



SOCIAL SCIENCE

**SOCIAL SCIENCES
CLASS VII**

Introduction

The revised syllabus for the Social Sciences in Classes VII 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 VII 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 him. In Class VII, 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 – VIII) 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.

CLASS VII: OUR PASTS – II

Themes	Objectives
Where, When and How (a) Terms used to describe the subcontinent and its regions with a map. (b) An outlining of the time frame and major developments. (c) A brief discussion on sources.	(a) Familiarise the student with the changing names of the land. (b) Discuss broad historical trends. (c) Give examples of the kinds of sources that historians use for studying this period. E.g., buildings, chronicles, paintings, coins, inscriptions, documents, music, literature.
New Kings and Kingdoms (a) An outline of political developments c. 700-1200 (b) A case study of the Cholas, including agrarian expansion in the Tamil region.	(a) Trace the patterns of political developments and military conquests – Gurjara Pratiharas, Rashtrakutas, Palas, Chahamanas, Ghaznavids. (b) Develop an understanding of the connections between political and economic processes through the exploration of one specific example. (c) Illustrate how inscriptions are used to reconstruct history.

Themes	Objectives
<p>The Sultans of Delhi</p> <ul style="list-style-type: none"> (a) An overview. (b) The significance of the court, nobility and land control. (c) A case study of the Tughlaqs. 	<ul style="list-style-type: none"> (a) Outline the development of political institutions, and relationships amongst rulers. (b) Understand strategies of military control and resource mobilisation. (c) Illustrate how travellers' accounts, court chronicles and historic buildings are used to write history.
<p>The Creation of An Empire</p> <ul style="list-style-type: none"> (a) An outline of the growth of the Mughal Empire. (b) Relations with other rulers, administration, and the court. (c) Agrarian relations. (d) A case study of Akbar. 	<ul style="list-style-type: none"> (a) Trace the political history of the 16th and 17th centuries. (b) Understand the impact of an imperial administration at the local and regional levels. (c) Illustrate how the <i>Akbarnama</i> and the <i>Ain-i-Akbari</i> are used to reconstruct history.
<p>Architecture as Power: Forts and Sacred Places</p> <ul style="list-style-type: none"> (a) Varieties of monumental architecture in different parts of the country. (b) A case study of Shah Jahan's patronage of architecture. 	<ul style="list-style-type: none"> (a) Convey a sense of the range of materials, skills and styles used to build: waterworks, places of worship, palaces and havelis, forts, gardens. (b) Understand the engineering and construction skills, artisanal organisation and resources required for building works. (c) Illustrate how contemporary documents, inscriptions, and the actual buildings can be used to reconstruct history.
<p>Towns, Traders and Craftsmen</p> <ul style="list-style-type: none"> (a) Varieties of urban centres—court towns, pilgrimage centres, ports and trading towns. (b) Case studies: Hampi, Masulipatam, Surat. 	<ul style="list-style-type: none"> (a) Trace the origins and histories of towns, many of which survive today. (b) Demonstrate the differences between founded towns and those that grow as a result of trade. (c) Illustrate how travellers' accounts, contemporary maps and official documents are used to reconstruct history.

Themes	Objectives
<p>Social Change: Mobile and settled communities</p> <p>(a) A discussion on tribes, nomads and itinerant groups.</p> <p>(b) Changes in the caste structure.</p> <p>(c) Case studies of state formation: Gonds, Ahoms.</p> <p>Popular Beliefs and Religious Debates</p> <p>(a) An overview of belief-systems, rituals, pilgrimages, and syncretic cults.</p> <p>(b) Case Study: Kabir.</p> <p>The Flowering of Regional Cultures</p> <p>(a) An overview of the regional languages, literatures, painting, music.</p> <p>(b) Case study: Bengal.</p>	<p>(a) Convey an idea of long-term social change and movements of people in the subcontinent.</p> <p>(b) Understand political developments in specific regions.</p> <p>(c) Illustrate how anthropological studies, inscriptions and chronicles are used to write history.</p> <p>(a) Indicate the major religious ideas and practices that began during this period.</p> <p>(b) Understand how Kabir challenged formal religions.</p> <p>(c) Illustrate how traditions preserved in texts and oral traditions are used to reconstruct history.</p> <p>(a) Provide a sense of the development of regional cultural forms, including 'classical' forms of dance and music.</p> <p>(b) Illustrate how texts in a regional language can be used to reconstruct history.</p>
<p>New Political Formations in the Eighteenth Century</p> <p>(a) An overview of the independent and autonomous states in the subcontinent.</p> <p>(b) Case study: Marathas</p>	<p>(a) Delineate developments related to the Sikhs, Rajputs, Marathas, later Mughals, Nawabs of Awadh and Bengal, and Nizam of Hyderabad.</p> <p>(b) Understand how the Marathas expanded their area of control.</p> <p>(c) Illustrate how travellers' accounts and state archives can be used to reconstruct history.</p>

