

MAHAJUBILEE TRAINING COLLEGE, MULLOORKARA

MENTORING PROGRAMME - B.Ed. 2021 – 2023 BATCH

TEACHER IN CHARGE : MS. ROSEWIN C. PETER - Group 1

SL.NO.	NAME	OPTION
1	Lemi C. Lazar (Leader)	Maths
2	Thasneem P.A	Malayalam
3	Abishek Paul M.	S.S
4	Abhirami S.	N.S
5	Sherin Bose	P.S
SL.NO.	NAME	OPTION
1	Ashitha T. (Leader)	P.S.
2	Aleena Joseph	Maths
3	Jasmine Thomas	S.S
4	Lakshmi V.B	N.S
5	Christy Xavier	English

TEACHER IN CHARGE: MS. ANCY GEORGE Group 2

TEACHER IN CHARGE: MS. SOUMYA E. Group 3

SL.NO.	NAME	OPTION
1	A. Ardra shaju (Leader)	N.S
2	Meera K.R	Malayalam
3	Anila N.S	S.S
4	Amala Sunny	P.S
5	Raveena K.R	English
SL.NO.	NAME	OPTION
1	Radhika T.B (Leader)	P.S
2	Little Tess Jaison	English
3	Krishnaveni V.	S.S

TEACHER IN CHARGE: MS. SREEVIDYA RADHAKRISHNAN Group 4

4	Soniya George	Mal
5	Jasmi K.A	Maths

TEACHER IN CHARGE: MS. RESHMA K.R. Group 5

SL.NO.	NAME	OPTION
1	Aiswarya Raju (Leader)	Maths
2	Bhavya K.S.	Malayalam
3	Jiffin George	S.S
4	Athira Babu M.	English
5	Annlin Kuriyan	N.S
SL.NO.	NAME	OPTION
1	Meera Hariharan(Leader)	Maths
2	Bhaimi V.C.	Malayalam
3	Anagha N.V.	English
4	Amrutha K.V.	N.S
5	Anu Mariya Baby	P.S

TEACHER IN CHARGE: MS. DEEPA M. J. Group 6

TEACHER IN CHARGE: MS. ANN GEORGE C. Group 7

SL.NO.	NAME	OPTION
1	Shahanas Beegam P. (Leader)	P.S
2	Anju Davis	N.S
3	Hanna Sabu	English
4	Shifa Aysha K.K	Malayalam
5	Edwin George	Maths
6	Saisurabhi K.	Malayalam
7	Chaithanya M.	S.S

TEACHER IN CHARGE: MS. SHEEBA V JOSE Group 8

SL.NO.	NAME	OPTION
1	Afnan S.A (Leader)	S.S
2	George R. Chiramel	English
3	Sruthi P.S.	S.S
4	Sneha N.J.	Maths
5	Anupa Antony	P.S.
6	Keerthy T.	Maths

TEACHER IN CHARGE: MR. JOMSON P.P. Group 9

SL.NO.	NAME	OPTION
1	Aswathy P. (Leader)	N.S.
2	Senitta Xavier	S.S
3	Sruthi S. Nair	English
4	Aiswarya N.	Malayalam
5	Arya P.H.	English
6	Sneha Davis	N.S
7	Majo M.L.	P.S

TEACHER IN CHARGE: SHEEBA V. JOSE

PRINCIPAL

**MAHAJUBILEE
TRAINING COLLEGE**
MULLOOKARA - THRISSUR (DT). 680 583



RECORD OF MICRO TEACHING

Year: 2020-2022

Name : ANNA.VIJO

Reg.No. : MTAUTPN002

Subject : PHYSICAL SCIENCE

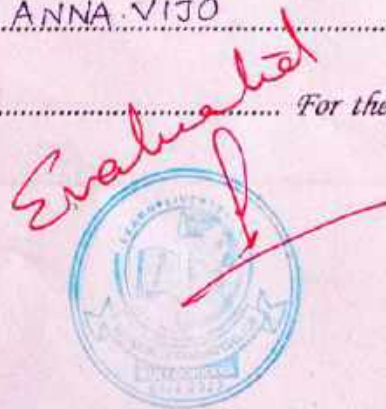
Certified that this is the bonafide record of ANNA.VIJO

