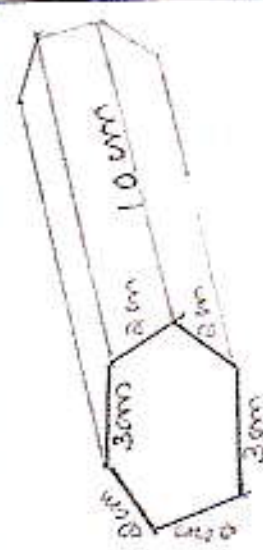
*[Signature]*

Lateral surface area of a prism  
 = Base perimeter  $\times$  height

CONCLUDING ACTIVITY

Find the lateral surface area of the given prism.

Base perimeter = \_\_\_\_\_  
 height of the prism = \_\_\_\_\_  
 lateral surface area of the prism = \_\_\_\_\_



The diagram shows a 3D representation of a pentagonal prism. The base is a pentagon with side lengths of 3 cm, 2 cm, 3 cm, 2 cm, and 3 cm. The length of the prism (its height) is labeled as 10 cm.




Students understand the concept clearly through this activity.


Follow up activity

Find the lateral surface area of a pentagonal prism of base perimeter 10 cm and height 5 cm?

What is the name of this prism?  
 - hexagonal prism.  
 What is the formula for finding lateral surface area?  
 Base perimeter  $\times$

CRITICISM REPORT

ASPECT	CRITERIA	EVALUATION	SUGGESTION
INTRODUCTION	<ul style="list-style-type: none"> <li>* Build up suitable physical environment in the class room</li> <li>* Relevant introducing statements.</li> <li>* Properly connecting with the content.</li> </ul>	<p>The introduction was not very good.</p>	<p>A better introduction have been given</p>
communication	<ul style="list-style-type: none"> <li>* stimulus variation</li> <li>* Eye contact with students.</li> <li>* Rapport with student.</li> </ul>	<p>She was able to observe all the children equally.</p>	
questioning	<ul style="list-style-type: none"> <li>* Thought provoking questions.</li> </ul>	<p><del>She was able to observe all the children equally.</del></p> <p><i>Block</i> Principal Euphrosia Training College For Women Kattoor</p>	<p>She would have include few more thought</p>

	<ul style="list-style-type: none"> <li>Rephrasing and repeating of student answers.</li> <li>Reinforcement.</li> </ul>	<p>children were given enough reinforcement.</p>	<p>provoking questions</p>
<p>Subject Competency</p>	<ul style="list-style-type: none"> <li>logical flow of information with continuity.</li> <li>connecting the student responses to build up content.</li> <li>Ability to modify learning experience.</li> </ul>	<p>There was continuity in the concept taught.</p>	<p>Activity question memorized better</p>
<p>Teaching aids</p>	<ul style="list-style-type: none"> <li>Relevance of the aid.</li> <li>Display of the aid properly and at the right content.</li> </ul>	<p>Gain attention of the children by showing models of pairs.</p>	 <p><i>Abhi-C</i> Principal Euphrasia Training College For Women Kattoor</p>

	<ul style="list-style-type: none"> <li>* Ability to give proper imprefence to the teaching aid.</li> </ul>		
<p>class management</p> <ul style="list-style-type: none"> <li>* Recognize attentive and non-attentive behaviour.</li> <li>* Encourage pupil participation.</li> <li>* Managing time and budgeting time.</li> </ul>		<p>Some students were not attending the class properly.</p>	<p>she could have tried to catch the attention of the children who were not paying attention in class</p>
<p>BB work.</p> <ul style="list-style-type: none"> <li>* proper development of BB summary.</li> <li>* Highlight important terms</li> <li>* Neatness.</li> </ul>		<p>Black board has been used neatly.</p>	<p><i>Shakir</i> Principal Euphrasia Training College For Women Kattoor</p>





