

**Course Title: Understanding Discipline and Subjects****Credits: 4****Course Code: BED107****100****External-60****Internal-40****MM:****Course Content:**

| <b>S.No.</b> | <b>Topic</b>                                                                                                                                                                               | <b>No. Of Periods</b> | <b>Sessions</b> |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|
| <b>1.</b>    | <b>Unit I:</b> Knowledge and Methods of Enquiry<br>Disciplinary Knowledge :Nature and Scope,<br>Interdisciplinary Knowledge:<br>Nature ,Scope and Need                                     | <b>2</b>              | <b>4</b>        |
| <b>2.</b>    | <ul style="list-style-type: none"><li>• Subjects: Concept, Meaning, Definition, Characteristics</li><li>• Academic Disciplines and School Subjects: Differences and Relationship</li></ul> | <b>2</b>              | <b>4</b>        |
| <b>3.</b>    | Disciplinary, Interdisciplinary, Multidisciplinary, and Trans disciplinary                                                                                                                 | <b>2</b>              | <b>4</b>        |
| <b>4.</b>    | <ul style="list-style-type: none"><li>• Studying School Subjects: Need and Importance</li><li>• Curriculum: Concept, Meaning and Principles</li></ul>                                      | <b>2</b>              | <b>4</b>        |
| <b>5.</b>    | <b>Unit II:</b> Concept Formation • Meaning of Concept and Concept making process                                                                                                          | <b>1</b>              | <b>2</b>        |
| <b>6.</b>    | Concept of methods and strategies of teaching with the various disciplines.                                                                                                                | <b>1</b>              | <b>2</b>        |
| <b>7.</b>    | Child and Adult Misconceptions :Meaning, Scope in a Classroom, Processes to be used to Dispel Misconceptions                                                                               | <b>2</b>              | <b>3</b>        |
| <b>8.</b>    | Inter-relationships between and among the Disciplines • Formation of School Subjects: Scholastic and Pedagogical Considerations, Need of reframing school subjects                         | <b>3</b>              | <b>6</b>        |
| <b>9.</b>    | <b>Unit III:</b> Pedagogic Practice and the Process of Learning • Pedagogical and curricular structure of school education according to NEP2020                                            | <b>2</b>              | <b>4</b>        |

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|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 10. | ✎ Pedagogical Perspective and Concerns of Inclusive Education in Schools                                                                                                                                      | 1 | 2 |
| 11. | • Factors responsible for the effective learning of various disciplines                                                                                                                                       | 1 | 2 |
| 12. | Critical Examination of Terminology and Notions associated with Child-centered Education. • Implementation Strategies for Including Specific Areas of Knowledge in the Teaching Learning Process.             | 2 | 4 |
| 13. | <b>Unit IV:</b> Selection of Subjects based on Attitudes, Aptitudes and Interests of Learners • Distinction among Attitudes, Aptitudes and Interests                                                          | 2 | 4 |
| 14. | Identifying Students' Attitudes, Aptitudes and Interests during the students' School Life • Role of teachers in identifying Students' Attitudes, Aptitudes and Interests at various school level              | 2 | 4 |
| 15. | Keeping longitudinal records of students' Attitudes, Aptitudes and Interests during their school years. • Aptitude Tests and their application for assigning different subjects at the senior secondary level | 3 | 6 |

### Practical Assignments/Field Engagement

✎ Analysis of school text books to construct and discuss nature and types of knowledge and pedagogic elements

✎ Collating and analyzing child and adult conceptions of social and natural phenomena

### Suggested Readings:

✎ Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage.

✎ Bruner, J. (1996). In *The Culture of Education*. Cambridge: Harvard University Press,  
2: Folk Pedagogy, 44-65.

✎ Dewey, J. (1897). *My Pedagogic Creed*. School Journal, Vol. 54.

✎ Driver, R. (1981). Pupils' Alternative Frameworks in Science. *European Journal of Science Education*. 3(1), 93-101.

✎ Holt,