

SEMESTER – II

Course Code: BD2UD	Credits: 5
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UNDERSTANDING DISCIPLINES AND SUBJECTS**COURSE OBJECTIVES**

CO1: Reflect the role of disciplines and subjects in school curriculum.

CO2: Acquaint with the development of curriculum with social, political and intellectual contexts.

CO3: Understand the paradigm shift in selection of content.

CO4: analyze the advantages of learner centered curriculum.

CO5: explore the aspects of life-oriented curriculum.

UNIT- I DISCIPLINES AND SUBJECTS

Disciplines and subjects- meaning, definition and concept - Distinction between school subjects and academic disciplines - Importance of the knowledge of disciplines and subjects - Need and importance of studying school subjects - Curriculum content – meaning, definitions and importance - John Dewey's ideas on disciplinary knowledge and curriculum - Relationship between school subjects and academic discipline

UNIT- II DISCIPLINES AND SUBJECTS IN SOCIO-CULTURAL PERSPECTIVES

Emergence and development of knowledge, subject and curriculum in social, political and intellectual contexts - Changes in social science, natural science and linguistics – Concept of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - School subjects and social justice

UNIT- III: DISCIPLINARY KNOWLEDGE AND SCHOOL EDUCATION

Disciplinary knowledge and pedagogical approaches in school subjects - Pedagogical Concerns of Disciplinary Knowledge at Different Stages of School Education: - Core Subjects in School Curriculum: Languages, Social Science, Humanities, Science, Maths, Art and Craft, Work Education, Peace Education, Life Skills Education, Health and Physical Education and Value Education; Need of Reframing School Subjects; Recent development in school subjects.

UNIT- IV: LEARNER-CENTRED CURRICULUM

Basics of learner-centred approach; The Importance of Learner-centred Evaluation and Assessment; Grades; Feedback mechanism; Evaluation; Learning outcomes; Curriculum and its importance in

learner-centred approach; Advantages of learner-centred approach; Disadvantages of learner-centred approach; Social oriented curriculum for social reconstruction.

UNIT –V: LIFE-ORIENTED CURRICULUM

Life-oriented curriculum – Inter-disciplinary curriculum: the growing need for inter- disciplinary curriculum- Broadfield curriculum- Need for curriculum integration - Teaching of science and mathematics for national development - Selection of content- Based on the experiences of children- communities- their natural curiosities- their subjects.

SUGGESTED ACTIVITIES

1. Critically evaluate the relevance of school subject for social justice and social reconstruction.
2. Discussion about the historical and cultural influences in any one of your school subjects.
3. Discussion on the social oriented curriculum for social reconstruction.
4. Group discussion on the redefinition of school subject from socio-cultural perspectives.
5. Select a unit from your major subject in the school syllabus of any standard and analyze the social, political and cultural influences in it.

TEXTBOOKS

1. Bookman Pande, R. (2015). Understanding Disciplines and subjects. Lall bookdepo.
2. Deng, Z (2013). School subjects and academic disciplines. In A Luke, A woods & K weir (Eds.), Curriculum, Syllabus design and equity: A primer and model. Routledge.
3. Guy, J. & Small, I. (2010). “The Nature of Disciplinary Knowledge”, Cambridge University Press, pp-1-3.
4. Maisnam, P, Lanka, S, K. & Gandhi, A. (2016). Understanding Disciplines and subjects. Meerut.
5. NCERT (2006). Curriculum, Syllabus and Textbooks – National Focus Group Position Paper, New Delhi: National Council of Educational Research and Training.
6. NCERT (2006). National Focus Group Position Paper on Social Sciences, New Delhi: National Council of Educational Research and Training.
7. NCTE (2009). National Curriculum Framework for Teacher Education – Towards Preparing Professional and Humane Teachers, New Delhi: National Council for Teacher Education.
8. VinayRakhejaMakol, R & Makol, L. (2015). Understanding Disciplines and subjects.

SUPPLEMENTARY READINGS

1. Doyle, W. (1992). Curriculum and pedagogy. In P. W. Jackson (ed.), Handbook of Research on Curriculum (New York: Macmillan), 486–516.
2. Grossman, P. L., Wilson, S. M. and Shulman, L. S. (1989). Teachers of substance: subject matter knowledge for teaching. In M. C. Reynolds (ed.), Knowledge Base for the Beginning Teacher (New York: Pergamon), 23–36.
3. Morris, P. and Chan, K. K. (1997). Cross-curricular themes and curriculum reform in Hong Kong: policy as discourse. British Journal of Educational Studies, 45(3), 248–262.

WEB RESOURCES

1. <https://mangaloreuniversity.ac.in/sites/default/files/2019/Course-5%20English%20Version.pdf> retrived on 21.07.2021.
2. <http://egyankosh.ac.in/bitstream/123456789/46622/1/BES-125B1E.pdf> retrived on 21.07.2021.
3. https://ncte.gov.in/website/PDF/NCFTE_2009.pdf retrived on 21.07.2021.
4. <https://www.hzu.edu.in/bed/Understanding-Disciplines-and-School-Subjects.pdf> retrived on 21.07.2021. <https://snscourseware.org/drsnsce/files/1566453535.pdf> retrieved on 21.07.2021.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: describe the role of disciplines and subjects in school curriculum.

CO2: explain the development of curriculum with social, political and intellectual contexts.

CO3: discuss the paradigm shift in selection of content.

CO4: analyze the advantages of learner centered curriculum.

CO5: explain the aspects of life-oriented curriculum.



OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1																*			*	*				
CO2	*						*	*	*															
CO3					*					*							*							
CO4		*																						
CO5																		*						