Reg. No. MTAUTPN002 For the year 2020-2022


FACULTY MEMBER

Date 15/03/2021

Asst. PROFESSOR IN PHYSICAL SCIENCE
MAHAJUBILEE TRAINING COLLEGE
MULLOOKARA - 680 583




PRINCIPAL

Date 16/03/2021

Rev. Dr. Chacko Chiramel
PRINCIPAL
MAHAJUBILEE TRAINING COLLEGE
MULLOOKARA - THRISSUR

INDEX

Sl.No	Date	Topic	Std.	Page No.	Initials of Supervising Teacher
1	25-01-2021	Skill of introducing a lesson - Teach	IX	2	Sms
2	11-02-2021	Skill of introducing a lesson - Reteach	IX	8	Sms
3	1-02-2021	Skill of blackboard writing - Teach	X	14	Sms
4	12-02-2021	Skill of blackboard writing - Reteach	X	23	Sms
5	29-01-2021	Skill of explaining - Teach	VIII	30	Sms
6	16-02-2021	Skill of explaining - Reteach	VIII	40	Sms
7	3-02-2021	Skill of illustrating with example - Teach	VIII	49	Sms
8	18-02-2021	Skill of illustrating with example - Reteach	VIII	54	Sms
9	12-02-2021	Skill of fluency in questioning - Teach	X	61	Sms
10	18-02-2021	Skill of fluency in questioning - Reteach	X	68	Sms
11	22-02-2021	Link lesson No.1	X	80	Sms
12	26-02-2021	Link lesson No.2	IX	93	Sms


Signature of the Faculty Member

MICRO TEACHING
LESSON PLAN

SKILL OF INTRODUCING A LESSON-TEACH

Name of the student trainee : Anna Vijo

Standard : IX

Name of the college : MJTC, Mullorkara

Date : 25-1-2021

Name of the skill : Skill of introducing a lesson

Duration : 6 minutes

Subject : Chemistry

Strength : 8

Topic : Non-Metals

Components of the skill

1. Preliminary attention gaining
2. Use of previous knowledge
3. Use of appropriate device
4. Explicit link with the content.

Teacher's Behaviour	Student's Behaviour	Components of the skill
Good Morning children How are you my dear children? Are you all happy So today we can learn about a new and interesting topic. Are you all ready? Children, did you all like balloons? Yes, we all like balloons very much. Ammu and Appu are best friends. One day they bought two balloons. While holding the balloons in hand, Appu's balloon is flying up in the air, but Ammu's doesn't. Is it interesting to see the balloons flying up in the air? Did you know why Appu's balloon is flying in the air and Ammu's doesn't?	Good Morning teacher Fine teacher Yes Yes teacher Yes teacher Yes Appu's balloon is filled with gas.	Preliminary attention gaining use of appropriate device

Yes, very good. Did you know which gas is filled in this balloon?

Hydrogen gas

Yes, you are correct, hydrogen gas is filled in the balloon. So it is flying in the air children, how many of you have Grand-parents in your home?

children all raising hands

Yes, many of you have. Like that Appu also have a 90 years old Grandfather. One day he feels difficulty in breathing. So Appu suddenly take him to hospital. Doctor gave him artificial respiration.

Did anyone know which gas is mainly filled in cylinders used for artificial respiration?

Oxygen gas

Yes you are correct Oxygen gas is used for artificial respiration. It is known as the breath of life.

Did you all see swimming pools. Did you like to play on swimming pools.

Have you seen how swimming pool water is disinfecting?

We are using chlorine to disinfect swimming pool water.

Children, how you all came to school.

OK, how many of you have scooter or car in your home?

Did you ever notice the tyre of scooter or car?

Did anyone know which gas is filled in tyres to increase their efficiency?

