

Course File

BED107

ACADEMIC SESSION 2025-2026

SEMESTER-I

Understanding Disciplines and Subjects

PREPARED BY

Mr. Ajay Kumar

Assistant Professor

B.Ed., SCERT

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
Varun Marg, Defence Colony, New Delhi -110024

STATUS PAPER	YEAR: 2025
	Semester: I 2025

Name of the Faculty : Mr. Ajay Kumar
Course : Understanding Disciplines and Subjects
Course Code : BED107
Programme : B.Ed. Programme
Target

C
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- a) Percentage Pass :
b) Percentage I class (Grade Point 7.0 i.e., B or above) :

Course Plan

Course Objectives

The course will enable the student-teachers to:

- To understand the concept of discipline and subjects
- To explain the process of concept formation.
- To reflect upon the pedagogic practices and process of learning.
- To identify and comprehend academic interest on the basis of attitude, aptitude and interest of learners.

Course Introduction

This paper deals with the comprehensive overview of discipline, subject and curriculum their need and Importance. Traditional and innovative Pedagogical practices and the Process of Learning. The candidates will identify and comprehend academic interest on the basis of attitude, aptitude and interest of learners.

Timeline: 04 Lectures per week(tentative)

Introduction patterns: Previous Knowledge, Usage of real-life examples

Learning Style/Methodology used: Lecture cum Discussion, Demonstration, Problem Solving, presentation.

Method of Evaluation

- 1.1. Presentations
- 1.2. Assignments
- 1.3. Viva Voce
- 1.4. Mid Semester Examination (MSE)

References:

- Sharma, S., Nehra, S., Yadav, S. and Sharma, P., (2015). Understanding disciplines and subjects. (1st ed.). Bookman.
- Batra, P. (Ed.) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi: Sage.
- Areekkuzhiyil, Santhosh. (2017). Understanding Discipline and Subjects. Hyderabad: Neel Kamal Publishers.
- 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
- Dirks, Arthur L. (1996). Organization of knowledge: The emergence of academic specialty in America. Published on-line by author. Retrieved June 25, 2016 from: <http://webhost.bridgew.edu/adirks/ald/papers/orgknow.htm>
- Hirst, P.H. (1964). Knowledge and Curriculum. London: Routledge and Kegan Paul.
- 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.
- <https://ncte.gov.in/Website/OER.aspx>

Signature of Principal

Date: 31/07/25

Signature of Faculty

Date: 31.07.25

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Varun Marg, Defence Colony, New Delhi -110024

GUIDELINES TO STUDY THE COURSE		YEAR: 2025
		Semester: I 2025

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1. Guidelines to study the Course (Course Outcomes)

On completion of the course the student-teachers will be able to:

- CEO1 understand the concept and meaning of Disciplines and Subjects
- CEO2 explain the meaning of concept formation and the formation of misconception in child and adults
- CEO3 critically appraise the learner-centred practices and notions associated with it
- CEO4 acquaint with the skills of keeping records and assigning stream based on the attitudes, aptitudes and interests of Learners.



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Date:



Signature of Faculty

Date: 31.7.25

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COURSE OBJECTIVES	
	YEAR: 2025
	Semester: I 2025

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S.No.	Course Objectives The course will enable the student- teachers to:	S.No.	Course Outcomes On completion of the course the student- teachers will be able to:
1	To understand the concept of discipline and subjects	1	understand the concept and meaning of Disciplines and Subjects and Explain the meaning of concept formation and the formation of misconception in child and adults
2	To explain the process of concept formation.	2	critically appraise the learner-centred practices and notions associated with it
3	To reflect upon the pedagogic practices and process of learning.	3	acquaint with the skills of keeping records and assigning stream based on the attitudes, aptitudes and interests of Learners.
4	To identify and comprehend academic interest on the basis of attitude, aptitude and interest of learners.		



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COURSE OUTCOMES	
	YEAR: 2025
	Semester: I 2025

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Course Outcomes:

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

- CO 1: understand the concept and meaning of Disciplines and Subjects
- CO 2: explain the meaning of concept formation and the formation of misconception in child and adults
- CO 3: critically appraise the learner-centred practices and notions associated with it
- CO 4: acquaint with the skills of keeping records and assigning stream based on the attitudes, aptitudes and interests of Learners.

Mapping between COs and POs		
	Course Outcomes	Mapped Programme Outcomes
CO1	understand the concept and meaning of Disciplines and Subjects	Imbibe the professional competence related to the Discipline and subject relevance
CO 2	explain the meaning of concept formation and the formation of misconception in child and adults	The ideals and aims of education, in order to be realistic, must be in accordance with the psychology of the child- mind.
CO 3	critically appraise the learner-centred practices and notions associated with it	Foster the aptitude and attitude based on the need of the children/students
CO 4	acquaint with the skills of keeping records and assigning stream based on the attitudes, aptitudes and interests of Learners.	Ability to identify and guide learners in educational and career matters.

