ASSIGNMENT

Distinction and Relationship between Academic discipline and school subject

STUDENT TEACHER NAME : KEISHAM BIDYAPATI DEVI
DEPARTMENT & YEAR : BIOLOGICAL SCIENCE - 1 YEAR
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ASSIGNMENT FOR
"DISTINCTION AND RELATIONSHIP BETWEEN ACADEMIC DISCIPLINE AND SCHOOL SUBJECT"

1.1 INTRODUCTION

Education is in a process of continuous changes. The modern trends favour for emerging of academic disciplines and allied school subjects. The necessity of teachers with proficiency in academic disciplines and professionalism in school subjects are accounted as essential quality of prospective teachers. Teacher education sector seriously focusing on the necessity of emerging academic disciplines. Some sort of new disciplines like ‘curriculum development’, ‘technology of education’; educational sociology and etc are emerged as new disciplines.

Hence, it is relevant to have a clear understanding on the academic discipline and its various factors by teachers and prospective teachers. The accumulated data, information, knowledge, and wisdom of the human race are broken into a large number of disciplines. Usually a discipline represents a particular branch of knowledge. Discipline and Subject are two words that relate to fields of knowledge between which a key difference can be seen.

1.2. OBJECTIVES

1. understands the disciplinary streams and subjects;
2. Notice the links between disciplines and school subjects
3. Examines the school curriculum stages in terms of the underlying structure of knowledge;
4. Understands the distinction between academic discipline and school subject

1.2.1 Definition of Discipline

Discipline refers to a branch of academic study and socially acknowledged name (that for example can be found in a library classification system). A discipline is inscribed in, and upheld by, the national and international networks of research, University departments, research Institutes and Scientific Journals that Produces, Certifies, Rewards, and Upholds that which he calls the discipline’s capital. And a discipline is characterized by a particular, unique academic and social style. The disciplines themselves are broken into sub disciplines and sub disciplines. This is a convenient way to organize a library, a school program, or a higher education institution.

1.2.2 Meaning of Discipline

The meaning of discipline refers to a branch of academic study. For example, psychology, sociology, anthropology, mathematics and philosophy are all disciplines. These can mostly be seen in higher educational institutions such as universities. This, however, does not denote that disciplines cannot be seen in other educational settings such as schools. For example, mathematics is a school subject that is also a discipline that is found in higher educational institutions.
1.2.3 Definition of Subject

Subject is
1. one that is placed under authority or control.
2. that of which a quality, attribute, or relation may be affirmed or in which it may inhere a department of knowledge or learning.

A subject is someone or something that is under the control of another.

1.2.4 Meaning of the Subject

Subject refers to a branch of knowledge studied or taught. Subject means something or someone that is a topic of a discussion, writing, art piece or area of study. Subjects are the parts into which learning can be divided. At school, each lesson usually covers one subject only.

Some of the most common subjects at school are English, History, Mathematics, Physical Education, Religion, Music, Art, Dancing, Health, etc. Science Subject refers to a branch of knowledge studied or taught. These subjects are also branches of knowledge but are often adjusted to accommodate the goals of education. When speaking of subjects attention paid to research is rather minimal.

1.2.5 Academic Discipline

The term academic discipline originates from the Latin words ‘discipulus’ which means ‘pupil’ and ‘disciplina’ which means ‘teaching’. Related to it, there is also the word ‘disciple’ as it is in the ‘disciple of Lord Budha’. The lexicon will give a whole range of quite different meaning of the term; from training to submission to an authority or to the control and self control of behavior. The term discipline as a verb means training someone to follow a rigorous set of instructions and also imposing and enforcing obedience.

The distinction between the academic discipline and the school subject. These two concepts are analyzed as they figure in the construction of curriculum by:

1. examining a range of possibilities regarding the relationship between the academic discipline and its related school subject(s); and
2. interpreting the meaning of each, using the various possible relationships as the context for meaning.

