



SOCIAL SCIENCES

SOCIAL SCIENCES
CLASSES VI –

Introduction

The revised syllabus for the Social Sciences in Classes VI attempts to advance an on-going process of assisting children and young people to understand that a healthy engagement with the world must come as much from the way society takes shape and functions as from a proper sense of its material and physical foundations. From this, it is expected, a vision will evolve that the Social Sciences provide both essential skills of comprehension that are fundamental to any activity, and a means of self-understanding and fulfillment that can be diverting, exciting and challenging. The syllabus assumes that the knowledge apparatus of the child and the young person is itself complex – both given the wide range of materials that the visual and print media have drawn into country and urban life and the nature of the problems of everyday life. To negotiate the diversity and confusion and excitement the world throws up itself requires activity and insight that the Social Sciences can substantially provide. To have a firm and flexible perspective on India's past and the world from which, and in which, the country develops, sensitivity to crucial social problems is essential. The syllabus attempts to encourage such sensitivity and provide it with the ground on which it may deepen – stressing that attention should be paid to the means through which sensitivity and curiosity are aroused as much as the specific information that stimulates it.

The Social Sciences have been a part of the school curriculum before Class VI as part of the teaching of Environmental Studies. The revised EVS syllabus has attempted to draw the child's attention in Classes III-V to the broad span of time, space and the life in society, integrating this with the way in which she or he has come to see and understand the world around them.

In Classes VI-X, this process continues, but with a greater attention to specific themes and with an eye to the disciplines through which Social Sciences perspectives have evolved. Up to a point, the subjects that are the focus of college-level teaching – History, Geography, Political Science, and Economics – are meant to take shape in the child's imagination during these years – but only in a manner where their boundaries are open to dispute, and their disciplinary quality is understated. With such intentions, syllabus-makers have been more concerned with theme and involvement rather than information. Textbook writers will be concerned to ensure that understanding does not suffer through suffocation by obsession with detail. Equally, the themes and details that are brought before the child for attention and discussion are also meant to clarify doubts and disputes that take shape in contemporary society – through an involvement of the classroom in discussions and debates via the medium of the syllabus.

With such a focus in mind, syllabus-makers for the Upper Primary and Secondary Stages have sought to ensure that their course content overlaps at various levels, to strengthen understanding, and provide a foundation in detail from which natural curiosity and the capacity for investigation may evolve and develop. It is also anticipated that, in keeping with the spirit of the National Curriculum Framework the syllabus itself will promote project work that encourages the child to take stock of the overlap, to see a problem as existing at different and interconnected levels. Guides to this as well as specific instances will be provided in textbooks.

Throughout, India's own experiences over time, and the solutions advocated by national governments, as well as the problems they have encountered, are expected to give the child a firm sense of locality, region and nation in an interconnected and complex manner. Both the intentions that have stimulated policy, the ideals and compulsions that have guided them as well as the diversity of experience of what has taken place finds attention and enquiry in the syllabus. Equally, comparisons between India's experience and global experiences are encouraged and India's interactions with the world find attention. Social, cultural and political issues are the focus of comparison.

It is within such a framework that the deeper engagement with disciplines are expected to evolve in Classes XI and XII – allowing the young person either to prepare for higher education or a broad range of professions that require more specific skills. While anticipating some of the concerns of higher education, the syllabus of this time must and does focus on foundation rather than information – stimulating an awareness of essential categories, and a broad sense of disciplinary areas.



HISTORY: OUR PASTS

Rationale

From Class VI all students would read history as a component of Social Sciences. This component has been devised in a way that would help students develop a historical sensibility and awareness of the significance of history. The assumption has been that students need to see history not simply as a set of facts about the past – economic, social, political, and cultural – but that they have to learn to think historically. Students have to acquire a capacity to make interconnections between processes and events, between developments in one place and another, and see the link between histories of different groups and societies.

In these three years (VI) the focus would be primarily on Indian History, from the earliest times to the present. Each year one chronological span of time would be studied. The effort would be to understand some of the social, economic, political and cultural processes within them.

