

# CBSE Class 6 Social And Political Life Syllabus 2021-22



## **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><b>UNIT 1: Diversity</b></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><b>Section 1</b></p> <ul style="list-style-type: none"> <li>• Diversity as a fact of being human.</li> <li>• What diversity adds to our lives.</li> <li>• Diversity in India.</li> </ul> <p><b>Section 2</b></p> <ul style="list-style-type: none"> <li>• Prejudice and discrimination.</li> <li>• Inequality and discrimination.</li> <li>• Recognition of multiple identities in oneself.</li> <li>• The Constitution and respect for diversity.</li> </ul> <p><b>UNIT 2: Government</b></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"> <li>• understand and appreciate various forms of diversity in their everyday environments,</li> <li>• develop a sensitivity towards pluralism and interdependence,</li> <li>• understand how prejudice can lead to discrimination,</li> <li>• understand the difference between diversity and inequality,</li> <li>• recognise that there are multiple identities within ourselves that we use in different contexts and that these can come into conflict with each other,</li> <li>• understand that the Constitution compels us to respect diversity.</li> </ul> <p>To enable students to:</p> <ul style="list-style-type: none"> <li>• gain a sense of why government is required,</li> <li>• recognise the need for universal adult franchise,</li> <li>• appreciate need to make decisions with collective sanction,</li> <li>• understand key elements that influence the functioning of democracy.</li> </ul>

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

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

