

In Accordance with the Latest NCERT Syllabus & CBSE Guidelines, and as per CCE Pattern

CCE Awareness Social Sciences



For Class VI

**New
Revised
Edition**



SUMAN GUPTA

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CCE Awareness Social Sciences



For Class VI

SUMAN GUPTA

M.A., B.Ed

Modern School

Vasant Vihar, New Delhi



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PREFACE

The present series of books on Social Sciences for the classes VI, VII and VIII have been framed in accordance to the prescribed syllabus of the National Council of Educational Research and Training (NCERT) and the guidelines provided by the Central Board of Secondary Education (CBSE) for Continuous and Comprehensive Evaluation (CCE).

The author has a teaching experience of over 25 years in these subjects and thus the content has been moderated in a manner that the child gets a firm foundation in the subjects which shall facilitate future learning in higher classes.

The books have been conceptualized as the source of knowledge levelled to the comprehension expected of a child in these classes.

An effort has been made to make the subject simple, understandable and to distance the student from rote learning.

Special emphasis has been given to the level of language. Difficult words have been either avoided or explained alongside. Short paragraphs with headings and highlights have been used as a principle format for ease of searching, locating and understanding topics by the student.

Each book of the series has been divided into three units as follows:

Unit 1. This section of each book covers the essentials of historical development over the ages. The chapters have been formed in line with the prescribed syllabus and the content moderated to suit the needs of the child.

Unit 2. This section deals with the various geographical aspects of earth and environment. The understanding the structure of the earth, balanced utilization and preserving of resources as well as the need for healthy environment have been covered as specified in the prescribed syllabus.

Unit 3. This section of the book covers the political and social structure as it exists in its various dimensions in different parts of the world and more so in India. The study of this section is aimed to provide the student with general awareness and understanding about governance and political as well as social happenings in the society.

The format of the book includes elaborate use of pictures, diagrams and maps which helps in understanding. Examples from real life have been incorporated so that the connection between academic knowledge and real life is strengthened to foster understanding.

Each chapter is followed by a section of Exercises and Formative Assessment for evaluating assimilation. The variety of questions and their forms as applicable in the education pattern have been incorporated with the date. However any discrepancy is highly regretted.

Constructive Suggestions from academicians, teachers and parents are welcome.

Author

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THE BOOK CONSISTS



Structure Conforms to CBSE Directives

The book has been structured with contents divided into chapters as defined by NCERT Syllabus

Additional tasks have been given so as to assist Formative Assessment

Exercises and test papers have been provided at different stages namely at the end of each chapter and after each unit. Since the Summative Assessment is held as a common paper. Sample paper for SA-I and SA-II are placed at the end of the book.

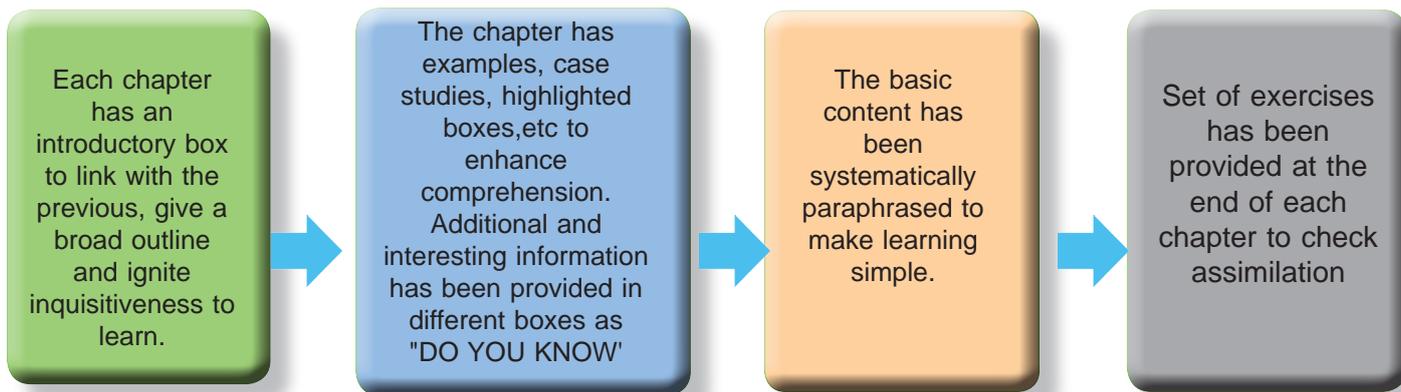
Contents

The contents encompass all as required by CBSE and moderated to meet the understanding level expected of the student at this age and standard