Objectives

- Provide a general idea of the developments within these periods of history. This can be achieved by presenting a broad overview of a theme and a detailed case study. Care will be taken to avoid an excess of detail which can burden textbooks.
- Give an idea of the way historians come to know about the past. Students would be introduced to different types of sources and encouraged to reflect on them critically. This would require that extracts from sources – inscriptions, religious texts, travel accounts, chronicles, newspapers, state documents, visual material etc. – become an integral part of textbooks. Discussions built around these sources would allow learners to develop analytical skills.
- Create a sense of historical diversity. Each theme would provide a broad over view, but would also focus on a case study of one region or a particular event. In choosing the case studies the focus would shift from one region to another, so that the diversity of historical experiences can be studied without over burdening the syllabus.
- Introduce the child to time lines and historical maps that would situate the case studies being discussed, and locate the developments of one region in relation to what was happening elsewhere.
- Encourage the students to imagine what it would be like to live in the society that was being discussed, or how a child of the time would have experienced the events being talked of.

VI

CLASS VI: OUR PASTS – I

Themes	Objectives
<p>An Introduction to History</p> <p>When, Where and How</p> <p>(a) The time frame under study.</p> <p>(b) The geographical framework.</p> <p>(c) Sources.</p> <p>The Earliest Societies</p> <p>(a) Hunting and gathering as a way of life, its implications.</p> <p>(b) Introduction to stone tools and their use.</p> <p>(c) Case study: the Deccan.</p> <p>The First Farmers and Herders</p> <p>(a) Implications of farming and herding.</p> <p>(b) Archaeological evidence for crops, animals, houses, tools, pottery, burials, etc.</p> <p>(c) Case study: the North-West, and North-East.</p> <p>The First Cities</p> <p>(a) The settlement pattern of the Harappan civilisation.</p> <p>(b) Unique architectural features.</p> <p>(c) Craft production.</p> <p>(d) The meaning of urbanism.</p> <p>(e) Case study: the North-West.</p> <p>Different Ways of Life</p> <p>(a) The Vedas and what they tell us.</p> <p>(b) A contemporary chalcolithic settlement.</p> <p>(c) Case studies: the North-West and the Deccan.</p>	<p>Explain the specific nature of the discipline.</p> <p>(a) Familiarise the learner with the major developments to be studied.</p> <p>(b) Develop an understanding of the significance of geographical terms used during the time frame.</p> <p>(c) Illustrate the sources used to reconstruct history.</p> <p>(a) Appreciate the skills and knowledge of hunter-gatherers.</p> <p>(b) Identify stone artefacts as archaeological evidence, making deductions from them.</p> <p>(a) Appreciate the diversity of early domestication.</p> <p>(b) Identify the material culture generated by people in relatively stable settlements.</p> <p>(c) Understand strategies for analyzing these.</p> <p>(a) Appreciate the distinctive life in cities.</p> <p>(b) Identify the archaeological evidence of urban centres.</p> <p>(c) Understand how this is used to reconstruct processes such as craft production.</p> <p>(a) Appreciate that different developments were taking place in different parts of the subcontinent simultaneously.</p> <p>(b) Introduce simple strategies of textual analysis.</p> <p>(c) Reinforce the skills of archaeological analysis already developed.</p>

Themes	Objectives
Early States (a) Janapadas to Mahajanapadas (b) Case study: Bihar, Magadha and the Vajji confederacy.	(a) Introduce the concept of the state and its varieties. (b) Understand the use of textual sources in this context.
New Ideas (a) Upanisads. (b) Jainism. (c) Buddhism.	(a) Outline the basic tenets of these systems of thought, and the context in which they developed and flourished. (b) Introduce excerpts from sources relating to these traditions.
The First Empire (a) The expansion of the empire. (b) Asoka (c) Administration.	(a) Introduce the concept of empire. (b) Show how inscriptions are used as sources.
Life in towns and villages (a) The second urbanisation. (b) Agricultural intensification. (c) Case study: Tamil Nadu.	(a) Demonstrate the variety of early urban centres—coastal towns, capitals, religious centres. (b) Illustrate the use of archaeological material including coins, sculpture, as well as textual sources to reconstruct social and economic histories.
Contacts with Distant lands (a) The Sangam texts and long distance exchange. Suggested regions: the Tamil region, extending to south east Asia and the west. (b) Conquerors from distant lands: north western and western India. (c) The spread of Buddhism: north India to Central Asia.	(a) Introduce the idea of different contexts of contact between distant lands, and the motivating forces (including conquest). (b) Examine the implications of journeys within the subcontinent. (c) Illustrate the use of textual and visual material for reconstructing the histories of such contacts.
Political Developments (a) Gupta empire and Harshavardhana. (b) Pallavas and Chalukyas.	(a) Introduce the idea that strategies of expansion, and their logic, differ.

