

	<ul style="list-style-type: none"> <li>● Develop among the teacher trainees an understanding of language as a discipline.</li> <li>● Develop among the teacher trainees an understanding of social science as a discipline.</li> </ul>	
<b>COURSE CONTENT/SYLLABUS</b>		
<b>Unit-I</b>	<b>Discipline and Subject:</b> <ul style="list-style-type: none"> <li>● Education as Inter-disciplinary Field of Study</li> <li>● Nature and Characteristics of a Discipline</li> <li>● Emergence of Various Disciplines from Education</li> <li>● Merger of Various Disciplines into Education</li> <li>● Interrelation and Interdependence amongst Various School Subjects</li> </ul>	6 hrs.
<b>Unit-II</b>	<b>Science as a Subject and Discipline:</b> <ul style="list-style-type: none"> <li>● Nature and history of science</li> <li>● Place of Science in School Curriculum</li> <li>● Science in day-to-day life</li> <li>● Relation of Science with other school subjects</li> </ul>	6 hrs.
<b>Unit-III</b>	<b>Language as a Subject and Discipline:</b> <ul style="list-style-type: none"> <li>● Centrality of language in education</li> <li>● Role of language in children's intellectual development and learning</li> <li>● Language in the school curriculum; aims issues and debates</li> <li>● Policy issues and language at school</li> <li>● Language as a Medium of Communication</li> <li>● Phases of Language Development</li> </ul>	6 hrs.
<b>Unit-IV</b>	<b>Mathematics as a Subject and Discipline:</b> <ul style="list-style-type: none"> <li>● Nature and History of Mathematics</li> <li>● Place of Mathematics in School Curriculum</li> <li>● Mathematics in Day-to-day life</li> <li>● Relationship of Mathematics with Other Subjects</li> </ul>	7 hrs.
<b>Unit-V</b>	<b>Social Science as a Subject and Discipline:</b> <ul style="list-style-type: none"> <li>● Nature and Philosophy of Social Science</li> <li>● Social Science as an Area of Study</li> <li>● Need of Studying Social Science through Interdisciplinary Perspectives</li> <li>● Place and Relevance of Social Science in School Curriculum</li> </ul>	7 hrs.

<b>Engagement with the Field/ Practicum</b>	<b>Any two of the following activities on the content areas of the respective discipline :-</b> i. Individual Seminar Presentation ii. Group Presentation iii. Assignment Submission	
<b>Mode of Transaction</b>	Group discussion, lecture-cum-discussion, pair and share, group work, panel discussion, symposium, assignments, field visits and sharing of experiences In pedagogy of school subjects, illustrations on content based methodology may be provided	64 hrs.
<b>: Bengali Version :</b>		<b>: English Version :</b>
<b>Course-V (1.1.5)</b>		<b>Course-V (1.1.5)</b>
বিষয়বস্তুর ধারণা ও সম্পর্ক অধ্যাপক (ড.) দুলাল মুখোপাধ্যায় ড. উদয়শঙ্কর কবিরাজ		<b>Understanding Discipline and Subjects</b> Dr. Khagendranath Chattopadhyay Dr. Papiya Upadhyay

Course EPC-1 (1.1EPC1)	Reading and Reflecting on Texts	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
<b>Objectives</b>					
<b>The student teachers will be able to :-</b> <ul style="list-style-type: none"> <li>● Know the meaning, process, importance and characteristics of reading.</li> <li>● Appreciate and apply different levels, types, techniques and methods of reading.</li> <li>● Acquaint with the skills of reading different types of texts.</li> <li>● Develop different types of reading skills through various activities and met cognition</li> <li>● Learn the skills of reading comprehension and to enhance vocabulary.</li> <li>● Acquaint with the problems of reading across curriculum</li> </ul>					
<b>COURSE CONTENT/SYLLABUS</b>					
<b>Unit-I</b>	<b>Introduction to Reading :</b>				3 hrs.
	<ul style="list-style-type: none"> <li>● Reading- Meaning and Process</li> <li>● Importance of Reading across Curriculum</li> <li>● Characteristics of Reading</li> </ul>				