

*Remedial
Learning
Engagement
Documents*

3

B.L.D.E.A's J.S.S.COLLEGE OF EDUCATION, VIJAYAPUR
B.Ed. Semester-IV Time Table- 2023-24 w.e.f. 01-07-2024

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Time
10:00 AM to 10:10 AM-----PRAYER,MEDITATION,NEWS PAPER READING AND ORIENTATION OF VISION AND MISSION OF COLLEGE,8:00 AM to 8:10 AM								
I	10:10 AM to 11:10 AM	APSS-I (Shri.PDM)	APSS-I (Dr.JSP)	APSS-I (Dr.JSP)	APSS-I (Dr.JSP)	EAM (Dr.MSH)	APSS-II (Shri.SSP)	8:10AM TO 9:00 AM
II	11:10 AM to 12:10PM	G.S.S (Dr.BYK)	G.S.S (Dr.SPS)	EAM (Dr.MSM)	APSS-II (Dr.BSH)	EPC-TEJ TP&CET Classes (Shri.PDM)	MD (Shri.A.S.M)	9:00AM TO 9:50 AM
12:10 PM TO 12:20PM-----SHORT BREAK SHORT BREAK-----9:50AM TO 10:20 AM								
III	12:20PM to 1:20PM	EAM (Dr.MBK)	EAM (Dr.MBK)	G.S.S (Dr.BYK)	EAM (Dr.MSH)	G.S.S (Dr.SPS)	APSS-I (Shri.PDM)	10:20AM TO 11:10 AM
1:20 PM TO 02:00 PM-----LUNCH BREAK-----								
IV	2:00 PM to 3:00 PM	APSS-II (Shri.SSP)	APSS-II (Shri.SSP)	EPC-RRJ (Dr.SPS)	Co-curricular Activities	Experiential Learning Event	G.S.S (Dr.BYK)	11:10AM TO 12:00 Noon
V	3:00 PM to 4:00 PM	EPC-RRJ (Dr.SPS)	EPC-TP&CET Classes (Shri.PDM)	Field Work/ GUIDANCE	Field Work/ GUIDANCE	APSS-II (Dr.BSH)	Mentoring	12:00 Noon TO 12:50PM
VI	4:00 PM to 5:00PM	Remedial Teaching/ GUIDANCE	SPORTS (Shri.A.S.M.)	Library	SPORTS (Shri.A.S.M.)	Library		

Gender School and Society-Dr.B.Y.Khasnis & Dr. S.P.Shguni
 Educational Administration and Management -Dr.M.S.Hiremath & Dr.M.H.Kori
 Advanced Pedagogy of Specific Subjects-I Dr.P.Pattanshetti & Shri. P.D. Multani
 Advanced Pedagogy of Specific Subjects -II Dr.B.S.Hiremath & Shri.S.S. Patil

EPC-Reading and Reflecting -Dr. S.P.Shguni
 EPC- Teacher Placement & CET Classes -Shri. P.D. Multani
 Sports& MD-Shri.A.S. Mavali


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B.L.D.E.A'S J.S.S. COLLEGE OF EDUCATION, VIJAYAPUR
B.Ed. SEMESTER-II Time Table- 2024-25 w.e.f 01-07-2024

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Time	
10:00 AM to 10:30 AM		PRAYER, MEDITATION, NEWSPAPER READING AND ORIENTATION OF VISION AND MISSION OF COLLEGE							8 AM to 9:10 AM
I	10:30 AM to 11:15 AM	TMAP (Dr.MBK)	TMAP (Dr.MBK)	EPC-II Applications (Dr.MBK)	Optional Course VI- (H&P/CT/G&C) (Dr.MBK/Shri.ASM/Dr.SPS/Dr.MSH)	EPC-II Applications (Dr.MBK)	K & C (Dr.JSP)	9:10 AM TO 9:50 AM	
II	11:15 AM to 12:00 PM	ECE (Dr.SPS)	EIP (Dr.BSH)	ECE (Dr.SPS)	TMAP (Dr.BYK)	EPC-Time Arts & Theatres (Dr.BSH)	MO ASM	9:50 AM TO 10:30 AM	
12:10 PM TO 12:20 PM		SHORT BREAK							SHORT BREAK: 09:50AM TO 10:20 AM
III	12:20 PM to 1:20 PM	K & C (Dr.JSP)	ECE (Dr.MSH)	Optional Course VI- (H&P/CT/G&C) (Dr.BSH/Shri.ASM/ Shri.SSP/Dr.JSP)	K & C (Shri.PDM)	Optional Course VI- (H&P/CT/G&C) (Dr.BSH/ Shri.ASM/ Shri.SSP/Dr.JSP)	EIP (Dr.BSH)	10:20 AM TO 11:10 AM	
1:20 PM TO 02:00 PM		LUNCH BREAK							
IV	2:00 PM to 3:00 PM	EIP (Dr.BSH)	Optional Course VI- (H&P/CT/G&C) (Dr.MBK/ Shri.ASM/ Shri.SPS/Dr.MSH)	K & C (Shri.PDM)	EIP (Shri.SSP)	EIP (Shri.SSP)	TMAP (Dr.BYK)	11:10 AM TO 12:00 Noon	
V	3:00 PM to 4:00 PM	ECE Seminar (Dr.MSH/Dr.SPS)	EPC-Time Arts & Theatres (Dr.BSH)	Co-curricular Activities	K & C Seminar (Dr.JSP/ Shri.PDM)	Experiential Learning Event	Mentoring	12:00 Noon TO 12:50 PM	
VI	4:00 PM to 5:00 PM	Sports (Shri.ASM)	Library	TMAP Seminar (Dr.BYK/Dr.MBK)	Library	Remedial Teaching/ Guidance			