<p>Closure</p>	<ul style="list-style-type: none"> <li>* Summarise the lesson</li> <li>* Ask review questions.</li> <li>✓ Suitable assignment.</li> </ul>	<p>Had a good closure</p>	
<p>Teacher Appearance</p>	<ul style="list-style-type: none"> <li>✓ Confident</li> <li>* Clean and modest dressing.</li> <li>✓ Pleasant and pleasing outlook.</li> </ul>	<p>She is confident and pleasant.</p>	
<p>Group Activity</p>	<ul style="list-style-type: none"> <li>* General guidelines for group activity.</li> <li>✓ Specific instructions regarding the learning task.</li> <li>* Continuous supervision and keen observation.</li> <li>✓ Bringing appropriate learning aid.</li> </ul>	<p>Not all children were cooperative in group activities.</p>	<p>The cooperation of all the children could have been ensured by giving necessary instructions.</p>

*[Signature]*  
 - Principal  
 Euphrasia Training College For Women  
 Kattoor



*[Signature]*

# EUPHRASIA TRAINING COLLEGE FOR WOMEN

KATTOOR

(Affiliated to the University of Calicut)



## S.U.P.W. & WORKING WITH COMMUNITY

Name... ANEENA PAULSON

Year... 2020 - 2022

Reg. No. EUAUTCM002

Optional Subject... COMMERCE

*R*

CERTIFIED BONA FIDE RECORD

Faculty



PRINCIPAL

*A. Lakshmi*  
Principal  
Euphrasia Training College  
Kattoor



*A. Lakshmi*  
Principal  
Euphrasia Training College For Women

# SUPW AND WORKING WITH COMMUNITY



*Aek C*  
Principal  
Euphrasia Training College For Women  
Kattoor - 680 702

Aneena Paulson

S<sub>4</sub> B.Ed Commerce

# SOCIALLY USEFUL PRODUCTIVE WORK (SUPW)



*Aneena Paulson*  
Principal

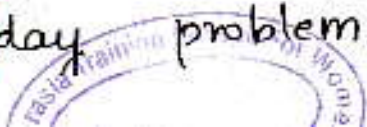
Euphrasia Training College For Women  
Kattoor