Nitrogen gas is filled, in order to increase the efficiency of tyres.

Yes teacher

No teacher

By walking, by bus, by car, by bicycle

Children are raising hands.

Yes teacher

No teacher

use of previous knowledge.

children, did you know which are the gases contained in the atmosphere air?

oxygen, nitrogen
carbon dioxide

Yes so now you all are familiar with the elements hydrogen, nitrogen, oxygen, chlorine etc.

Yes teacher

Have you seen these elements in the periodic table?

Yes teacher

Explicit the link with content

So these elements in the periodic table are collectively known as Non-Metals.

There are 16 non-metals in the periodic table. Non-metals are of prime importance not only for life activities but also in industrial field.

So in the next class we can study details about non-metals.

OK teacher

Thank you dear children

Thank you teacher.

Observation Schedule

Sl.No	Components of the skill	Rating Scale				
		Excellent	Good	Average	Below Average	Poor
1	Preliminary attention gaining		✓			
2	Use of previous knowledge		✓			
3	Use of appropriate device		✓			
4	Explicit link with the content		✓			

SKILL OF INTRODUCING A LESSON - RETEACH

Observation Schedule

Sl.No	Components of the skill	Rating Scale				
		Excellent	Good	Average	Below Average	Poor
1	Preliminary attention gaining		✓			
2	Use of previous knowledge		✓			
3	Use of appropriate device		✓			
4	Explicit link with the content		✓			

CRITICISM LESSON PLAN - 9

I. General Information

Name of the teacher: Anna Vijo

Standard: IX

Name of the school: MJTC, Mullukara

Strength: 08

Subject: Chemistry

Duration: 45 min

Unit: Chemical Bonding

Date: 12/8/2021

Topic: Ionic bonding.

II. Curricular objectives

To understand the concept of ionic bonding through observation, discussion, communicating and tabulating.

III. Content overview

Ionic bonding.

IV. Content analysis

- a). Terms - chemical bonding, ionic bond, octet, electron, stability, configuration, proton.

- b). Facts -
- Ionic compounds formed from metals and non-metals
 - In solid state ionic compounds do not conduct electricity.
 - Ionic compounds are soluble in water.

- c). Concepts -
- Ionic bond is the electrostatic force of attraction between oppositely charged ions
 - Atoms that loses the electrons becomes a positively charged ion and the atom that gain electrons becomes negatively charged ions.

V. Process Analysis

- a). Process skill - observation, discussion, communicating, tabulating
- b). Process - Loss of electrons to form cation and gain to form anion.

VI. Learning Outcomes

1. Learners can explain how atoms attains stability through ionic bonding
2. Learners can represent ionic bonding by Bohr model representation and dot diagram representation.

VII. Learning aids

- Chart presentation
- Still model of Bohr model representation of ionic bonding

VIII. Pre-requisite

Students have previous knowledge about structure of atom, electronic configuration of atoms and octet rule.

IX. Expected products

- Science diary consisting of Bohr model representation of ionic bonding
- Science diary consist of dot diagram representation of ionic bonding
- Examples of ionic bonding.

X. Class Transaction

Activity	Response
Teacher enter the classroom with a good smile and students greeted the teacher. Then she asked about previous class. Then she gave an activity related to previous	students greets back

Class topic .

Activity 1.

Teacher divided the students into group and gave an activity card. Then she asked the students to complete the third column of activity card by discussing in group.

Write down the electronic configuration of elements?

Element	Atomic Number	Electronic Configuration
Fluorine	9	
Carbon	6	
Aluminium	13	
Neon	10	

Students finding the valency and completing activity card.

Points to be consolidated

write down the electronic configuration of elements?

Element	Atomic number	Electronic configuration
Fluorine	9	2, 7
Carbon	6	2, 4
Aluminium	13	2, 8, 3
Neon	10	2, 8, 7

Through this activity Teacher understood students are able to write the electronic configuration of elements.

Activity 2.

Teacher shows a chart contain the atomic number and electronic configuration of sodium, chlorine, magnesium and oxygen atom. Then she asks how

students completing the task

these atom will attain stability.