Learning & Teaching Process - Dr.BSHiremath & Shri.SSPair
 Knowledge & Understanding - Dr.JSPraasheth & Shri.PDMulani
 Education in Contemporary India - Dr.MSH & Dr.S.P.Shreebasi
 Techniques, Methods & Approaches of Pedagogy - Dr.BYKshank & Dr.MBKori
 ECE Applications - Dr.MBKori
 Time Arts & Theatres - Dr.BSHiremath

Optional Course - Value Education - Dr.MBKori & Dr.BSHiremath
 Optional Course - Guidance & Counseling - Dr.MSHiremath & Dr.JSPraasheth
 Optional Course - Health & Physical Education - Shri.ASMulani
 Optional Course - Environmental Education - Shri.SSPair & Dr.SPSregansi


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Remedial Work

12/3/2024

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Name \rightarrow Laxmi, B, Kesidagi

Find the mean of the following grouped data

CI	f	x	fx
0-10	2	5	10
10-20	7	15	105
20-30	11	25	275
30-40	6	35	210
40-50	1	45	45
	N=27		$\Sigma fx = 645$

$$\begin{aligned}\text{Mean} &= \frac{\Sigma fx}{N} \\ &= \frac{645}{27} \\ &= 23.88\end{aligned}$$

$$\boxed{\text{Mean} = 23.88}$$

f = frequency in each class
x = midpoint of each class
N = total no. of frequency



Find the mean of the following grouped data.

C-I	f	x (mid point)	fx
0-20	12	10	120
20-40	14	30	420
40-60	8	50	400
60-80	6	70	420
80-100	10	90	900
	$N = 50$		$\Sigma fx = 2260$

$$\text{Mean} = \frac{\Sigma fx}{N}$$

$$= \frac{2260}{50}$$

$$\text{Mean} = 45.2$$

where

f = frequency in each class

x = midpoint of each class

N = total no. of frequency.


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IQAC Co-ordinator
B.L.D.E.A's JSS College of Education
Vijayapur

Sheet

06 / 10 *Ans*

STUDENT'S NAME: *Vijay Kumar*
CLASS: *VI* / *9:3 P*
ROLL NO: *65*



14 :- ಕ್ರಿಯಾಸೂತ್ರದ ಹೆಲೆ :-

ಕ್ರಿಯಾಸೂತ್ರದ ಹೆಲೆ ಎಂದರೆ ಯಜ್ಞಯಜುರೈತು
ಅಂದರೆ ಯಜ್ಞ ಯಜ್ಞ ಕೈತೆನೆನಿಸ್ತಾನಿ ಹೀಗೆ
ಕ್ರಿಯಾಸೂತ್ರದಂತೆ ಅಂದರೆ ಯಜ್ಞಯಜುರೈತು
ಕ್ರಿಯಾಸೂತ್ರದ ಹೆಲೆ ಎನ್ನುವರು

ವಾಚನಿಕ :-

B.F ಸ್ವರೂಪ :- ಕ್ರಿಯಾಸೂತ್ರದ ಅಧಿಕಾರಿಗಳು
ಹೆಲೆನಿಸ್ತಾನಿ ಹೆಲೆನಿಸ್ತಾನಿ ಯಜ್ಞ ಹೆಲೆನಿಸ್ತಾನಿ
ಅಧಿಕಾರಿಗಳಾಗಿ

ಜ್ಞಾನ ಸೂತ್ರದ ಅರ್ಥ :- ಕ್ರಿಯಾಸೂತ್ರದ ಹೆಲೆನಿಸ್ತಾನಿ
ಅಧಿಕಾರಿಗಳು ಅಂದರೆ ಯಜ್ಞಯಜುರೈತು
ಅಂದರೆ ಯಜ್ಞಯಜುರೈತು ಅಂದರೆ ಯಜ್ಞಯಜುರೈತು
ಯಜ್ಞಯಜುರೈತು ಯಜ್ಞಯಜುರೈತು

Remedial Support Work

Signature
IOAE Co-ordinator
B.L.D.E.A.'s J.S.S. College of Education
Vijayapur

Signature
Principal,
J.S.S. College of Education
VIJAYAPUR.



