

Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IIA: P.2.16A: Sociology

(Semester: I)

Credit 2 (50 Marks)

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course attempts to equip the student-teachers to understand the nature and scope of the subject of sociology and delve deeper in the concepts, terms and processes in the field of sociology. It engages the student-teachers to understand the significance of methodology in sociology. The course enables the students-teachers to reflect on how sociology is taught at school level and how pedagogy plays a significant role in building a sociological perspective among school learners.

Learning Outcomes

After completion of the course, student will be able to:

1. Understand the nature and scope of Sociology as a discipline.
2. Analyse a social reality from 'sociological lens'
3. Develop capacity to reflect on teaching of sociology as a school subject.
4. Understand the relevance of language, social customs, myths, folk lore, music as relevant sources of data to study social institutions, relationships, division of labour and power dynamics in Indian society.

Number of Units: 2

Weeks 15 = 30 hours

Unit 1: Basic Concepts

(8 weeks = 16 hours)

- Nature and scope of sociology
- Emergence of sociology as an independent discipline, relationship of sociology with other disciplines
- Development of discipline of Sociology in India
- Sociological perspective, Sociological Imagination and its use to critically explore and question familiar social reality
- Social construction of reality
- Critical enquiry of the popular perception that sociology is a non-utility subject; objectives of teaching sociology as a school subject; teaching to develop capacity for critical analysis rather than teaching definitions and concepts

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Unit 2: Understanding Indian Society

(7 weeks = 14 hours)

- Use of locally relevant content in the teaching-learning process
- Resources of data to develop a sociological understanding of Indian society: Census, National Sample Surveys, National Crime Records Bureau, UNICEF and UNESCO Reports, health and education related data, and so on
- Analysis of language, social customs, myths, folk lore, music and popular music as a source of data to study social institutions, relationships and division of labour and power in Indian society.
- Family, kinship, caste; tribe; religion; language; social change; customs, rituals, beliefs; modernity and modernization; role of education;

Practicum/ Suggested Projects / Assignments (Any Two)

Student-teachers will undertake any one project based on a question or idea emerging from their engagements with different units in the syllabus. While doing project all the aspects of research will be employed for conceptualizing the problem, research design, data collection, and data analysis. They can do such a project either individually or jointly with other students. Project reports can be used as basis for internal assessment, in addition to tests and/or book reviews and other assignments.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Durkheim, Émile. 1960 [1893]. *The Division of Labor in Society*. Translated by George Simpson. New York: Free Press.
- Durkheim, Émile. 1982 [1895]. *The Rules of the Sociological Method*. Translated by W. D. Halls. New York: Free Press.
- Berger, P. L., and T. Luckmann. 1966. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Garden City, NY: Anchor Books.
- Mills, C. Wright (2000). *The Sociological Imagination* (40th anniversary ed.). Oxford: Oxford University Press. ISBN 978-0-19-513373-8
- Immanuel, Wallerstein. (1997). Eurocentrism and its Avatars: The Dilemmas of Social Science. *Sociological bulletin*, 46(1):21-39. doi: 10.1177/0038022919970102
- NCERT (2006). National Focus Group Paper: Position paper on gender issues on education. Delhi: NCERT.
- Batra, Poonam & Nawani, Disha. (2010). *Social Science Texts: A Pedagogic Perspective*. 10.4135/9788132107927.n6.

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- Batra, P. (2010). Introduction. In P. Batra (Ed.), *Social Science Learning in Schools: Perspective and Challenges* (pp. 3-41). New Delhi: Sage Publications.
- Bickmore, K. (2002). Teacher development for conflict participation: Facilitating learning for 'difficult citizenship' education. In J.Arthur & I.Davies (Eds.) *Citizenship Education*, (Vol 3, pp 56-73). Sage publications.
- National Curriculum Framework 2005, NCERT.
- NCERT. (2006). *Position Paper: National Focus Group on Teaching of Social Sciences*, New Delhi.
- Pryor, C.R. & Pryor, B.W. (2005). Preservice Teachers' Attitudes and Beliefs about Democratic Classroom Practice: Influences on Intentions for Pedagogical Integration *Current Issues in Education* [On-line], 8(6). Retrieved February 12, 2009, from <http://cie.ed.asu.edu/volume8/number6/>.
- Burawoy, Michael (2001). "Open the Social Sciences: To whom and for what?", *Portuguese Journal of Social Science*, 6(3). Retrieved from http://burawoy.berkeley.edu/~m_burawo/c01hr/s20social%20sciences.pdf
- Chaudhuri, Maitrayee. (2002). Indian Journal of Gender Studies Learning through Teaching the 'Sociology of Gender' Learning through Teaching the 'Sociology of Gender'. *Indian Journal of Gender Studies*.
- Kumar, Vivek. (2006). A perspective from below: Viewing Social Sciences from a Dalit perspective. XI. 35-36.
- Kumar, Vivek. (2024). **कमज़ोर वर्गों का समाजशास्त्र : दलित, जनजाति समाज एवं महिलाएं.**
- Kumar, Vivek. (2022). How Egalitarian is Indian Sociology?. 10.1007/978-981-19-3128-4_4.


Teaching Learning Process

The course will be built on reflections on readings through interactive pedagogic methods such as dialogues, discussion, debates, critical media analysis, and collaborative learning tasks.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Keywords: Pedagogy, Sociology, Indian Society


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