Elements and electronic configuration

Element	Atomic number	Electronic configuration
1. Sodium (Na)	11	2, 8, 1
2. Chlorine (Cl)	17	2, 8, 7
3. Oxygen (O)	8	2, 6
4. Magnesium (Mg)	12	2, 8, 2

Points to be consolidated

Through this activity teacher explains the concept of chemical bonding.

Activity 3.

After this teacher explains the electron transfer between sodium and chlorine by drawing Bohr model

representation and dot diagram representation on blackboard. Teacher also shows the still model of ionic bonding and a chart which defines ionic bonding.

Points to be consolidated

- Teacher explains the concept of ionic bonding.
- Ionic bond is a chemical bond formed by electron transfer.

Activity 4

Teacher gave an activity card to students and asked them to fill the arrangement of electrons before and after the chemical reaction during formation of sodium chloride.

	Sodium		Chlorine	
	Before Reaction	After reaction	Before reaction	After reaction
Elec. Configuration				
No. of electrons				
Charge				

Students reading the chart

Students completing the activity card.

Points to be consolidated

Students understood how charge is distributed among elements. By this activity teacher concluded the concept ionic bond formation in sodium chloride.

XI. Follow up activity

Draw the dot diagram representation of formation of Magnesium oxide.

XII. Blackboard Summary.

Date

Std - IX

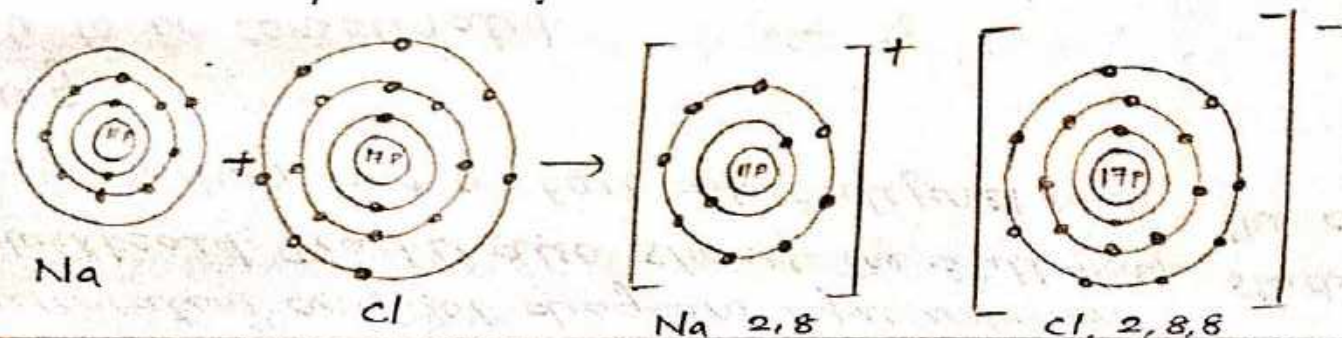
Chemistry

Str: 8

Str: 8

Ionic Bonding

Bohr model representing of sodium chloride



XIII. Reflection

Some learners have the difficulty to understand the charge distribution during ionic bond formation.

Asst. PROFESSOR IN PHYSICAL SCIENCE
MAHAJUBILEE TRAINING COLLEGE
MULLODHARA - 580 013

Recd
5/10/2024

REMEDIAL TEACHING STUDENTS LIST

2016-2018

1. Gopika K
2. Deepa Sunny
3. Athira K

2017-2019

1. Mini M
2. Remya Thomas
3. Swapna P
4. Deepthy K S

2018-2020

1. Gifty Varghese
2. Thulasy V S
3. Jiniya T S
4. Remya K

2019 – 2021

1. Hanish P T
2. Babidh Wilson
3. Vinila K V
4. Jasna V Manaf
5. Haritha K A

2020-2022

1. Liya Mary E T
2. Ann Mary Tony
3. Duena Maria Cletus
4. Divya M
5. Hafsa K
6. Aneesha Anto

MAHAJUBILEE TRAINING COLLEGE

MULLOOKARA - THRISSUR (DT.) Pin: 680 583



EDU 402 (EPC 4) UNDERSTANDING THE SELF

Year2020-2022.....