Course Code	Course Title	Analyze Curriculum	Development of Knowledge and Skills	Understanding of Subject Matter	Subject Specific Skills	Ethics	Individual or Team work	Communication Skills	Lifelong Learning
BED107	Understanding Disciplines and Subjects	PO1	PO2	PO3	PO4	PO6	PO7	PO8	PO9
		yes	yes	yes	yes	yes	both	yes	yes

- 1 – Weakly mapped
2 – Moderately mapped
3 – Strongly mapped

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COURSE ACTIVITIES		YEAR: 2025
		Semester: I 2025

Name of the Faculty : Mr. Ajay Kumar
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S. No.	Description	Duration (Dates)		Total no. of Sessions
		From	To	
1	Unit I	04/08/2025	29/08/2025	14
2	Unit II	01/09/2025	30/09/2025	16
3	Unit III	16/10/2025	31/10/2025	04
4	Unit IV	03/11/2025	29/11/2025	16

Total No. of instructional periods available for the course: 50

(Signature)

Signature of Principal
Date:

(Signature)

Signature of Faculty
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COURSE ACTIVITIES	
	YEAR: 2025
	Semester: I 2025

Name of the Faculty

: Mr. Ajay Kumar

Course

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S. No.	Date	No. of Sessions	Topics/ Sub – Topics	Course Outcomes	References (Text Book, Journal)
1.	04/08/2025 to 29/8/2025	14	Concept of Disciplines & Subjects: Discipline: Concept, Meaning, Definition, Characteristics • Nature of Discipline • Disciplinary, Interdisciplinary, Multidisciplinary, and Transdisciplinary • Subjects: Concept, Meaning, Definition, Characteristics. • Academic Disciplines and School Subjects: Differences and Relationship • Studying School Subjects: Need and Importance • Curriculum: Concept, Meaning and Principles	understand the concept and meaning of Disciplines and Subjects	• Sharma, S., Nehra, S., Yadav, S. and Sharma, P., (2015). Understanding disciplines and subjects. (1st ed.). Bookman.
2.	01/09/2025 to 30/9/2025	16	Concept Formation • Meaning of Concept and Concept making process • Concept of methods and strategies of teaching with the various disciplines. • Inter-relationships between and among the Disciplines • Formation of School Subjects: Scholastic and Pedagogical Considerations, Need of reframing school subjects • Child and Adult Misconceptions: Concept, Scope and Processes to be used to Dispel Misconceptions.	explain the meaning of concept formation and the formation of misconception in child and adults	• Dirks, Arthur L. (1996). Organization of knowledge: The emergence of academic specialty in America. Published on-line by author. Retrieved June 25, 2016 from: http://webhost.bridgework.edu/adirks/aldirks/papers/orgknow.htm

3.	16/10/2025 to 31/10/2025	13	Pedagogic Practice and the Process of Learning • Pedagogical and curricular structure of school education according to NEP2020 • Pedagogical Perspective and Concerns of Inclusive Education in Schools • Factors responsible for the effective learning of various disciplines • Critical Examination of Terminology and Notions associated with Child-centered Education. • Implementation Strategies for Including Specific Areas of Knowledge in the Teaching Learning Process.	critically appraise the learner-centred practices and notions associated with it	• 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.
4.	03/11/2025 to 29/11/2025	12	Selection of Subjects based on Attitudes, Aptitudes and Interests of Learners • Distinction among Attitudes, Aptitudes and Interests • Identifying Students' Attitudes, Aptitudes and Interests during the students' School Life • Role of teachers in identifying Students' Attitudes, Aptitudes and Interests at various school levels • 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.	acquaint with the skills of keeping records and assigning stream based on the attitudes, aptitudes and interests of Learners.	• 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

Note: Section A & B are catered parallel and same planning is follow


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COURSE COMPLETION STATUS	
	YEAR: 2025
	Semester: I 2025

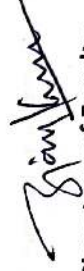
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Actual date of completion and remarks, if any

Units	Dates / Remarks	Nos. of Course Outcomes Achieved
Unit I		understand the concept and meaning of Disciplines and Subjects .
Unit- II		explain the meaning of concept formation and the formation of misconception in child and adults
Unit III		critically appraise the learner-centred practices and notions associated with it
Unit IV		acquaint with the skills of keeping records and assigning stream based on the attitudes, aptitudes and interests of Learners.