Aneena Paulson

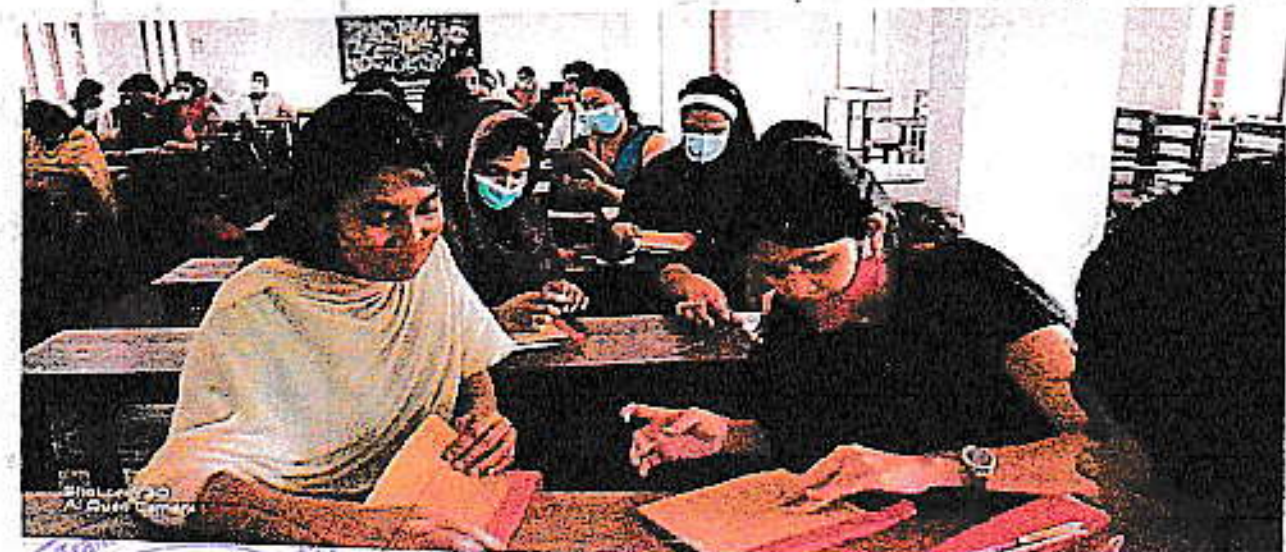
# INTRODUCTION

Socially useful Productive work (SUPW) is a purposive productive work and services related to the needs of the child and the community, which will be proved meaningful to the learner. It was introduced in 1978, by the Ministry of Education to promote Gandhian values and educational ideas of Mahatma Gandhi. Subsequently after the recommendations of 'Ishwarbhai Patel committee' (July, 1977), which first coined the term 'socially useful productive work' or SUPW.

In addition to developing individual skills SUPW aims to develop among the students the habit to work as a community, encourage community thinking, increase awareness of scientific advancements and develop a scientific outlook. The training acquired in the classroom is expected to help the students to solve day to day problems of the community.



*Handwritten signature or initials in green ink.*



*Alake*  
Principal

# BOOK BINDING

As a part of SUPW, in order to produce products which are useful to society. Our college has conducted the preparation of book binding. This can be used to keep belongings and also as it is paper it is environment friendly.

## Objective :

To prepare a book binding using the A4 size paper.

## Materials required :

A4 size white paper, scale, glue, thread and pin, cardboard, Red coloured piece of cloth.

## Methodology :

Firstly take the 40 number of A4 size white paper and make a set of four set of ten each. Later fold the paper half. Then using

# FACE MASK

As a part of SUPW, in order to produce products which are useful to the society. I made a 'Face Mask'. This can be used to keep your belongings and also as it is cloth, so, it is environment friendly. It will be helpful in covid-19 situation.

## Objectives :

To prepare a face mask using a cloth.

## Materials required :

cloth of T-shirt, paper, pin, scissors, thread and necessary items like pencil and scale.

## Methodology :

Firstly take cloth of a T-shirt and draw the sketch of a face mask in it. After that cut the main or body part of the mask using scissors. Later that, cut



*Principle*  
Principal





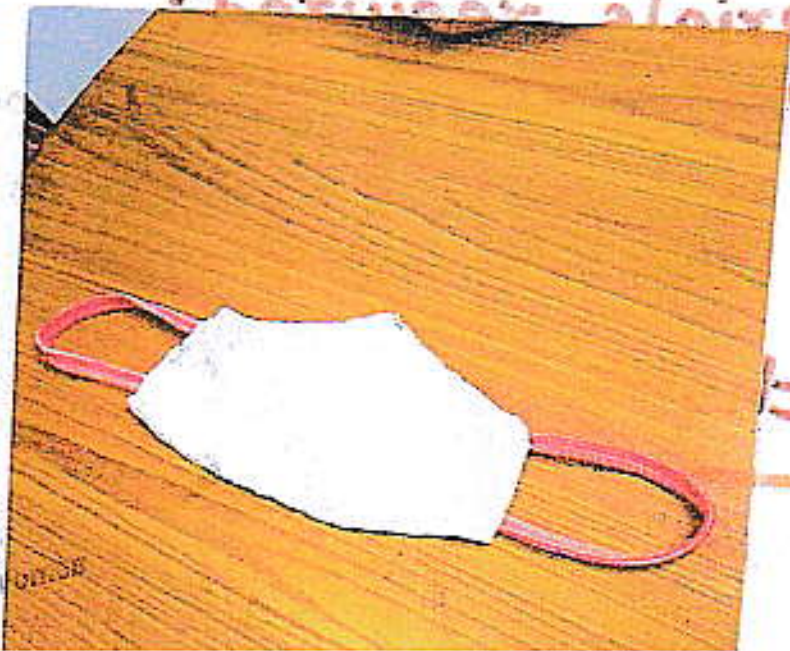
*H. Lakshmi*  
Principal  
Empire Training College For Women  
Kattoor