SemesterFOURTH.....

Name :MARIYA MATHEW.....

Reg.No. :MTAUTSO 006.....

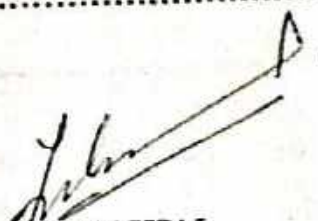
Optional Subject :SOCIAL SCIENCE.....


ANN GEORGE C
FACULTY MEMBER

Date..01..04..2022

Asst. PROFESSOR IN PSYCHOLOGY
MAHAJUBILEE TRAINING COLLEGE
MULLOOKARA - 680 583




PRINCIPAL

Date 01..04..2022

Rev. Dr. Chacko Chiramel
PRINCIPAL
MAHAJUBILEE TRAINING COLLEGE
MULLOOKARA - THRISSUR

INDEX

Sl.No	Contents	Page No.
1.	Introduction	1
2.	Learning outcomes	2
3.	Need and Scope	3
4.	Day-1 - writing a reflective statement of aspirations and expectations, based on one's learning so far in the course and critically evaluate one self as a teacher.	4-10
5.	Day-2 - Gender and upbringing	11-19
6.	Day 3 - Deconstructing the messages of advertising.	19-25
7.	Day 4 - Theatre for awareness of Body, Self and the other	26-33
8.	Day 5 - Art and Education	33-43
9.	Conclusion	44
10.	Reference.	45

1. INTRODUCTION

Understanding the self-concept is an important factor because it influences how we think, feel and act everyday life. It is particularly important for education Sector because this includes unbiased self awareness. Self and Identity are highly contingent upon culture. As an individual in a society one has different identities gender, relational, cultural and it is important to address once implicit belief stereotype and prejudice resulting from these identities.

This course will enable us to develop holistic and integrated understanding of the human self and personality. It mainly focuses on childhood experiences, gender and upbringing, deconstructing the messages of advertisement, yoga and art integrated education.

2. LEARNING OUTCOMES

On the successful completion of the course, the learner will be able to :-

- Exhibits accurate Sense of Self.
- Nurture a deep understanding of personal motivation.
- Construct and Practice Personal and Professional responsibility.
- Understand the Physical, mental, emotional and spiritual position of life.
- Understand the meaning, importance and various factors related to Self - Concept and self-esteem.
- Assist to have good knowledge and understanding of self.
- Make changes in things which enables one to create a life that was expected.
- Empowers to manage your self effectively.
- Build and develop meaningful relationship.
- Construct a strong sense of well-being.

3. NEED AND SCOPE

Self-study allows students to take learning at their own pace, focusing on areas they are most interested in. This helps reduce feelings of frustration, anxiety or boredom that students may struggle with in a classroom setting. Self-awareness is the foundation for change, for growth and for all of the personal development we strive to accomplish. When we possess a strong understanding of our selves, we are able to understand our reactions, decipher the responses of others and recognize the areas in which we could use some positive development. Knowing and understanding yourself past would help you to make much better decisions, it will improve your decision making habits, in setting and reaching appropriate goals and altogether living more productively and more.

**MAHAJUBILEE
TRAINING COLLEGE**
MULLOORKARA - THRISSUR (DT) 680 583.



Topic : EDU 102 - COURSE ON EPC 1 - LANGUAGE.....
ACROSS CURRICULUM, READING AND REFLECTION ON TEXTS

Name : CHRISTY XAVIER.....

Optional Subject : ENGLISH.....

Semester : I.....

Reg. No. : MTAVTEG004.....

Certified that this is the bonafide record of..... CHRISTY XAVIER.....

Reg. No. MTAVTEG004..... for the year 20..21..... - 20..22.....

