

## **COURSE 5: UNDERSTANDING DISCIPLINES AND SUBJECTS**

### **Course objectives:**

At the end of the course, the student-teachers will be able to:

1. reflect on the role of disciplines and subjects in school curriculum.
2. acquaint with the development of curriculum with social, political and intellectual contexts.
3. understand the paradigm shift in selection of content.
4. analyze the advantages of learner centered curriculum.
5. explore the aspects of life oriented curriculum.

### **Unit I Disciplines and Subjects**

Disciplines and subjects- meaning, definition and concepts - 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

#### **(Suggested Instructional Approaches/ Methods:**

1. Teacher talk on meaning and concepts of three different school subjects.
2. Small group discussion on differences of any three school subjects.)

### **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 - Concepts of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - Redefinitions of school subject from socio-cultural perspectives - School subjects and social justice

#### *(Suggested Instructional Approaches/ Methods:*

- i) Discussion about the historical and cultural influences in any one of your school subjects.

- ii) Group discussion on the redefinition of school subject from socio-cultural perspectives.)

### **Unit III Selection of Content**

Selection of subject-matter or content of the curriculum: self-sufficiency, significance, validity, interest, utility, learn ability and feasibility - Reasons for inclusion or exclusion of a subject from the school curriculum - Recent developments in school subject.

*(Suggested Instructional Approaches/Methods:*

- i) Student seminar on selection of content.
- ii) Seminar on recent developments in school subjects.)

### **Unit IV Learner Oriented Curriculum**

Disadvantages of discipline oriented Curriculum - Advantages of learner oriented curriculum - Social oriented curriculum for social reconstruction - Designing learner centered curriculum, syllabus and textbooks

*(Suggested Instructional Approaches/Methods:*

- i) Teacher talk on learner oriented curriculum.
- ii) Discussion on the 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 Instructional Approaches/Methods:*

- i) Discussion on life-oriented curriculum.
- ii) Student seminar on disciplinary approach to school subjects.)

### Tasks and Assignments:

1. Select a unit from your major subject in the school syllabus of any standard and analyze the social, political and cultural influences in it.
2. Critically evaluate the relevance of school subject for social justice and social reconstruction.

### References:

1. Carl, Arend E. (2009). *Teacher empowerment through curriculum development*. South Africa: Juta and Company.
2. Cullen, Roxanne., Haris, Michael and Hill, Reinhold, R. (2012). *The learner-centered curriculum*. San Francisco: Jossey-Boss.
3. Ellis, Arthur K. (2013). *Exemplars of Curriculum*. New York: Routledge.
4. Hodson. (1987). Science curriculum change in Victorian England: A case study of the Science common things In I Goodson (Ed). *Inter National perspectives in curriculum history*. Croom Helm.
5. Ivor F. Goodson and Colin J. Marsh (1996). *Studying school subjects: A guide*. New York: Routledge.
6. Kelly.A.V. (2009) *The curriculum: Theory and practice*. New Delhi: Sage Publications.
7. Kridel, Craig. (2010). *The encyclopedia of curriculum studies*. New Delhi: Sage Publications.
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9. [www.students notes.in/b.ed/.../understand/20school/20/subject.pdf](http://www.students notes.in/b.ed/.../understand/20school/20/subject.pdf).
10. [www.pcer.ac.in/wp\\_content/uploads/2015/12/understanding\\_disciplines-and-school-subjects.pdf](http://www.pcer.ac.in/wp_content/uploads/2015/12/understanding_disciplines-and-school-subjects.pdf).