ಪ್ರವಾಸಿಗತೆ ಕೆಲಕೆಂತಾ ತೆತ್ತೆನಿಲ್ಲ :-

① ಆಡ್ಲೆ ಆಡ್ಲೆ ಪೊಡ್ಲೆಲಾಗಿ ತೆತ್ತೆ :-

ಪೊಡ್ಲೆಲಾಗಿ ತೆತ್ತೆ ಆಡ್ಲೆ ಆಡ್ಲೆ ಪೊಡ್ಲೆಲಾಗಿ
 ನೆನ್ನಾ ಪೊಡ್ಲೆಲಾಗಿ ಪೊಡ್ಲೆಲಾಗಿ ಪೊಡ್ಲೆಲಾಗಿ
 ಪೊಡ್ಲೆಲಾಗಿ ಪೊಡ್ಲೆಲಾಗಿ ಪೊಡ್ಲೆಲಾಗಿ ಪೊಡ್ಲೆಲಾಗಿ
 ಪೊಡ್ಲೆಲಾಗಿ ಪೊಡ್ಲೆಲಾಗಿ ಪೊಡ್ಲೆಲಾಗಿ

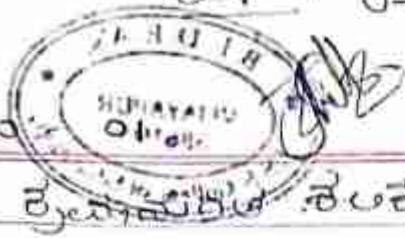
ಪ್ರಿಂಟಿಂಗ್ ಪ್ರಕ್ರಿಯೆ ತೆತ್ತೆ :-

ಪ್ರಿಂಟಿಂಗ್ ಪ್ರಕ್ರಿಯೆ ಪೂರ್ಣಗೊಂಡು
 ಪ್ರಿಂಟಿಂಗ್ ಪ್ರಕ್ರಿಯೆ ಪೂರ್ಣಗೊಂಡು
 ಪ್ರಿಂಟಿಂಗ್ ಪ್ರಕ್ರಿಯೆ ಪೂರ್ಣಗೊಂಡು
 ಪ್ರಿಂಟಿಂಗ್ ಪ್ರಕ್ರಿಯೆ ಪೂರ್ಣಗೊಂಡು
 ಪ್ರಿಂಟಿಂಗ್ ಪ್ರಕ್ರಿಯೆ ಪೂರ್ಣಗೊಂಡು

ತೆತ್ತೆನಿಲ್ಲ ಪ್ರಕ್ರಿಯೆ ತೆತ್ತೆ :-

ತೆತ್ತೆನಿಲ್ಲ ಪ್ರಕ್ರಿಯೆ ತೆತ್ತೆನಿಲ್ಲ
 ತೆತ್ತೆನಿಲ್ಲ ಪ್ರಕ್ರಿಯೆ ತೆತ್ತೆನಿಲ್ಲ
 ತೆತ್ತೆನಿಲ್ಲ ಪ್ರಕ್ರಿಯೆ ತೆತ್ತೆನಿಲ್ಲ
 ತೆತ್ತೆನಿಲ್ಲ ಪ್ರಕ್ರಿಯೆ ತೆತ್ತೆನಿಲ್ಲ
 ತೆತ್ತೆನಿಲ್ಲ ಪ್ರಕ್ರಿಯೆ ತೆತ್ತೆನಿಲ್ಲ

R.No: _____



Date: - 27/04/24.

1) ಪ್ರಯೋಗಶೀಲತೆ ಕಲಿಕೆ:

ಅರ್ಥ:- ಕ್ಷಿಪ್ರವಾದ ಉಪಯುಕ್ತವನ್ನು ಸೂಕ್ತ ಸೂಕ್ತ ಅಭ್ಯಾಸಗಳ
ಅರ್ಥಪೂರ್ಣ ಅಭಿಗಮನಗಳ ಮೂಲಕ ಉಪಯುಕ್ತವನ್ನು ಅಭ್ಯಾಸ
- ಗಳು ತಾವೇ ಸ್ವಲ್ಪ ಕಲಿಸುತ್ತೇವೆ. ಅಭ್ಯಯನ ಮಾಡುವ
ಅಭ್ಯಾಸದ ಪ್ರಯೋಗಶೀಲತೆ ಕಲಿಕೆ.

ಉದಾ:- A ಇದು ಯಾವ ಕೆಲಸಕ್ಕೆ ಬರುತ್ತದೆ? (ಅಥವಾ)

Remedial Support Work

ಶಿಕ್ಷಕ ಬೋಧಕರು:- "ಪ್ರಯೋಗ ಮಾಡುವುದು
ಕುರಿತಾಗಿ ಕಲಿಯುವುದಾದ ನಾವು ಪ್ರಯೋಗಗಳನ್ನು
ಅಭ್ಯಾಸಿಸುವುದು ಪ್ರಯೋಗಶೀಲತೆ ಅಭಿವೃದ್ಧಿ. ಇದರಲ್ಲಿ ಅಭ್ಯಾಸಗಳು
ಗುಣವಾದ ಅಭ್ಯಾಸವೆಂದು ಕರೆಯಲಾಗುತ್ತದೆ. ಈ ಕೆಲಸಕ್ಕೆ
- ಗಳನ್ನು ಹೀಗೆ ನಡೆಸಬೇಕು."