Themes	Objectives
<p>Culture and Science</p> <p>(a) Literature, including the Puranas, the epics, other Sanskrit and Tamil works.</p> <p>(b) Architecture including early monasteries and temples, sculpture, painting (Ajanta);</p> <p>(c) Science.</p>	<p>(b) Explain the development of different administrative systems.</p> <p>(c) Understand how <i>prasastis</i> and <i>caritas</i> are used to reconstruct political history.</p> <p>(a) Develop a sense of appreciation of textual and visual traditions of the period.</p> <p>(b) Introduce excerpts from texts and visual material for analysis and appreciation.</p>

CLASS VI : THE EARTH - OUR HABITAT

Topics	Objectives
Planet: Earth in the solar system.	To understand the unique place of the earth in the solar system, which provides ideal condition for all forms of life, including human beings; (Periods-8)
Globe: the model of the earth, latitudes and longitudes; motions of the earth rotation and revolution.	To understand two motions of the earth and their effects; (Periods-12)
Maps: essential components of maps distance, directions and symbols.	To develop basic skills of map reading; (Periods-10)
Four realms of the earth: lithosphere, hydrosphere, atmosphere and biosphere: continents and oceans.	To understand interrelationship of the realms of the earth; (Periods-12)

Themes	Objectives
Major relief features of the earth.	To understand major landforms of the earth; (Periods-10)
India in the world: physiographic divisions of India – mountains, plateaus and plains; climate; natural vegetation and wild life; need for their conservation.	To comprehend broad physiographic divisions of India; To describe the influence of land, climate, vegetation and wildlife on human life; To appreciate the need for conserving natural vegetation and wild life. (Periods-13)
<p>Project/Activity</p> <ul style="list-style-type: none"> • Make a chart showing distance of the planets from the sun. • Draw a sketch of your school and locate the following: <ul style="list-style-type: none"> (i) the principal's room (ii) your classroom (iii) playground (iv) library • Show the major wildlife sanctuaries of your region on a political map of India. • Arrange for a trip to a wildlife sanctuary or zoo. <p>Note: Any similar activities may be taken up.</p>	

CLASS VI

DIVERSITY AND INTERDEPENDENCE

Rationale

In the first year of the new subject area, 'Social and Political Life' the themes of diversity, interdependence and conflict are to be focused on. This is done through first elucidating aspects of social diversity through a discussion of linguistic diversity as well as the diversity of art forms. In discussing these topics the idea is to celebrate diversity and interdependence while also highlighting that this can be zone for conflict. The idea of government is introduced at this grade and then elaborated upon through a discussion of the types of government at the local level, as well as different aspects of their functioning. Through focusing chapters on concrete, though narrativised,

examples of land administration in the rural context and sanitation services in the urban one, the attempt is to have the child gain an experiential understanding of the ways in which local government functions. The last chapter through its focus on how people make a living in the rural and urban context discusses issues of the diversity of livelihoods.

Objectives

The specific objectives of the course, where it is not clear from the rationale of the approach, are indicated beside the themes to be taught in the course.