# FACE MASK



Objectives

Materials required



Method



*Ashok e*  
Principal

Euphrasia Training College For Women  
Kattoor

## CONCLUSION

SUPW aims to help develop among the students the habit to work as a community encourage community thinking, increase awareness of scientific advancements and develop a scientific outlook. SUPW concludes the education for the students and social usefulness as its important goals. It has the following aspects that is social, useful and productive. School along with their stakeholders can play an active role in imbibing the real spirit of work culture among the students, which in future would facilitate in realization of goals of National development. SUPW was integrated with school curriculum in a aesthetic sense and community activities.



*[Signature]*

Principal

Aphrasia Training College For Women

~~diff~~  
w/

# WORKSHOP REPORT

Submitted To,  
Miss. Keasi Binoy  
Asst. Professor in English

Submitted By  
Johny Pius  
Roll No: 17  
B.Ed. English



*[Signature]*  
Principal

Euphrasia Training College For Women  
Kottayam

# CONTENT CHART

## SIMILE

The word simile comes from the Latin word *similis* which means similar or like. It is a figure of speech comparing two unlike things using like or as.  
Eg: As wise as an owl.

### Simile

Simile is a figure of speech which is used to compare two unlike things using like or as.

### Learning Objectives

- Learner should be able to identify similes in a text.
- Learner can make use of different similes in their writing.

### Learning Outcomes

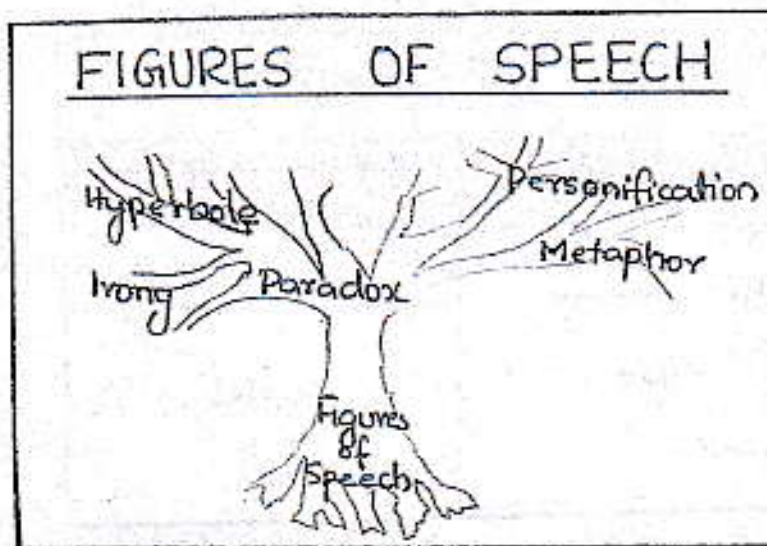
- Students will be able to use simile while preparing literary articles.
- They can compare and contrast different types of



*Abhi*  
Principal

College For Women

# TREE CHART



## Figures of Speech

It is a word or phrase that intentionally deviates from ordinary language use to produce a rhetorical effect.

## Learning Objectives

- Educate the learners about different figures of speech used in literature.
- Learning figures of speech improves comprehension.

## Learning Outcomes

- Students will be able to identify different figures of speech.
- Students will be able to appreciate poems.

# TABLE CHART

<u>TYPES OF WORDS</u>	
Content Words	Function Words
Lexical Words	Structural Words
Definite Meaning	Indefinite Meaning
Open ended	Close ended
Stressed	Unstressed

## Types of Words

There are two types of words in English, Content Words and Function Words.