B. F. ಶಿಕ್ಷಕರು:- "ಪ್ರಯೋಗಶೀಲತೆ ಅಭಿವೃದ್ಧಿ ಕಲಿಕೆಯ ಅಭ್ಯಾಸವಾಗಿದೆ"

ಅಭ್ಯಾಸಗಳು

- 1) ಅರಿವು ಮೂಡಿಸುವುದು ✓
- 2) ಕ್ರಿಯಾತ್ಮಕ ಅರಿವು ಮೂಡಿಸುವುದು ✓
- 3) ಅರಿವು ಮೂಡಿಸುವುದು ✓
- 4) ಸ್ವಯಂ ಗತ ಅರಿವು ✓
- 5) ಅಭ್ಯಾಸ ಅರಿವು ಅರಿವು ✓

1) ಅರಿವು ಮೂಡಿಸುವುದು ಅರಿವು ಮೂಡಿಸುವುದು
ಯುಂಟಾಗುವ ಅರಿವು ಅರಿವು ಅರಿವು ಅರಿವು
ಅರಿವು ಅರಿವು ಅರಿವು ಅರಿವು.

A ಇದನ್ನು ಅಭ್ಯಾಸಿಸುವುದು ಅರಿವು ಮೂಡಿಸುವುದು
ಅರಿವು ಅರಿವು ಅರಿವು ಅರಿವು.



A ~~business~~ who ~~advised~~ ~~and~~ ~~advised~~

9

[Handwritten signature]

[Handwritten signature]

**IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur**

**Principal,
J.S.S. College of Education
VIJAYAPUR**

Remedial Support Work



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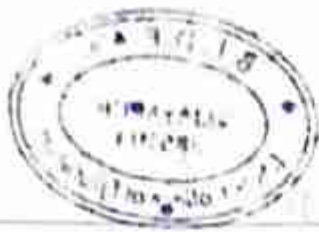
VIJAYAPUR

Physical science

NAME: Kanabai A Wadiyar

Sub: Physical science

Sem - 3rd Sem.IQAC Co-ordinator
BLDEA'S JSS College of Education
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Principal,
I.S.S. College of Education
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STUDENT'S NAME	Kanhai wadnyar.	TOTAL MARKS OBTAINED
CLASS		
ROLL NO	15	
SUBJECT		
DATE		



→ NCERT was set in 1961 by the government of India as an autonomous organisation.

→ The objectives of the NCERT was to assist and advise the central and state government for the development of the new policies and programmes to improve the quality of school education.

→ The Council was formed by merger of seven existing national government institutions.

① The Central Institution of Education

② The Central Bureau of Text Books Research

③ The National Fundamental Education Centre

④ The Directorate of Extension programmes for secondary education

⑤ The National Institute of Basic Education

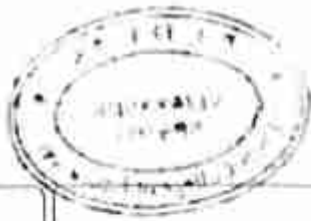
⑥ The Central Bureau of Educational and Vocational Guidance

⑦ The National Institute of Audio Visual Education

NCERT Objectives



- 1) Research and development in the field of school education
 - 2) Develop and distribute new educational technologies
 - 3) Organise teachers' training course for pre service and in service teachers
 - 4) Do collaborative work with state education department, IGO, Universities and other educational institutions
 - 5) Act as ~~the~~ nodal agency to achieve the goal of universalisation of elementary education.
 - 6) Design and publish model textbooks
 - 7) Newsletters, Supplementary Materials, Journals and develop educational kits
- Multimedia digital material and more.
- Design the curriculum for the school India for ex. NCF 2005
- NCERT also works as cultural exchange organisation like UNESCO, UNICEF, world Bank implement new programmes schools project



STUDENT'S NAME		TOTAL MARKS OBTAINED
CLASS	SUBJECT	
ROLL NO.	DATE	



Q CBSE

→ The Central Board of Secondary Education (CBSE) (1962) is a Board of Education for public and private schools under the union Government of India.

→ The main objectives were to serve the educational institutions more effectively.

→ To be responsive to the educational institution needs of those students whose parents were employed in the central government and had frequently transferable jobs.

→ Objectives of CBSE

* To define appropriate approaches of academic activities to provide stress free child centred and holistic education to all children without compromising on quality.

* Innovation in teaching learning methodologies by devising student friendly and student centred paradigms.

* Reforms in examination
evaluation practices



* Skill learning by adding Job oriented
headers and Job linked
inputs

* Regularly updating the pedagogical
skill of the teachers and
administrators by conducting
in service training programmes
workshop etc

Function / CBSE

* Innovation in teaching - learning
Methodologies

* Reforms in examination and evaluation
practices

* Skill learning by adding Job oriented
and Job linked inputs

* Regularly updating the pedagogical
skill of the teachers and
administrators by conducting in
service training programmes
workshop.

* To propose plans to achieve quality
benchmarks in school can
consistent with the National
goals.

STUDENT'S NAME		TOTAL MARKS AND GRADE
CLASS	SUBJECT	
ROLL NO.	DATE	



NPE 1986

- * Free and Compulsory Education
- * Status, emoluments and Education of teachers
- * Development of Language
- * Equalisation of educational opportunity
- * work experience and National service
- * Identification Talent
- * Science education Research
- * Education for Agriculture and industry
- * Production of quality books.
- * Examination Reforms.

→ Free and Compulsory education: They recommended active efforts should be done for the early fulfilment of the Directive principles of state policy (DPS P)

→ Article 45 of the Constitution state to provide free and compulsory edn for all children upto to the age of 14

2) Status, involvement and education of teachers

- For that purpose, teachers must be paid satisfactorily as per their qualifications and responsibilities.
- There should be independence to teachers so that they can do research and publish it.
- In service teaching course should be given much preference.