CLASS VII : OUR ENVIRONMENT

Topics	Objectives
Environment in its totality: natural and human environment.	To understand the environment in its totality including various components both natural and human; (Periods-6)
Natural Environment: land – interior of the earth, rocks and minerals; earth movements and major land forms. (One case study related with earthquake to be introduced)	To explain the components of natural environment; To appreciate the interdependence of these components and their importance in our life; To appreciate and develop sensitivity towards environments; (Periods-12)

Themes	Objectives
Air – composition, structure of the atmosphere, elements of weather and climate – temperature, pressure, moisture and wind. (One case study related with cyclones to be introduced)	To understand about atmosphere and its elements; (Periods-10)
Water – fresh and saline, distribution of major water bodies, ocean waters and their circulation. (One case study related with tsunami to be introduced)	To know about distribution of water on the earth; (Periods-10)
Natural vegetation and wild life.	To find out the nature of diverse flora and fauna. (Periods-5)
Human Environment: settlement, transport and communication.	To explain the relationship between natural environment and human habitation; To appreciate the need of transport and communication for development of the community; To be familiar with the new developments making today's world a global society; (Periods-7)
Human – Environment Interaction: Case Studies – life in desert regions – Sahara and Ladakh; life in tropical and sub-tropical regions – Amazon and Ganga-Brahmaputra; life in temperate regions – Prairies and Veldt.	To understand the complex inter relationship of human and natural environment; To compare life in one's own surrounding with life of other environmental settings; To appreciate the cultural differences existing in the world which is an outcome of interaction, between human beings and their environment; (Periods-15)
<p>Project/Activity</p> <ul style="list-style-type: none"> Collect stories / find out about changes that took place in their areas (identify how things/ surroundings change overnight and why). Discuss the topic “How weather forecast helps us” in your class after assigning the role of a farmer, a hawker, a pilot of an aeroplane, a captain of ship, a fisherman and an engineer of a river dam to different students. Write observations about local area house types, settlements, transport, communication and vegetation. <p>Note: Any similar activities may be taken up.</p>	

DEMOCRACY AND EQUALITY

Rationale

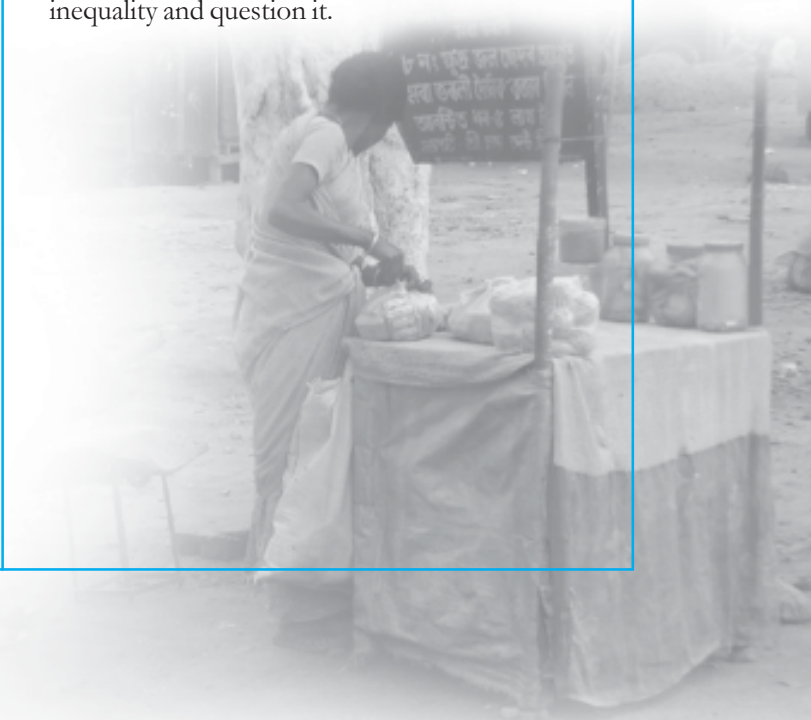
Democracy and Equality are the key ideas to be engaged with this year. The effort is to introduce the learner to certain core concepts, such as equality, dignity, rule of law etc that influence Democracy as a political system. The role of the Constitution as a document that provides the guiding framework to function in a democratic manner is emphasised. This section deals with making the link between democracy and how it manifests itself in institutional systems in a concrete and live manner through case studies and real experiences. The objective is not to represent democracy as a fixed idea or system, but one that is changing and evolving. The learner is introduced to a wide range of institutions- the government, the bureaucracy and civil society organizations like the Media so that she can develop a broad understanding of the relationship between the State and Citizens.