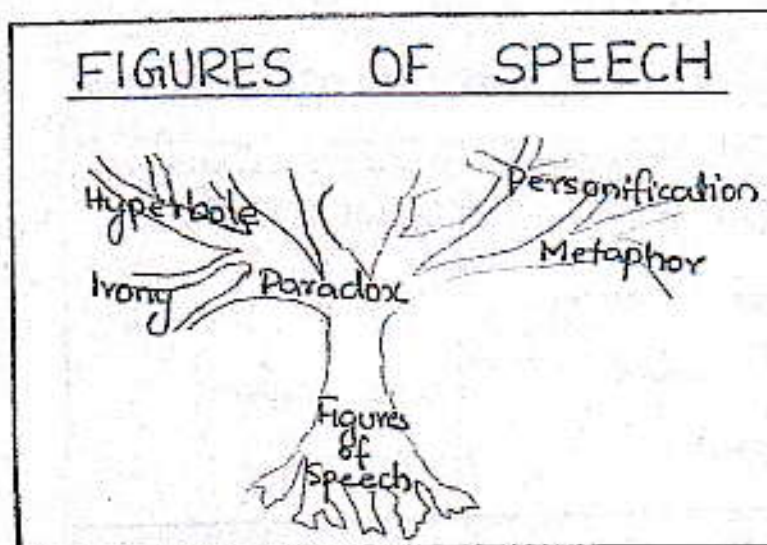
## Learning Objective

- Educate the learners about different types of words.
- Learning types of words improve language proficiency.

## Learning Outcomes

- Students will be able to identify content words and function words.
- Students will improve their knowledge and subject competency.

# TREE CHART



## Figures of Speech

It is a word or phrase that intentionally deviates from ordinary language use to produce a rhetorical effect.

## Learning Objectives

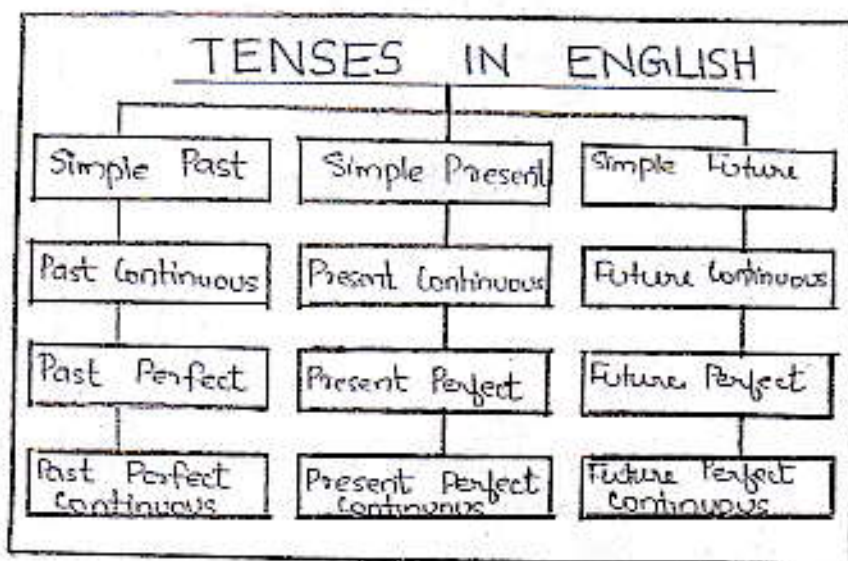
- Educate the learners about different figures of speech used in literature.
- Learning figures of speech improves comprehension.

## Learning Outcomes

- Students will be able to identify different figures of speech.
- Students will be able to appreciate poems.



# FLOW CHART



## Tenses in English

A tense is a form of the verb that allows you to express time.