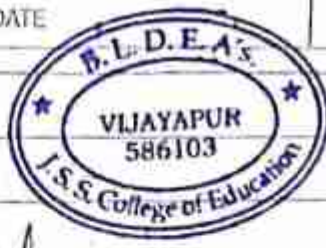
3) Development language

- First language: Mother tongue or children's regional language.
- Second language: For the Hindi speaking states → will be English or other Modern Indian language.
- For non-Hindi speaking states → will be Hindi or English.

4) Equalisation of Educational opportunity

- Efforts should be made for the equalisation of educational opportunities.
- Common schools should be started and standard should be enhanced.
- Civil education should be encouraged.
- Efforts should be made for the ed among the backward classes and





NCF 2005

- The National Curriculum framework for school education
- NCERT (2005) emphasized the links between work education and pre vocational and vocational education. According to its scope and focus of vocational education
- Education must be extended beyond the organized sector of employment to the vast unorganized sector of self employment.
- In addition, it recommended that vocational course should be designed as self contained modules.
- Containing theoretical aspects or basic scientific principles and the practical operational details.
- Vocational education programmes should also cater to the requirements of adults non skilled as well as semi skilled and no skilled workers.
- It should be specially geared to the needs of the schools.

→ For catering to such a variety of target group Multi entry and modular course of varying duration need to be planned

→ NEED

To Remove ills of present school Education

→ To promote learning without burden

→ To improve creative thinking and discourage rote learning

Aims of Education NCF 2005:

1) Universalizing elementary Education
VEF Development

2) Recognising the Interplay between Cognition, Emotion and Action
Physical development

3) Empowering teachers for Curriculum development

4) Repeal to human dignity and Right

5) Independence of right of Action

6) Development of Reasoning and understanding

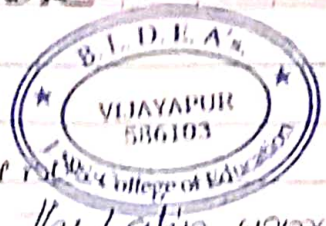
7) Development of Reasoning and understanding

11th 7A - Remedial Learning -

Name: Ganesh Mulli
Sub: ODP I Science
R.No: 62

Date: 17/05/2024 Page No:
Drill Wsk

Section - A



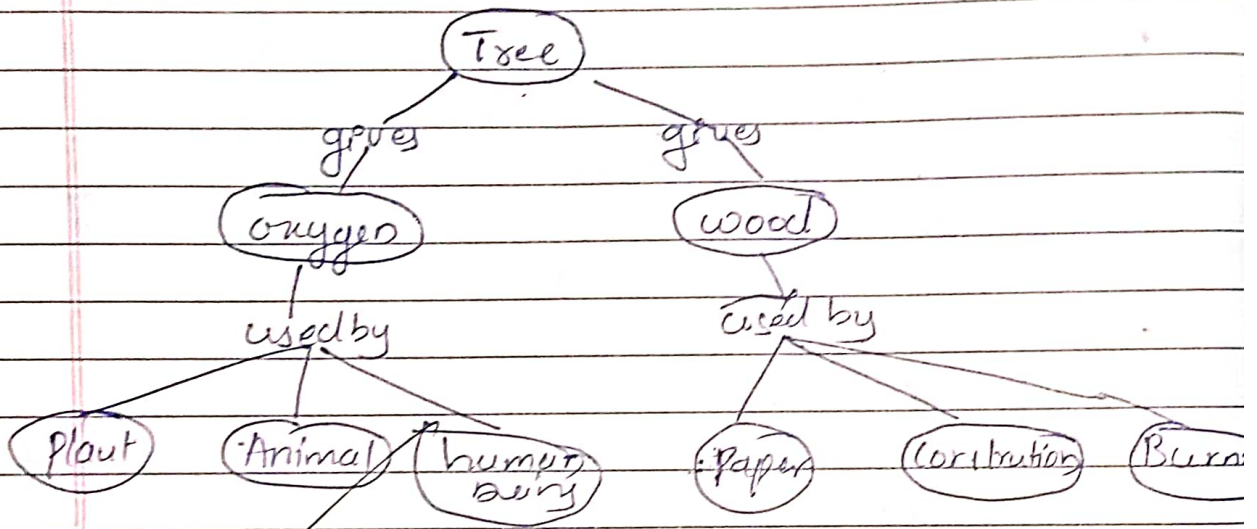
- 1) Explain the Nature of Science.
- * The word science is derived from the Latin word 'scientia' which means "knowledge".
 - * Acc to Nash:- Science is the way of looking at world Higher. It is stored of knowledge of natural phenomena.
 - * Acc to Huxley:- Science is an organized common sense.
 - * Nature of science.
 - Science is a body of knowledge.
 - Science is a method of investigation.
 - Science is an attitude towards life.
 - Science is full of facts.
 - It is both process & product.
 - It is systematic learning.
 - It is cumulative knowledge.
 - It develops scientific temper, scientific method & scientific attitude.
 - It is way of solving problem.
 - It is organized body of common sense.
 - It is attempt to explain natural phenomena.
 - It is people from all culture to contribute to science.
 - Scientific knowledge, while durable has a tentative character.
 - There is no one way to do science - therefore, there is no universal step-by-step scientific method.
 - It is new knowledge must be reported clearly & openly.
 - Scientist are creative.
 - observations are theory laden.
 - Science & technology impact each other. etc.