Faculty Member

Date... 31.03.2022
Asst. PROFESSOR IN ENGLISH
MAHAJUBILEE TRAINING COLLEGE
MULLOORKARA - 680 583

Principal

Date... 31.03.2022

EDU 102 COURSE ON EPC1

LANGUAGE ACROSS CURRICULUM -
READING AND REFLECTING ON TEXTS

INDEX

SL. NO	CONTENTS	PAGE NO.
1.	INTRODUCTION	1
2.	LEARNING OUTCOMES	3
3.	TASK 01: IDENTIFY AND ANALYSE THE SPECIFIC LANGUAGES USED IN DIFFERENT CURRICULAR CONTEXTS	5-27
4.	TASK 02 : OBSERVE TWO SUBJECT CLASSES AND ITS COMPARATIVE ANALYSIS	28-42
5.	TASK 03 : ENHANCING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS	43-59
6.	TASK 04 : ENHANCING WITH POPULAR SUBJECT BASED EXPOSITORY WRITING	60-72
7.	TASK 05 : ENHANCING WITH JOURNALISTIC WRITING	74-85
8.	TASK 06 : ENHANCING WITH SUBJECT - RELATED REFERENCE BOOKS	86-97
9.	TASK 07 : ENHANCING WITH EDUCATIONAL WRITING	98-106
10.	CONCLUSION	108

INTRODUCTION

EDU 102 EPC 1: Language Across Curriculum - Reading and Reflecting on text, is a major practical course suggested by NCTE curriculum Framework. The course enable the student-teacher to analyse the language of teacher, students and textbooks of different subjects. The course acts as a basis for B.Ed. students to increase their vocabulary, critical analysis, logical thinking, writing skills, etc. Simply, we can say that it enables the teacher trainees to enhance their capacities as readers and writers. The major aim of this course is to make student-teachers engaged with reading interactively individual and in small groups. The course offers opportunities to confront the use of language in different curricular contexts, including textbooks, classrooms and other formal and informal learning contexts.

It address different types of reading skills and strategies in learners. The course includes narrative texts, expository texts from diverse sources. Through this course, the learner is able to predict the context while reading and making questions and answers regarding that and able to summarize and present or convey to others. The ability to combine reading and writing to develop critical skills and make them respond to a text with one's own opinions and writing within the context of other's ideas. The course promotes on overall development in one skill. Combining reading and writing leads to the development of critical skills. Student-teachers will get opportunities to write with a sense of purpose and audience, through these tasks.

LEARNING OUTCOMES

Student-teachers will be able to:

- develop reading capacity.
- develop the creative ability, logical ability, analytical power, thinking skill and reading skill.
- develop the methods and approaches about reading.
- know the measurement and evaluation of reading.
- understand the correlation among different subjects.
- know the diagnostic and remedial reading.
- be motivated to write on different topic and to be aware of difficulties on reading and writing.
- develop an interest in reading and writing.
- attain mastery over language through reading and writing.
- learn reflecting texts through reading.
- motivated for discussion in small groups.

- learn to care for books and to use reading and writing work done in the classroom.
- develop best qualities in a student-teacher from best reading and writing.
- bring essential changes in their lifestyle because of the best type of activities.
- read and respond to a variety of texts in different ways, may be personal, creative or critical.
- enhance their capabilities as readers and writers by becoming participants in the process of reading.
- comprehend and think reflectively.
- read critically and analyze course readings, ideas presented in the class and experiences in schools.
- understand the concept of reflective writing.
- distinguish features of reflecting writing.
- read, reflect and think critically: recognize the benefits of reflecting on developing teaching philosophy.
- know language features, word knowledge and content knowledge acquired through experience.

