

## DELHI PUBLIC SCHOOL, SRINAGAR

### CLASS XII SOCIOLOGY LESSON PLAN FOR OCTOBER 2015

Month of October Syllabus	Concepts content and ideas	Learning process/activities	Instructional Tools & References	Pedagogy	Learning outcomes	Assessment	Formative/ Summative Assessment-Syllabus
Classes required (16 – hours)  <b>Chapter: mass media and communications (6 classes)</b>	<b>The beginning of modern mass media</b>	Discussion points: What is mass media? What variety of forms it include? Discuss development of printing press. Discuss the growth of modern mass media in the world and in india. Discuss dialectical relationship of mass media with society. Print media and radio before independence. Activity: Imagine a world where there is no television, no cinema, no newspaper, no megazines, no internet, no mobile phones.	Board, textbook, newspaper.	In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation	Identify the occasions in your daily activities when you use media in some way or the other.	<ul style="list-style-type: none"> <li>■ Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion.</li> <li>■ Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of points.</li> </ul>	To be tested in the 2nd Unit Test and Final Term Exams.
	<b>Mass media in independent india; the approach; radio; television ;print media.</b>	Discussion points: How media was used as means to inform the people of various developmental efforts. Developmental process of radio, television and print media after independence. Activity: Find out various programmes and serials on radio and television that were popular during early decades of independence.	Board , textbook	In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation	Identify the ways through which the radio television and print media has helped india in achieving the path of development.	<ul style="list-style-type: none"> <li>Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion.</li> <li>■ Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas</li> </ul>	To be tested in the 2nd Unit Test and Final Term Exams.

<p><b>Chapter: social movements (10 classes)</b></p>	<p><b>Globalization and media: print media;television;radio</b></p>	<p>Discussion points: Discuss the changes that globalization has brought about on the print media(newspapers and megazines); electronic media( television) and on radio. Activity: Dicuss the ways work and leisure has changed with developments in communication technology and globalization.</p>	<p>Board, textbook, newspaper cuttings.</p>	<p>In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation</p>	<p>How the media through newspapers or tv or through advertisements is influencing our way of living in present world?</p>	<p>presented and logical arrangement of points.</p> <p>Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion. ■</p> <p>Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of points.</p>	<p>To be tested in the 2nd Unit Test and Final Term Exams.</p>
	<p><b>Features of social movement; distinguishing social change and social movement.</b></p>	<p>Discussion points: What is social movement? Discuss features of social movement. How is social change different from social movement? Activity: Make a list of different social movements.</p>	<p>Board, textbook.</p>	<p>in-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation</p>	<p>What different forms of protests you find in your society? Other than protests what other forms of social movement expression are seen in your society?</p>	<p>Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion.</p>	<p>To be tested in the 2nd Unit Test and Final Term Exams.</p>
	<p><b>Why the study of social movement is important for sociology; theories of social movements.</b></p>	<p>Discussion points: Study of social movements in sociology. Theory of relative deprivation;olson's the logic of collective action;</p>	<p>Board, textbook, newspapers.</p>	<p>In-text questioning Reflective Discussion Random Questioning Brain storming Concept</p>	<p>Identify any situation where people feel deprived but donot start or join a social movemen to redress their grievance.</p>	<p>Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points</p>	<p>To be tested in the 2nd Unit Test and Final Term Exams.</p>

	<p><b>Types of social movements</b></p>	<p>McCarthy and zald's resource mobilization theory. Activity: Think of any social movement and discuss whether the people joined them for their self interests or not.</p> <p>Discussion points: What are redemptive; reformatory and revolutionary social movements? Old and new social movements. Activity: Find out various social movements in Indian society and classify them in different categories.</p>	<p>Board , textbook.</p>	<p>Formation</p> <p>In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation</p>	<p>How a social movement is perceived and classified is always a matter of interpretation, why?</p>	<p>presented and confidence of the learner while participating in the discussion.</p> <p>■ Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of points.</p> <p>Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion. Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas presented and logical arrangement of points.</p>	<p>To be tested in the 2nd Unit Test and Final Term Exams.</p>
	<p><b>Ecological movements; peasant movements; workers' movements; dalit movements; backward class castes movements ;tribal movements and women's movements.</b></p>	<p>Discussion points: What is chipko movement? Discuss various peasant movements; Trade unions; dalit movements; backwards class caste movements and the upper caste response. Tibal struggle, Jharkhand and north east issues; 19<sup>th</sup> century social reform movements and early women's organizations.</p>	<p>Board, textbook, newspapers.</p>	<p>In-text questioning Reflective Discussion Random Questioning Brain storming Concept Formation</p>	<p>Identify the reasons why dalit movement can be termed as reformist as well as redemptive.</p>	<p>Learner participation in the discussion process can be assessed on the basis of the interventions of the learner clarity in the points presented and confidence of the learner while participating in the discussion. Notes prepared by the learner can be assessed on the basis of its completeness, clarity of ideas</p>	<p>To be tested in the 2nd Unit Test and Final Term Exams.</p>

		<p>Activity: To find out some instances of environmental pollution from your region and discuss; With the help newspaper cuttings collect information on the issues that trade unions are taking up .</p>				<p>presented and logical arrangement of points.</p>	
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