Equality as a value is explored in some detail, where its relationship with democracy is highlighted and the challenges or questions it raises on inequities and hierarchies that exist at present in society is also discussed. An analysis of everyday experiences in the domain of gender enable the learner to understand how these are related to the creation of differences that are discriminatory in nature.

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: Democracy</p> <p>This unit will focus on the historical as well as the key elements that structure a democracy. The structures in place to make people's representation a reality will be discussed with reference to its actual functioning.</p> <p>Section 1</p> <p>Why Democracy</p> <p>Two main thrusts</p> <ul style="list-style-type: none"> Historical <p>What were some of the key junctures and transformations in the emergence of democracy in modern societies.</p>	<p>To enable students to:</p> <ul style="list-style-type: none"> develop an understanding of the rule of Law and our involvement with the law, understand the Constitution as the primary source of all laws, develop the ability to distinguish between different systems of power, understand the importance of the idea of equality and dignity in democracy, develop links between the values/ideas of democracy and the institutional forms and processes associated with it,

Themes	Objectives
<p>UNIT 3: Understanding Media</p> <p>In this unit the various aspects of the role of a media in a democracy will be highlighted. This unit will also include a discussion on advertising as well as on the right to information bill.</p> <p>Section 1: Media and Democracy</p> <p>Media's role in providing the following:</p> <ul style="list-style-type: none"> • providing information, • providing forum for discussion/debate creating public opinion. <p>Media ethics and accountability.</p> <p>Relationship between Government and Information</p> <p>A case-study of the popular struggle that brought about the enactment of this legislation.</p> <p>Section 2: On Advertising</p> <ul style="list-style-type: none"> • Commercial Advertising and consumerism, • Social advertising. <p>UNIT 4: Unpacking Gender</p> <p>This unit is to understand the role gender plays in ordering our social and economic lives.</p> <p>Section 1: Social Aspects</p> <p>Norms, values that determine roles expected from boys and girls in the:</p> <ul style="list-style-type: none"> • family, • community, • schools, • public spaces, • understanding Inequality: The role of gender in creating unequal and hierarchical relations in society. <p>Section 2: Economic Aspects</p> <ul style="list-style-type: none"> • gender division of labour within family, • value placed on women's work within and outside the home, • the invisibilisation of women's labour. 	<p>To enable students to:</p> <ul style="list-style-type: none"> • understand the role of the media in facilitating interaction between the government and citizens, • gain a sense that government is accountable to its citizens, • understand the link between information and power, • gain a critical sense of the impact of media on people's lives and choices, • appreciate the significance of people's movements in gaining this right. <p>To enable students to:</p> <ul style="list-style-type: none"> • understand that gender is a social construct and not determined by biological difference, • learn to interrogate gender constructions in different social and economic contexts, • to link everyday practices with the creation of inequality and question it. 

Themes	Objectives
<p>UNIT 5: Markets Around Us</p> <p>This unit is focussed on discussing various types of markets, how people access these and to examine the workings of an actual market.</p> <p><i>Secton 1</i></p> <ul style="list-style-type: none"> • On retail markets and our everyday needs • On role and impact of wholesale markets how are these linked to the above • People's access to markets depends upon many factors such as availability , convenience , credit, quality , price, income cycle etc. <p><i>Secton 2</i></p> <p>Examine the role of an observable wholesale market such as grain, fruit, or vegetable to understand the chain of activities , the role of intermediaries and its impact on farmer -producers.</p>	<p>To enable students to:</p> <ul style="list-style-type: none"> • understand markets and their relation to everyday life, • understand markets and their function to link scattered producers and consumers, • gain a sense of inequity in market operations.