2 How concept maps are helpful in understanding science concept among the student? Explain with an example concept mapping:-

The word is derived from English word concept & Mapping. Concept means thing but looking objects, events & Mapping means flowchart.

It is one thing which helps the student to understand the concept very easily.

- It is guideline for concept for ex:-



Importance:-

- effective in teaching - learning process
- It is easily understanding to student
- It saves the time of Teacher & also student
- It develops curiosity among the student
- We should learn, share, concept and formed.
- It can to differentiate two things from one another.
- The mapping helps students as well as teaching.



(4) Write a short on Fear in science.

Upon setting foot in the classroom at the beginning many students experience varying degrees of anxiety & fearfulness in understanding sciences.

They are overly fearful of their performance due to perceived threat of inability understanding of subject. Even temporary success are overshadowed by the apprehension of washing out on the next assignment or test.

Second, science is more abstract so they can't understand, they feel that they failed retain science concept they not deserve for science, science is boring, science does not suit me.

Third, some "chote" when comparing themselves to others. They may say to themselves "these people are bound to do better than me in class" & feel excessively burdened by competition with others to achieve sufficient grades.

Fourth, students may be overly shy or even terrified of being singled out in class. Some may suffer from a condition known as gelatophobia or the fear that others

(5) Causes & possible remedies.

* Science ideas are evolutionary.

* Understanding of evidence.

* Scientific concepts are abstract.

* Language frame work for learning science.

* Ability to correlate the observed phenomena.

(6) Concerns:-

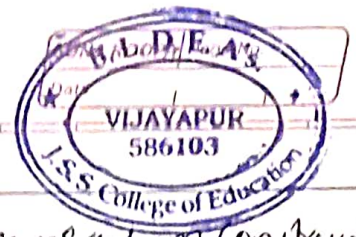
- Student to participate in laboratory or classroom demonstration.
- The first step is to build confidence.
- Strengthen student's basic skills.
- Are some strategies for helping student overcome their fear.



Discuss the advantages of Disciplinary Approach
The pupils learn science with diff. branches & topics in
unintegrated components. In the last few decades the
teacher have searched broad unifying principles which
could be core of science course.

Advantages of Disciplinary Approach :-

- Discuss physics, chemistry, biology as more unifying principles.
- Define the relationship b/w various facts & principles.
- Set up the instructional objectives.
- It organizes a body of facts, principles, closely related to one another so organized to contribute understanding of an important aspect of course.
- It undertakes the detailed study of content of unit
- Use of A.V. aids.
- Expertise as specialist
- It must be possible to set up outcomes of the study so definite that they are clear not only to the teacher but also to pupil.
- Straight out line of each subject
- make teaching & learning purposeful & intelligent
- Instructional materials are closely related.
- It makes teaching learning purposeful & intelligent because the instructional material are closely related to each other they are easily retained
- Economy of time & effort, should be the result



Section-B

7(a) Define curriculum? Explain science curriculum construction principle

Defn:-

Acc to (Cunningham):- It is tool in the hands of the artist (teacher) to mould his material (pupils) acc to his policy (aimed objectives) in his studio (school).

Acc to ~~Embel~~:- It should be conceived as an epitome of the rounded whole of the knowledge & experience of the human race.

1) Principles of curriculum construction:-

i) Aims of education & Objectivity:-

Life is a complex. A curriculum should reflect the complexity of life. By other words, in forming the curriculum one should take into consideration the aims & objectivity of education.

ii) Child-centric principle:-

The curriculum should be formed according to the actual needs, interests & capacities of the child. That means a curriculum must be child-centric or modern education is child-centered.

iii) Principles of civic & social needs:-

Man is a social being, he lives in society. The child develops in the society. Modern education aims at both development of the individuality of child.

iv) Principle of conservation:-

Man has conserved experience very carefully for better adaptability. Education is regarded as a means of preserving the cultural heritage of humanity.

v) Principle of Creativeness:-

Education not only conserves that past experience of humanity but also helps an individual to develop his innate potentialities.

vii) Principle of forward-looking:-

The aim of life-centered education is not limited to the present life-situation in the form of society. Hence education must prepare the child of about doing future responsibilities.

viii) Principle of Preparation for living:-

The children should know the various activities of the environment around them & how to activities are enabling people to meet their basic needs of food, shelter, clothing, recreation, health & education.

ix) Principle of integration & correlation :-

Subjects should be arranged logically & psychologically in accordance with the child's developing interests.

x) Principle of learning ability:-

Every item should be learnt. An item should not only be learnable, it should also have ability.

xi) Principle of individual differences:-

The curriculum should be framed in such way that every individual can have opportunity for self-expression & development. The curriculum should be based on psychological individual differences.



xii) Principle of social relevancy & utility:

Subjects should not be discarded on the basis of their disciplinary value on basis of their intrinsic value, social relevancy & utility.

xiii) Principle of utilization of leisure:-

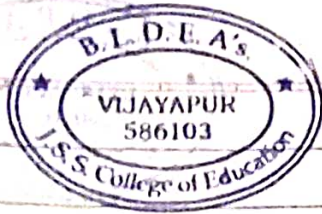
variety of subject such as games & sports, fine arts, subjects of aesthetic value are to be introduced in the school programme to utilize leisure.

xiv) Principle of variety & flexibility:-

The curriculum should include such activities & experiences, which may facilitate his normal development. The curriculum for girls - should be naturally be different from that of boys;

xv) Principle of time:-

Relative significance & importance of each in the curriculum has to be judged & determined in light of time available in time table, which is regarded as the mirror of school programme.