Themes	Objectives
<p>UNIT 1: Diversity</p> <p>In this unit we focus on various aspects of diversity. The first section begins by having the child recognise diversity as a fact of being human and understanding diversity as different ways of doing the same thing. The second section builds on this by having the child interrogate societal prejudices against diversity, recognising that the self can be made up of multiple identities and that the Constitution compels us to respect diversity.</p> <p>Section 1</p> <ul style="list-style-type: none"> • Diversity as a fact of being human. • What diversity adds to our lives. • Diversity in India. <p>Section 2</p> <ul style="list-style-type: none"> • Prejudice and discrimination. • Inequality and discrimination. • Recognition of multiple identities in oneself. • The Constitution and respect for diversity. <p>UNIT 2: Government</p> <p>This unit introduces the student to the idea of government. The first section focuses on the need for it, the history of adult franchise, the various types of governments that exist at present. The second section discusses the key elements that influence the functioning of democratic government.</p>	<p>To enable students to:</p> <ul style="list-style-type: none"> • understand and appreciate various forms of diversity in their everyday environments, • develop a sensitivity towards pluralism and interdependence, • understand how prejudice can lead to discrimination, • understand the difference between diversity and inequality, • recognise that there are multiple identities within ourselves that we use in different contexts and that these can come into conflict with each other, • understand that the Constitution compels us to respect diversity. <p>To enable students to:</p> <ul style="list-style-type: none"> • gain a sense of why government is required, • recognise the need for universal adult franchise, • appreciate need to make decisions with collective sanction, • understand key elements that influence the functioning of democracy.

Themes	Objectives
<p>Section 1</p> <ul style="list-style-type: none"> • The need for government. • Decision-making and participation. • The quest for universal adult franchise through examples of the sufferagate movement and the anti-apartheid struggle. • Various forms of government and absence of collective sanction. <p>Section 2</p> <p>Key elements that influence the functioning of democratic government:</p> <ul style="list-style-type: none"> • Participation and accountability. • Resolution of Conflict. • Concerns for Equality and Justice. <p>UNIT 3: Local Government</p> <p>This unit familiarises the student with both rural and urban local government. It covers the <i>Panchayati Raj</i>, rural administration and urban government and administration. The effort is to have the child draw contrasts and comparisons between the ways in which urban and rural local government function.</p> <p>Section 1</p> <p>Panchayati Raj</p> <ul style="list-style-type: none"> • Description of panchayat including electoral process, decision making, implementation of decisions • Role of a gram sabha • Women and the panchayat <p>Section 2</p> <p>Urban Local Government</p> <ul style="list-style-type: none"> • Municipal corporation elections, decision making structures • The provision of water and the work of the municipal corporation • Citizens protests to get their grievances addressed 	<p>To enable children to</p> <ul style="list-style-type: none"> • understand local level of government functioning, • understand the workings of the panchayati raj and appreciate its importance, • gain a sense of who performs what role within the local administration, • understand how the various levels of administration at the local level are interconnected, • understand the intricacies involved in the local administration's provision of water.



Themes	Objectives
<p>Section 3</p> <p>Rural Administration</p> <ul style="list-style-type: none"> Focus on a land dispute and show the role of local police and <i>patwari</i>. On land records and role of <i>patwari</i>. On the new inheritance law. <p>UNIT 4: Making a Living</p> <p>This unit focuses on individuals earn a livelihood both in the rural and the urban context. The rural context focuses on various types of farmers and the urban one on various types of occupations people engage in to earn an income. The student should be able to compare and contrast the urban and the rural context.</p> <p>Section 1</p> <p>Rural Livelihoods</p> <ul style="list-style-type: none"> Various types of livelihoods prevalent in a village. Different types of farmers: middle farmer, landless labourers and large farmers. <p>Section 2</p> <p>Urban Livelihoods</p> <ul style="list-style-type: none"> Difference between primary, secondary and tertiary occupations. Descriptions of various types of livelihoods including vegetable vendor, domestic servant, garment worker and bank employee. Differences between self-employed, regular employment and wage employment. The interlinkage between rural and urban lives through a discussion of migration. 	<p>To enable students to:</p> <ul style="list-style-type: none"> understand conditions that underline and impact life strategies of various groups of people, understand that these conditions and opportunities for making a living are not equally available to all.