1.3 Distinction between School Subjects and Academic Discipline

<table>
<thead>
<tr>
<th>Basis of Difference</th>
<th>School Subjects</th>
<th>Academic Disciplines</th>
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<tbody>
<tr>
<td>Aims of Education</td>
<td>Development of basic skills and awareness. Development of a social citizen.</td>
<td>Development of specialised Knowledge and Skills. Development of Scholars, Researchers, Academics, Specialists, etc.,</td>
</tr>
<tr>
<td>Nature of content</td>
<td>Simple ideas and information’s.</td>
<td>Complex theories of Educators.</td>
</tr>
<tr>
<td>Curriculum Construction</td>
<td>Considering needs, wants of learners. Includes learner centred teaching methods.</td>
<td>Contents are arranged for the development of different specialised skills at complex and wider levels.</td>
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### Development of Skills

<table>
<thead>
<tr>
<th>Development of Skills</th>
<th>Gives importance for the development of basic skills, such as reading, writing and arithmetic.</th>
<th>Gives importance for the development of specialised skills, mainly professional and vocational skills.</th>
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<tbody>
<tr>
<td>Area of Operation</td>
<td>Limited to Schools.</td>
<td>For University and other Higher Education.</td>
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<tr>
<td>Developmental Phases</td>
<td>School subjects come first in the development of a person.</td>
<td>Academic disciplines comes later in one's learning journey from school to University</td>
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#### 1.4 Importance of Knowledge of Discipline and Subject

1.4.1 *Disciplines* can be characterized as having:

1. a defined approach (shared methods and research questions)
2. a label that is different from the subject of study/research
3. a history as a human practice
4. an associated profession
5. Disciplines are taught in higher educational institutions such as universities.
6. Examples include: Medicine and Dentistry; Linguistics; Physics, Astronomy and Astrophysics

1.4.2. *Subjects*, on the other hand, are characterized by:

2. being concepts independent of how they’ve been studied
3. being studied by multiple disciplines
4. having little or no overlap with adjacent subjects (i.e. are defined in contra-distinction)

#### 1.5 Definition for Academic Discipline

According to Zongyi Deng “an academic discipline is a field or branch of learning affiliated with an academic department within a university, formulated for the advancement of research and scholarship and the professional training of researchers, academics, and specialists.

Teachers need to have three kinds of subject matter knowledge: content knowledge, pedagogical content knowledge, and curricular knowledge. Content knowledge includes knowledge of the substance and structure of the academic discipline.

Pedagogical content knowledge involves an understanding of pedagogical representations and instructional strategies, and of students’ pre-conceptions with respect to particular curriculum topics at particular grade levels.

By means of this knowledge, the teacher transforms his or her disciplinary content into “forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by students”. Curricular knowledge involves an understanding of the curriculum and the instructional materials available for teaching a subject at various grade levels, which can be an aid to the transformation process.
1.6 Need and Importance of Studying School Subjects

a) To develop basic skills like reading, writing, and arithmetic.
b) To enhance students’ understanding of themselves, their society, their nation, the human world and the physical environment.
c) To enable students to develop multiple perspectives on contemporary issues in different contexts (e.g., cultural, social, economic, political, and technological contexts).
d) To help students become independent thinkers so that they can construct knowledge appropriate to changing personal and social circumstances.
e) To develop in students a range of skills for lifelong learning, including critical thinking skills, creativity, problem-solving skills, communication skills, and information technology skills.
f) To help students appreciate and respect diversity in cultures and views in a pluralistic society and handle conflicting values.
g) To help students develop positive values and attitude towards life, so that they can become informed and responsible citizens of society, the country and the world.
h) They contribute to the pursuit of self-actualization, personal growth, and individual freedom.

1.7 Relationship between School Subjects and Academic Discipline

School subjects can have different and variable relationships to academic disciplines, depending on their aims, contents, and developmental phases. School subjects are derived from and organized according to the “structure” of academic disciplines. They constitute a faithful and valid introduction to the academic disciplines. While students are dealing with relatively simple ideas and methods in school subjects, they study the same ideas and methods known by experts in the academic disciplines. So school subjects are the connecting links to academic disciplines. Academic disciplines are of complex nature, and they are the continuation of school subjects.

School subjects are basis for the development of basic information that will turns the learners into specialists in academic disciplines. A school subject results from the transformation of an Academic Discipline. School subjects comes first and academic disciplines later in one’s learning journey from school to university. An academic discipline provides the endpoint for the formation of a school subject and the school subject furnishes the avenue for getting to know the academic discipline

2.0 CONCLUSIONS

We find that, the term ‘discipline’ has become of trivial and historical importance. All the fields of knowledge are suffering from continuous fragmentation and specialization. Almost all the disciplines have crossed their boundaries and expanded their territories resulting in new fields of knowledge which are applied, professional and Interdisciplinary / multidisciplinary in nature. A disciplines-based curriculum facilitates this with its focus on critical thinking, precision in relation to the key elements of the disciplines and expected student engagement.