

Bachelor of Education (B.Ed.)

**Title of the Course: P.2.16 B: Sociology
(Semester II)**

**Credit 2 (50 Marks)
MM: 50 (External: 35 Internal: 15)
Contact Week 15**

Introduction of the Course

This course attempts to prepare students in teaching sociology for school experience programme. It engages the student-teachers to understand the significance of lesson planning as well as assessment as integral to the teaching-learning of sociology.

Learning outcomes of the Course

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

1. Analyse sociology syllabus and school textbooks.
2. Understand the need of lesson plans and ways to conceptualise it.
3. Develop capacity to create problem-posing, critical pedagogy while developing lesson plans.
4. Conceptualising various approaches and creating different ways to assess the teaching-learning of sociology.

Number of Units: 3

Weeks 15 = 30 hours

Unit 1: Curriculum and Textbooks of Sociology

(5 weeks = 10 hours)

- Analysis of the sociology syllabus and textbooks developed under NCF-2005 for Grades XI and XII; critical analysis of the topics, presented with a sociological perspective, in upper-primary level social science textbooks
- Role of textbooks for pedagogic challenges (problem-posing education): contextualization; nature of questions; types of data utilized for grasping social reality, use of patterns in understanding society, engaging with the conflict in a sociology classroom.

Unit 2: Lesson Planning, classroom processes and reflection

(5 weeks = 10 hours)

- Role of planning for teaching sociology
- Developing resource materials for sociology classrooms
- Understanding the need and context of the learners while planning the lesson
- What is a poor lesson plan and what is an effective lesson plan?
- Need of teacher's diary and everyday reflection and journaling of sociology classroom, teacher as a researcher.


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Unit 3: Assessment and Evaluation

(5 weeks = 10 hours)

- Role of assessment in expanding student's learning in sociology
- Interest in social phenomenon
- Capacity for objective analysis
- Grasp of theory; ability to apply concepts for making sense of everyday social reality and situations
- Capacity to relate sociological insights with other social sciences.

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. Students would be required to prepare lesson plans using NCERT textbooks. Classroom observation of a sociology classroom/ Textbook analysis will also be undertaken by the student-teachers.

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

Essential/ Recommended Readings

- Richard J. Gelles "Teaching Sociology" on *Teaching Sociology* *Teaching Sociology* Vol. 8, No. 1 (Oct., 1980), pp. 3-20
- Paul J. Baker Does the Sociology of Teaching Inform "Teaching Sociology"? *Teaching Sociology* Vol. 12, No. 3, Sex and Gender (Apr., 1985), pp. 361-375
- Vol. 36, No. 1, Lessons Learned at the 2007 ASA Annual Meetings: Insights from the Teaching-Related Workshops (Jan., 2008), pp. 26-33 (8 pages)
- Special Issue of *Teaching Sociology* on Teaching and Learning a Humanistic Sociology. (2021). *Teaching Sociology*, 49(4), 432-433. <https://www.jstor.org/stable/27094967>
- Maria Paino, Chastity Blankenship, Liz Grauerholz and Jeffrey Chin. The Scholarship of Teaching and Learning in Teaching Sociology: 1973-2009 *Teaching Sociology* Vol. 40, No. 2 (APRIL 2012), pp. 93-106
- Blue, J. T. (1955) "Conceptual errors common in the teaching of sociology." *SOCIAL FORCES* 33 (March): 286-289.
- Hughes, E. C. (1970) "Teaching as fieldwork." *AMERICAN SOCIOLOGIST* 5 (February): 13-18.
- Mills, C. W. (1961) *THE SOCIOLOGICAL IMAGINATION*. New York: Grove Press.
- Clark, S. G. (1974) "An innovation for introductory sociology: Personalized System of Instruction." *TEACHING SOCIOLOGY* 1 (April): 131-142.

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- Howard, J. R., Novak, K. B., Cline, K. M. C., & Scott, M. B. (2014). Another Nibble at the Core: Student Learning in a Thematically-Focused Introductory Sociology Course. *Teaching Sociology*, 42(3), 177-186. <https://doi.org/10.1177/00920555X14527422>
- DeCesare, M. (2005). The High School Sociology Teacher. *Teaching Sociology*, 33(4), 345-354. <https://doi.org/10.1177/00920555X0503300401>
- Cameron Jeanne, Walsh Phillip, Stavenhagen-Helgren Tina, Kobritz Barbara. 2002. "Assessment as Critical Praxis: A Community College Experience." *Teaching Sociology* 30(4):414-29.
- Sarohe, Seema. (2018). The role of teacher education programmes. *Economic and Political Weekly*. 53. 27-32.
- Kincheloe, J. L. (2001). *Getting Beyond the Facts: Teaching Social Studies/Social Sciences, in the Twenty-First Century*. New York: Peter Lang Publishing. Kumar, K. (2002). *Planned Lessons and Other Problems of Teacher Training in Reflections on Lesson Planning*, IASE, Department of Education, University of Delhi. (unpublished paper).


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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