

Report on Pedagogy Workshop Series of Sociology Department

The Department of Sociology organised a Pedagogy Workshop for its faculty members on 12 August 2024 in the Committee Room.

The resource person for the first session was Mr. Ravindra Karnena, Assistant Professor, Department of Sociology, Lady Shri Ram College for Women, for the paper 'Sociology of the Body'. The expert started by highlighting the significance of the way in which the paper needs to be seen. As this is the first time colleges are offering this paper, the focus and discussion should begin with why the 'body' is so significant, and when in Sociology the need to understand the 'body' emerged. There is also a need to understand how sociologists have developed various theories, concepts and given ethnographic examples to understand the techniques of body, plurality of cultures and how social forces have emerged to define body. It is important to make students understand that this paper should not be seen in isolation but as very closely related to other papers to be done by them. Students should also be encouraged to do lot of presentations so that they can engage in debates related to the Sociology of Body. Also it is important to focus on the broad contours of discourse on the body in South Asian societies and to engage in evaluation of the emerging issues surrounding the body.

The session on the pedagogy for Sociological Thinkers-II (III Year/VI Semester) was conducted by Dr. Urna Dutta Sarkar, Associate Professor, Kamla Nehru College. Dr. Sarkar felt that it was challenging to prepare students to decode dense and abstract theoretical texts authored by the sociological thinkers and suggested that we teach theory like a form of cartography i.e. by visuospatial representations of dense written works. Such visuals also have a better retentive capacity. Students can be encouraged to develop mind maps of various concepts. Diagrammatic presentation of theory, structures and concepts can be a useful method for summarizing full-scale theories.

Other visual aids that could be adopted include videos and relevant films. Some such films can help the students understand the context of theory building. Comparing the Thinkers on the basis of the concepts introduced by them can also prove to be an effective pedagogic method.

The session on the paper Sociology and Social Policy was conducted by Dr. Saswati Bhattacharya, Assistant Professor, Lady Sri Ram College for Women. The session began with Dr. Bhattacharya pointing out that a good way to introduce the course is to start by orienting the students with its relevance. Here the interdisciplinary nature, application orientation and employment prospects related to the course could be highlighted. As a background, the students can be familiarised with the differences in the context of Sociology and Social Policy and talked about the various units and sections that constitute the course syllabi.

In the session it was highlighted that the pedagogy for the course could be broadly divided into two parts:

- 1) Teaching the course as an academic subject to research and study, which would include the discussion on the study of the emergence of the discipline and its professionalisation in academia.
- 2) As a relatable subject by introducing the students to policies and their implementation in the “real world”.

This was followed by a detailed overview of section-wise teaching of the course. It was pointed out that Section 1 on ‘Conceptual and Theoretical Framework’ should be taught following a teacher-centric, lecture mode. The section could be taught by focusing on key areas as:

- a) Origins of Social Policy
- b) Nature and Scope of Social Policy as a Discipline
- c) Relationship of Social Policy with other disciplines and Sociology
- d) Contributions of Sociological Theoretical Frameworks to Social Policy
- e) Key areas and concerns of Social Policy

It was pointed out that the next two sections are on ‘The Making of Social Policy’ and may be taught using learner-centric, interactive mode. The sections 2 and 3 broadly focus on the following concerns:

Section 2- Focuses on understanding the context, value framework, social character and politics involved in the policy-making process.

Section 3- Aims at developing critical and analytical thinking on social policy by reflecting on methodological issues involved in the craft of policy-making from a sociological perspective and problematizes the dominance of technocracy and reductionist public policy perspective in the 21st century.

Following strategies were suggested to tackle with the two sections of the course:

- the use of active learning methods - use case studies, group debates.
- encourage student-centric critical thinking - by engaging learners to think about the impact the same policy may have on different communities.
- invite people from different disciplinarian backgrounds working in policy research organisations for talk/workshop to encourage how to do policy analysis.
- emphasise how the course is premised on equity and justice as the cornerstone of social policy - invite the quietest person to speak in the tutorial.

Further, it was suggested that students may be given innovative assignments as a part of their continuous assessment, which may include activities like:

- Form small groups and identify any one policy for analysis from a list of Policy Documents (National Health Policy 2017, National Education Policy 2020, National Food Security Act 2013, The National Green Tribunal Act 2010). Each group then has to read the policy document and hold group discussion to identify -Typology of the Policy and Central Agenda of the Policy.
- Quiz on any one existing Policy.
- Identify a set of concrete effects of any of the social/public policy in your life/within your family -allow de-briefing.

- Engage students with public discourse on social policies through the medium of group activity-debate. For this students could be asked to read before-hand and summarise arguments presented in newspapers (national, vernacular), audio visual media, public journals and magazines (like as EPW, Frontline, Outlook, India Today, Caravan, Yojana, Kurukshetra, Down to Earth).

Also, it was suggested that students may be given a project to write an analytical report on any one policy.



JANKI DEVI MEMORIAL COLLEGE
(University of Delhi)
DEPARTMENT OF SOCIOLOGY
(In collaboration with IQAC)
organizes
**PEDAGOGY WORKSHOP
FOR FACULTY**

**Dr. Saswati
Bhattacharya**
Assistant Professor
LSR

**Mr. Ravindra
Karnena**
Assistant Professor
LSR

**Dr. Urna Sarkar
Dutta**
Assistant Professor
KNC

**Committee
Room,
JDMC**

August 12, 2024

**10 :00 AM to
04:00 PM**

Ms. Vandana Madan
Ms. Pouriangthanliu
(Association Incharge)

Ms. Charu Kala
(Teacher Incharge)

Prof. Payal Nagpal
(IQAC Coordinator)

Prof. Swati Pal
(Principal, JDMC)



जानकी देवी मेमोरियल कॉलेज
(दिल्ली विश्वविद्यालय)
समाजशास्त्र विभाग संघ
(IQAC के प्रमुखता में)
आयोजन करता है
शिक्षाशास्त्र कार्यशाला
संकाय के लिए

डॉ. शाश्वती भट्टाचार्य
सह्यक प्रोफेसर
एलएसआर

श्री. रवीन्द्र कर्णेना
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सह्यक प्रोफेसर
के.एन.सी

समिति कक्ष,
जेडीएमसी

12 अगस्त ,2024

सुबह 10 बजे से
शाम 4 बजे तक

श्रीमती वन्दना मदन
श्रीमती पीरिआंगथानलियू
(संगठन प्रभारी)

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प्रो. पावल नागपाल
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प्रो. स्वाति पाल
(प्राचार्य)







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110060, DL, India

Lat 28.641777, Long 77.191372

08/12/2024 10:45 AM GMT+05:30

Note : Captured by GPS Map Camera