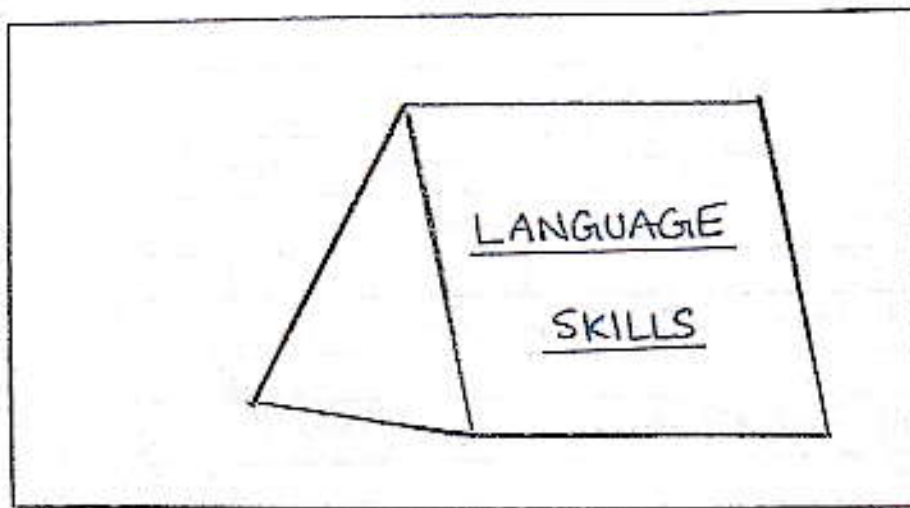
## Learning Objectives

- Learner gets knowledge of the time of happening of an event.
- Learner gets an idea of when a particular action takes place.

## Learning Outcomes

- Learner will be able to identify the verb and tense in a sentence.
- Students will be able to write a sentence using the past, present or future tense.

# FLIP CHART



## Language Skills

Language skills are conversation abilities that allow you to express yourself clearly and precisely.

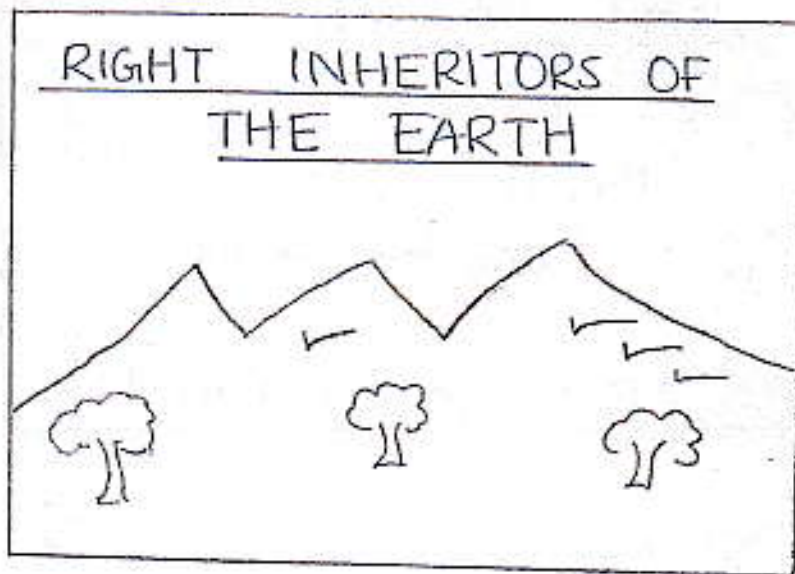
## Learning Objectives

- Students get knowledge about Listening, Speaking, Reading and Writing skills.
- Students can make use of these skills while learning English.

## Learning Outcomes

- Students can communicate effectively in English language.
- They make meaning by organizing language and using appropriate grammatical patterns.

# STILL MODEL



## Right Inheritors of the Earth

All the creators have the right to live in this earth. It is not only for human beings.

## Learning Objectives:

- Students understand that they have to protect nature.
- Fraternal love between people get bonded together.

## Learning Outcomes

- Students get familiarized with democracy, mutual love, fraternity etc.
- Students develop a sense of protecting animals, birds and nature.

# WORKING MODEL

Malala Yousafzai

"One Teacher

One Child

One Pen

One Book

can change the World"

Malala Yousafzai

"One child, One teacher, One Pen, One Book can change the world" quote enable the students to realise their role in changing world.

Learning Objectives

- Students get familiarized with famous words of great personalities.
- students realize their role in nation building.

Learning Outcomes

- Students will be able to understand the importance of education in changing world.
- students will be strong enough to face challenges like Malala Yousafzai.