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ASSIGNMENT	
	YEAR: 2025
	Semester: I 2025

Name of the Faculty : Mr. Ajay Kumar
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Practical Assignments :

- Q1. What are the key components of the curricular framework introduced by the NEP2020 for school education?
- Q2. How does NEP2020 aim to integrate vocational education into the school curriculum?
- Q3. In what ways does the NEP2020 propose to reduce the curriculum load for students?
- Q4. How does the NEP2020 emphasize the importance of multilingual education and what implication does this have for curriculum design?
- Q5. What measures does the NEP2020 suggest for ensuring that the curriculum is inclusive and cater to diverse learners?
- Q6. How are the foundational literacy and numeracy skills integrated into the curriculum under the Nep2020 framework?
- Q7. What pedagogical practice does the NEP2020 promote to enhance critical thinking and problem-solving skills among students?
- Q8. How does NEP2020 propose to incorporate technology into teaching methodologies and what impact might this have on learning outcomes?
- Q9. What role does continuous and comprehensive evaluation play in the pedagogical approach recommended by the NEP2020?
- Q10. How does the NEP2020 suggest addressing the needs of children with special needs within the pedagogical framework?
- Q11. In what ways does NEP2020 encourage experiential learning and how can teachers efficiently implement this in their classroom?
- Q12. How are teachers training and professional development aligned with the pedagogical changes proposed by the NEP2020?
- Q13. What challenges might school face in implementing the curricular and pedagogical changes outlined in the NEP2020?
- Q14. How does the NEP propose to involve various stakeholders (teachers, community, Parents) in the educational process?
- Q15. What support mechanisms are recommended by the NEP2020 to facilitate the transition to its suggested curricular and pedagogical structures?



Mr. Ajay Kumar
Assistant Professor

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QUESTION PAPER	
Name: Enrolment No: Section:	

Class Test (Oct, 2025)

Course code/ Course Name: **BED 107/ Understanding Disciplines and Subjects**
Semester: **I (2025-26)**
Max. Marks: **30**

Programme: **B.Ed.**
Time: **90 min.**

Instructions: All Sections are compulsory to attempt. Internal choice has been indicated.

Part/Section A (4 X 5=20 Marks)

Q1. Explain the nature of Discipline. अनुशासन की प्रकृति स्पष्ट करें।

[5]

Q2. Describe the methods and strategies of teaching of Science or Social science.

विज्ञान या सामाजिक विज्ञान शिक्षण की विधियों और रणनीतियों का वर्णन कीजिए।

[5]

Q3. Discuss the Scholastic considerations of formation of school subjects.

विद्यालयी विषयों के गठन के शैक्षिक विचारों पर चर्चा कीजिए।

[5]

Q4. What are Concepts? Explain the process of concept formation or making of concepts with suitable example. संकल्पना क्या है? संकल्पना निर्माण या संकल्पना निर्माण की प्रक्रिया को उपयुक्त उदाहरण के साथ स्पष्ट कीजिए।

[5]

Q5. Discuss Inter-relationships between language and either Social science or science. भाषा और सामाजिक विज्ञान या विज्ञान के बीच अंतर- संबंधों पर चर्चा करें।

[5]

Q6. Differentiate between Academic Disciplines and School Subjects. (Any five) शैक्षणिक अनुशासन और विद्यालयी विषयों के बीच अंतर स्पष्ट करें। (कोई पांच)

[5]

Part/Section B (1 X 10=10 Marks)

Attempt any One Question (Answer in about 700-1000 Words)

किसी एक प्रश्न का उत्तर दें (उत्तर लगभग 700-1000 शब्दों में दें)

Q7. Discuss the concept of curriculum. Also explain any 8 principles of curriculum. Support your answer with relevant examples.

पाठ्यचर्या की संकल्पना पर चर्चा करें। पाठ्यचर्या के किन्हीं 8 सिद्धांतों की भी व्याख्या करें। प्रासंगिक उदाहरणों द्वारा अपने उत्तर की पुष्टि कीजिये।

[10]

OR

Q8. Discuss the meaning and characteristics of school subject. Also Discuss the need and Importance of studying school subject. Support your answer with relevant examples.

विद्यालयी विषयों के अर्थ और विशेषताओं पर चर्चा करें। विद्यालयी विषयों के अध्ययन की आवश्यकता और महत्व पर भी चर्चा करें। प्रासंगिक उदाहरणों द्वारा अपने उत्तर की पुष्टि कीजिये।

[10]

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EVALUATION	YEAR: 2025
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Modes of Evaluation: Viva/ Presentations/Discussions/Class test/Home Assignment/Mid Semester Exam/End Term Exam.

Evaluation Scheme

Components	Presentation	Viva	Assignment	Mid Examination	Term Examination	End Semester Examination
Weightage (%)	-	5	10	15		60

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		YEAR: 2025 -2026
		Semester: I ,2025

1. Name of the Faculty	Mr. Ajay Kumar		
2. Course	Understanding Disciplines and Subjects	Course Code	BED107
3. Programme	B.Ed.		
4. Attainment of Course Outcomes:			
	Understand the concept and meaning of Disciplines and Subjects.		
	Explain the meaning of concept formation and the formation of misconception in child and adults		
	Critically appraise the learner-centred practices and notions associated with it		
	Acquaint with the skills of keeping records and assigning stream based on the attitudes, aptitudes and interests of Learners.		

Course Outcome	Target	Actual Performance	Target Met/ Not met	Remarks	Alternate plan of Action
CO 1					
CO 2					
CO 3					
CO 4					

Signature of Principal 
Date:

Signature of Faculty 
Date: