

CBSE Class 7 Social And Political Life Syllabus 2021-22



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 |
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| <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, |

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| <ul style="list-style-type: none"> • Key Features <ul style="list-style-type: none"> – The different systems of power that exist in the world today. – Significant Elements that continue to make Democracy popular in the contemporary world: • Formal Equality. • Decision Making mechanisms. • Accommodation of differences. • Enhancing human dignity. <p>Section 2</p> <p>Institutional Representation of Democracy</p> <ul style="list-style-type: none"> • Universal Adult Franchise. • Elections. • Political parties. • Coalition Governments. <p>Unit 2: State Government</p> <p>This unit will focus on the legislative, executive and administrative aspects of state government. It will discuss processes involved in choosing MLAs, passing a bill and discuss how state governments function through taking up one issue. This unit might also contain a section on the nation-state.</p> <p>Section 1: Its working</p> <ul style="list-style-type: none"> • Main functionaries-broad outline of the role of the Chief minister and the council of ministers <p>Section 2: Its functioning</p> <p>Through one example: land reform/irrigation/education/water/health discuss</p> <ul style="list-style-type: none"> • The nature of the role played by the government – regarding resources and services. • Factors involved in distribution of resources/ services. • Access of localities and communities to resources/ services. | <ul style="list-style-type: none"> • understand democracy as representative government, • understand the vision and the values of the Constitution. <p>To enable students to:</p> <ul style="list-style-type: none"> • gain a sense of the nature of decision-making within State government. • understand the domain of power and authority exercised by the state government over people's lives. • gain a critical sense of the politics underlying the provision of services or the distribution of resources. |

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| <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.  |

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| <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>Secton 1</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>Secton 2</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. |