6

b Analyze Ethics in science

Ethics in Science

Meaning:- Ethics are set of conduct @ social norms that prescribe behaviour. Ethics as a field of study & evaluative rather than descriptive & explanatory.

Science ethics.

Importance of science ethics:-

- Science is a profession, so the person who occupy the profession role as scientist, he should adhere to certain ethics to act as science teacher
- Professional standard function at a quality, lent mechanism for his goals & services.
- Science is society & operative within the society, so need co-operation & co-ordination to achieve the goals.
- It is based on goals of scientific profession & progress which include the quest of knowledge, the elimination of ignorance & solution to problem
- It should not violate community accepted moral standard & beliefs.
- It have two foundation - morality and responsibility
- A person who enters a profession acquire some ethical obligation
- To preserve & transmit culture from generation to generation scientist should have ethics.
- It is needed to preserve the environment, to do best for nature & to protect the universe.
- To improve the std of life & make human life more comfortable, joyful & meaningful.
- Honesty, (orderliness), legality, mutual respect, efficient education, opportunity - - etc.

Differentiate b/w Curriculum, Syllabus & Textbook.

Curriculum

- It is the overall of scheme of a discipline subject

- It is the broad term of content to be studied during a course of study

- It is developed by teachers

- Scope of curriculum is wide

- It is concerned with cognitive, affective & psychomotor aspects of subjects

- It is concerned with balanced & harmonious development of learners

Syllabus

- It is part of the curriculum meant for study during particular Std of class

- It is theoretical / practical aspect to the studied

- It is developed by educationist

- Scope of syllabus is limited

- It is related with only cognitive aspect of a subject

- It is more related with the content

Textbook:

- It may deal with one or more part of syllabus for a std of class.

- It may deal with one or more part of syllabus.

- It may cover full part of the syllabus.

- A textbook is limited in its scope.

- It may deal with syllabus acc to its style & planning

- It deal with the aspects partially mention in the syllabus - etc.

Remedial Support Work

STUDENT'S NAME Aishwarya Savant

TOTAL MARKS OBTAINED

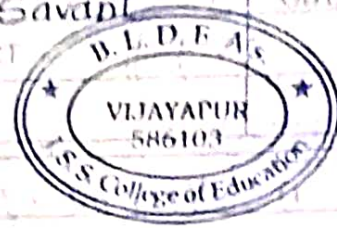
CLASS

SUBJECT

Date: 23-04-2024

ROLL NO 84

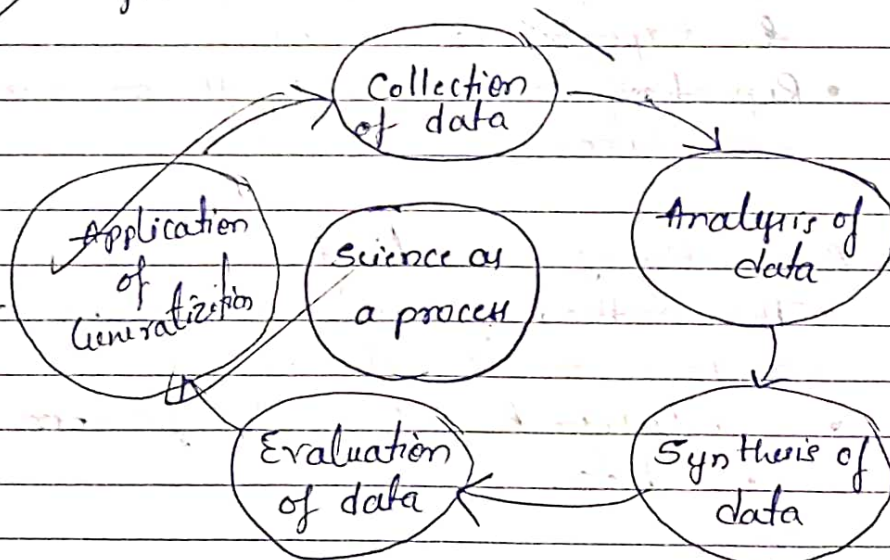
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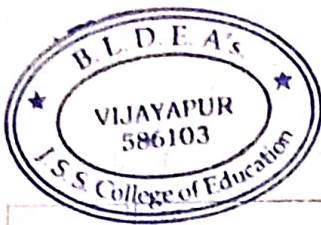


I Smarks

1) Science as a Process

- Science: Science is a systematic knowledge of physical or material world through observation & experimentation
- Science is a way of looking world at higher.
- Science is Cumulative & endless series of empirical observation which result in formation of concepts & theories
- It is storage of knowledge of natural phenomenon so Science as a process.
- The process of science is a scientific method.
- This is the process of constructing accurate, reliable & relatable model of the real world by scientists
- Science Analyze processes
- It is systematic study of common sense - usually
- Science is body of knowledge obtained by methods of observing & experimentation
- Science finds answer for what?, why?, when?, how of these things observe this is essence of scientific method.