**MAHAJUBILEE
TRAINING COLLEGE**
MULLOOKARA - THRISSUR (DT). 680 583



**RECORD OF DISCUSSION LESSONS,
DEMONSTRATION LESSONS & CRITICISM LESSONS**

Year : 2020-2022

Name : ANNA VIJO

Reg.No. : MTAUTPN002

Subject : PHYSICAL SCIENCE - DISCUSSION, DEMONSTRATION & CRITICISM

Certified that this is the bonafide record of ANNA VIJO

Reg. No. MTAUTPN002 For the year 2020-2022

Reshma
FACULTY MEMBER



Evaluating

[Signature]
PRINCIPAL

5/10/2021

Date: Dr. Chacko Chiramel
PRINCIPAL
MAHAJUBILEE TRAINING COLLEGE
MULLOOKARA - THRISSUR

Date: 5/10/2021
Asst. PROFESSOR IN PHYSICAL SCIENCE
MAHAJUBILEE TRAINING COLLEGE
MULLOOKARA - 680 583

DISCUSSION LESSONS

DISCUSSION LESSON PLAN-1

I. General Information

Name of the teacher: Anna. Vijo

Standard : IX

Name of the college: MTTC Mulluskara

Strength : 08

Subject : Physics

Duration : 45 min

Unit : Forces in fluids

Date : 26/6/2021

Topic : Pascal's law

II. Curricular Objectives

To understand the concept of Pascal's law through observation, experimentation, discussion and its beneficiaries in daily life.

III. Content Overview

Pascal's law and its applications.

IV. Content Analysis

- a). Terms - Force, pressure, closed system, pascal's law, volume, equilibrium, weight, work, area.
- b). Facts -
- Volume of a liquid cannot be changed using pressure.
 - Applied force results in change of shape of a body.
- c). Concepts -
- Pressure is directly proportional to force and inversely proportional to area of contact.
- d). Law - Pascal's Law.

V. Process Analysis

- a). Process skills : Observation, Experimenting, Discussion, Communicating, Tabulating
- b). Process :
- observe experiment related to Pascal's law.
 - Discuss and infer the results
 - Finding examples related to daily life.

VI. Learning Outcomes

- Learner can explain Pascal's law and recognise the relation between the related variables.
- Learner must be able to find everyday examples related to Pascal's law.

VII. Learning Aids

- Pictures and demonstrations related to pascal's law
- videos related to Pascal's law.

VIII. Pre-requisites

Students should have previous knowledge about force and pressure.

IX. Expected Products

- Science diary consisting of observation and inference of the experiment.
- Science diary with derivation of Pascal's law.
- Examples related to daily life.

Classroom Transactions

Activity	Response
<u>Sensitization</u> Teacher enters the classroom with a good smile and students greeted the teacher. Then she asked about previous classes and ready to take a new topic.	Students greet back.
<u>Activity 1</u> Teacher asks a student to push a desk. Due to the effect of his push, the position of the desk changed. So what is this effect of push called. <u>Points to be consolidated</u> The effect that displaces a body is called force.	
<u>Activity 2</u> Teacher fill an empty toothpaste tube completely with water and closed it tightly, two or more holes	

are put at random in the tube with a pin. Press with finger anywhere on the tube.

Points to be consolidated

Force applied to a closed surface, the pressure is equally distributed.

Activity 3

Teacher fills two identical syringes with water and connected them with a plastic tube and setup in this inverted position. A small weight is kept at one syringe end and a push is given in other syringe end. Teacher asked the children to observe.

Points to be consolidated

Relation between applied forces and area of contact.

Activity 4

Teacher shows the video presentation of hydraulic jack used to push vehicles upward and derives a relation of applied force and the effect of force.

Students observing the experiment.

Students recording their observation

Students watching video.

Points to be consolidated

According to Pascal's law,
Pressure applied at one end is equal to the effect of pressure at other end.

$$P_x = P_y$$

Since, $P = \frac{F}{A}$

$$\frac{F_1}{A_1} = \frac{F_2}{A_2}$$

$$F_2 = \left[\frac{A_2}{A_1} \right] F_1$$

So the effect of force will be very greater when we reduce A_1 and increase A_2 where A_1 and A_2 are area of 1st and 2nd surface.

