

According to Uniform Curriculum Structure for Two Years BEd
Programme in WEST BENGAL following NCTE Regulations, 2014

UNDERSTANDING DISCIPLINE AND SUBJECTS

1st SEMESTER • COURSE-V

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Syllabus

1st Semester • Course-V (1.1.5)

UNDERSTANDING DISCIPLINE AND SUBJECTS

Unit I: Discipline and Subject

Education as Inter-disciplinary Field of Study • Nature and Characteristics of a Discipline • Emergence of Various Disciplines from Education • Merger of Various Disciplines into Education • Interrelation and Interdependence amongst Various School Subjects.

Unit II: Science as a Subject and Discipline

Nature and history of science • Scientific method; a critical view • Knowledge, understanding and science • The socio cultural perspective and the ethical consideration • Science as a discipline, place of scientific knowledge in the schema of school curriculum • Study of emergence of school science in relation to the social political and intellectual and historical context • Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science.

Unit III: Language as a Subject and Discipline

Centrality of language in education • Role of language in children's intellectual development and learning • Language in the school curriculum; aims issues and debates • Policy issues and language at school • Language as a Medium of Communication • Phases of Language Development.

Unit IV: Mathematics as a Subject and Discipline

Nature and History of Mathematics • Place of Mathematics in School Curriculum • Mathematics in Day-to-day life • Relationship of Mathematics with Other Subjects.

Unit V: Social Science as a Subject and Discipline

Nature and Philosophy of Social Science • Social Science as an Area of Study • Need of Studying Social Science through Interdisciplinary Perspectives • Place and Relevance of Social Science in School Curriculum.

Engagement with Field / Practicum

Any two of the following— Policy analysis National curriculum frameworks • Identification of core, hidden, null and latent curriculum in textbooks • Review of the books for constructing an activity curriculum.

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