1) Collection of data: Data collection is process of collecting & analyzing information or relevant variables in a predetermined, methodical way so that one can respond to specific research question, test hypothesis & Results.

- Data Collection may be qualitative or quantitative

2) Analysis of data: A standardised process that accurately & objectively analyse data from research observed study

- Obtained raw data subsequently converted into information useful for decision-making by user

3) Synthesis of data: Brings together results & examine the findings together for patterns of agreement, convergence, divergence or discrepancy

- Synthesis vary depending on nature of evidence (eg Qualitative, Quantitative or mixed)

4) Evaluation of data:

- Assess its quality
- It includes considering the precision, accuracy & experimental error
- Reporting & monitoring of the progress of particular phenomena or observation

5) Application of Generalization

- This method of making broader statements or drawing conclusion
- Conclusion based on specific observation or data.

STUDENT'S NAME

CLASS

ROLL NO



TOTAL MARKS
OBTAINED

3) Ethics in Science

Meaning of ethics

- Ethics are standard of conduct or ^{social} norms that prescribe behaviour
- Ethics is a field of normative discipline
- The main goal of ethics are prescriptive & evaluative rather than descriptive & exploratory. Science ethics are most prescriptive.

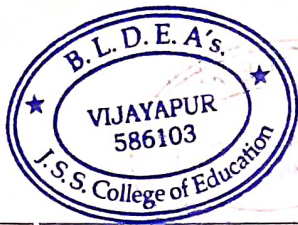
Components

1. Honesty
2. Carefulness
3. Legality
4. mutual Respect
5. Efficiency
6. Respect for Subject
7. Social Responsibility
8. Credit
9. Openness
10. discipline

Importance of ethics

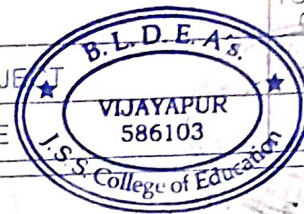
• Science is a profession. So the person who occupy the profession role as Scientist, he should adhere to certain ethics to act as Science teacher or Scientist

• Professional standard function as quality, Central mechanism for his goals & Services that help to maintain the public trust in the profession



- Science Ethics need co-operation & co-ordination to achieve goals
- Scientists who is in Service must follow certain standards
- Science Ethics are based on the Scientific profession & progress
- Science Ethics includes: quest of knowledge
- Also Elimination of ignorance & Solution to problem
- Science ethics needed for national integration, International understanding & Universal brotherhood
- Ethics of Science have 2 foundation
 - 1) morality
 - 2) responsibility
- Society trust them to provide valuable good & services
- To preserve & transmit Culture from Generation to Generation

STUDENT'S NAME		TOTAL MARKS OBTAINED
CLASS	SUBJECT	
ROLL NO.	DATE	



<u>II</u>	<u>10 Marks</u>
5.	<p style="text-align: center;"><u>Aims of Teaching Science at higher primary & Secondary level.</u></p> <p style="text-align: center;"><u>Higher Primary Level</u></p> <ul style="list-style-type: none"> • This level includes the class from 6-8 • NCF for School Education of NCERT recommended that Science & technology as separate curriculum area at this stage • Student able to Understand the nature of Science • Applying appropriate Scientific principle & laws of technology • Understand the values & interface of Society, Science & technology • Develop manipulative skills • To Continue child's learning about Environment & health • Includes the reproductive & Sexual health in health learning • To learn Scientific Concepts through Experiments • Inspiring student by stories of Scientists & their discoveries



Inspire children by Discoveries of Science

- Involve students in group activities, discussions, display in Exhibitions.
- Conducting debate & Quiz competition
- Introducing of Scientific Experiments & activities in their Curriculum.

Secondary Level

- The NCF of NCERT offered at this stage includes the Science & technology & attitudes, skills & values.
- Understand nature, principles, concepts & laws of Science & technology
- Apply Scientific knowledge in, agriculture, industry & health
- Develop problem solving & decision making skills
- Develop positive attitude towards preservation & Environment
- Develops process skill for Scientific temper
- Understands & appreciates the STSE interface.

STUDENT'S NAME		TOTAL MARKS OBTAINED
CLASS		
ROLL NO		

- Technological module introduced at this stage.
- The Curriculum focus on various disciplines & their structure
- To Engage students in learning Science as composite discipline.

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IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur

[Handwritten signature]
Principal,
J.S.S. College of Education
VIJAYAPUR.

Remedial Support Work

Roll No - 92
Saraswati
Knowledge &
Curriculum



Meaning of Curriculum

→ The word curriculum is derived from a Latin word currere which means run or race course.

According to Alberty, a

curriculum is the sum total of student activities which the school sponsors for the purpose of achieving its objectives.

Tanner & Tauner

Curriculum planned & guided learning experience & intended learning outcome, formulated through systematic reconstruction of knowledge.

Pruthi
03/7/24

IQAC Co-ordinator
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Vijayapur

Principal,
J.S.S. College of Education
VIJAYAPUR.