**Pedagogy of Science: FGD with Participants**

**Consolidation**

**Q1: What are the concepts you learnt from three cycles?**

* Light
* Biodiversity
* Genetics
* What is Science?
* Nature of Science
* History of Science
* Correlation of Science with other subject
* Adaptation
* Correlation between Science and philosophy

**Q2: What did you liked in this course?**

* Detailed information on photosynthesis
* Light: Content, concept map, different perception on light, misconception on VIBGYOR rays, VIBGYOR rays works different with different objects, Image formation, objects looks round in mirror, Activities on shadows-formation of shadow, creation of low cost no cost resource on light, naval experiments on light
* and concept mapping, increased conception on light, gained depth knowledge which is useful to us and also to teach our teachers
* Biology: Diversity of life, Variation & Mutation, Life Science(concept map), Adaptation: Activities and usage of locally available resources, Genetics, Teaching Biodiversity using games
* Usage and importance of concept map
* Lab Session: Usage of Google form
* Perspective on Science teaching
* Philosophical view of Science
* Grabbing attention of students towards Science
* Recalled our students life
* Teaching Science in different ways by using naval activities
* Lady scientist of our country
* Eradication of misconception, falsification, Converting failure experiment during class as challenges

**Q3: What are the improvements needed for this course?**

* Unwanted or known concepts (2 legs/4 legs activities) were elaborated and concepts which we want(Research methods) were concise and needed us more time for discussion.
* Before doing activities for any concepts please take our opinion because many familiar activities were discussed, we wanted orientation on textbook activities which are difficult. Ex: Experiments on sound- ultrasonic sound.
* Research method: needed more inputs on research steps, because we were never got explored research and many doubts were not cleared during contact class at DSERT. Need stepwise orientation from beginning to end on research. (Many participants opinion this)

**Q4: What new thing you learnt in this course?**

* Learnt different approach(Integrated approach) in Scientific manner
* Connecting activities to the concepts
* Developing questioning skills among students
* Involve students in activities while teaching
* During activities solving student’s doubts
* Changed perspective on experiments

**Q5: What concept did you think understand better now? Please elaborate.**

* Light experiments- most of the participants opinioned
* Biodiversity, life Science

**Q6: Were some concepts / aspects useful in your practice? How did it feed into your classroom context?**

* Activities, games, group discussion, techniques of questioning were used in Science teachers training, and also used with D.El.Ed Student Teachers and these Student Teachers further used in their practice teaching and it was effective
* Few participants Couldn’t implement as their wing at DIET changed but able to find out difference in conducting activities. Will use in future when get opportunity
* In one of the college there is no Science Student Teachers, but still Teacher Educator is using Science ideas captured in PGC and using with Arts Student Teachers at DIET
* Used probing questions during school visits and able to get good responses for this technique
* Utilised ideas and techniques of PGC programmes like planning, schedules, organisation and used during their trainings at DIET
* Light: Innovative activities & Concept map was used during school visit and oriented the same to BRP’s and CRP’s

**Q7: Do you think some aspects of the course could be further strengthened, added or removed? In what way and why?**

* Give more stress to NCERT textbook’s textual concepts, because some concepts are difficult to understand and abstract to us and this could be strengthened
* Webex was wonderful experience and naval experience to us. We had few connectivity problem in webex.
* No cooperation from DIET for webex due to lack of information and importance of Webex session

**Q8: How can the programme provide more support?**

* More inputs on Research issues
* Inputs on Teaching Models, difficult topics from Class 6-10
* Practically take us to school, TISS team should interact with teachers and students like demo class
* Instead of only theories during contact class if possible get students here and interact, so that we can find out the outcomes by observing interaction

**Q9. Please share your experiences on reflective journal.**

* Usually we asked teachers to write reflective journals but never we wrote, when we started writing Reflective Journal we really came to know its effects
* Initially we wrote Reflective Journal in very brief during Cycle-1 but as we reached Cycle-4 we treated Reflective Journal as exam, we couldn’t stop writing even though TISS team asked us stop the involvement was in such intense
* During Cycle 1 we wrote Reflective Journal in the format provided, after TISS faculties feedback we wrote Reflective Journal by taking additional sheets
* Reflective Journal is like recalling everything what we learnt in whole cycle/Unit. This is very useful to us while conducting workshops and we will ask our teachers and students to write in future