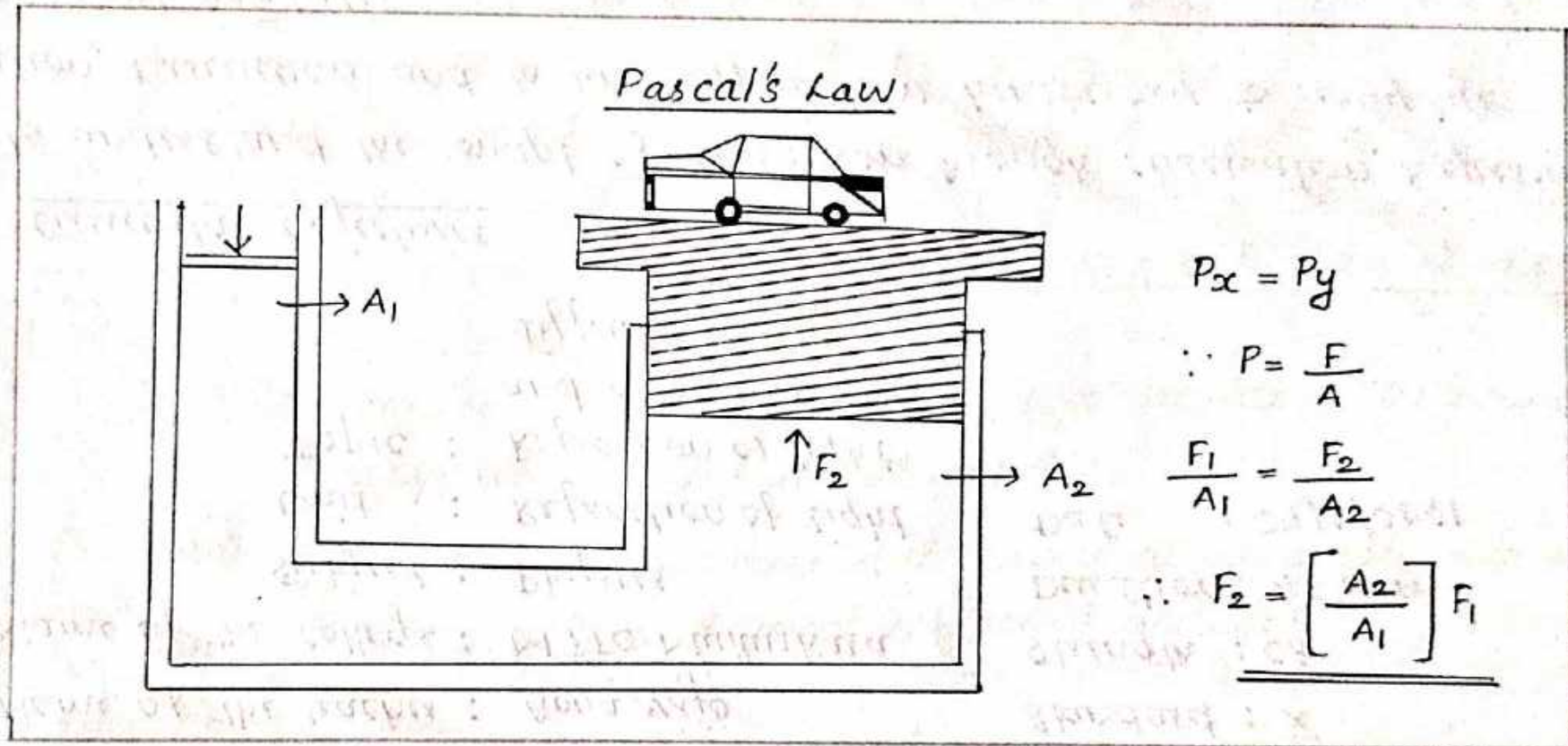
Points to be consolidated

- Equation for Pascal's law
- With 3 variables, the unknown 4th variable can be found out.

xI Follow Up Activities

- Find out more examples related to pascal's law in daily life.

xII Blackboard Summary.



xIII Reflection

Some learners cannot understand how area of contact play a crucial role in effect of force.