The language has been kept simple and new terms have been explained on occurrence or at the end of the chapter

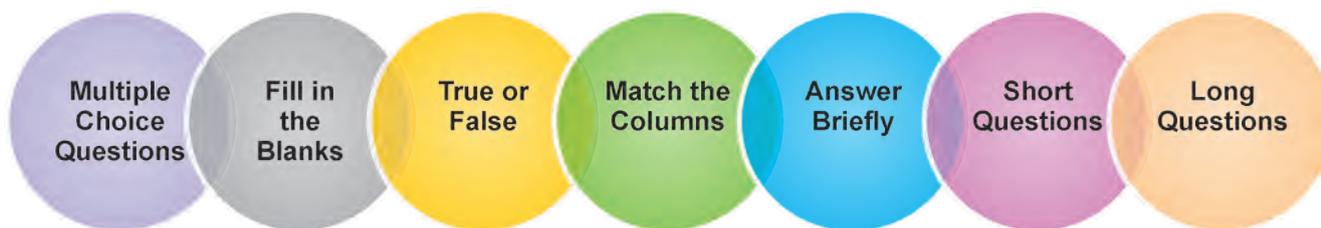
Use of narrations, live examples, pictures, sketches etc has been incorporated to make understanding easy.

Organization of Chapters

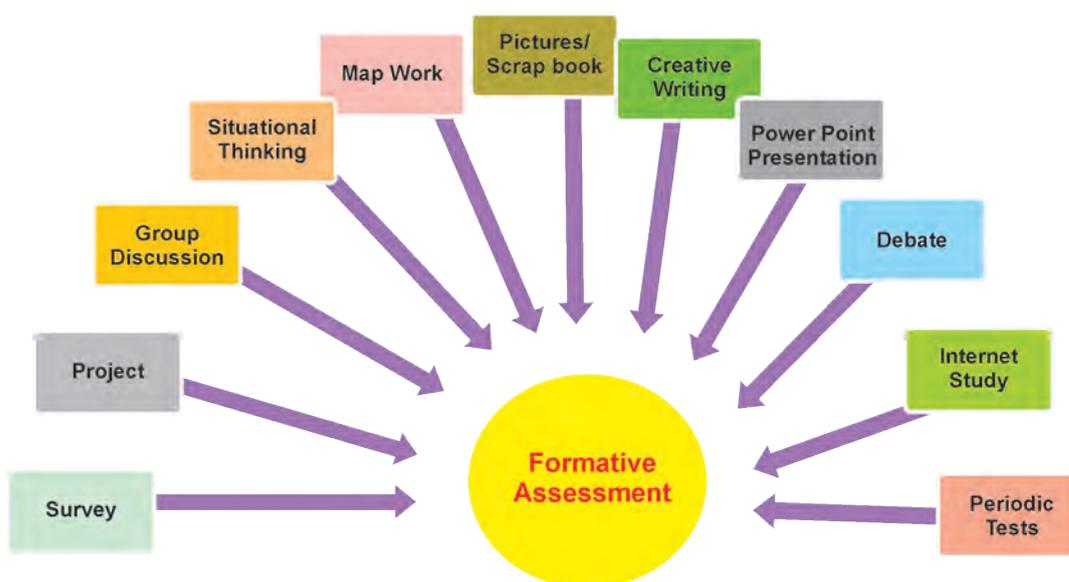


Testing and Evaluating

Testing and evaluating is a continuous process which is carried out by the teacher so as to check the level of comprehension of the students. Tests need to be carried out periodically as per the school policy. Suggested exercises and Question papers to be held at different stages of the academic year have been incorporated. The question pattern includes a variety of techniques.



Exercises for Formative Assessment



Exercises for Formative Assessment

Sample Papers for Summative Assessment I and II are placed at the end of the book. These papers are a balanced combination covering all three sections of the book.

SYLLABUS

Unit-1 : OUR PASTS-I

THEMES	OBJECTIVES
<p>An Introduction to History When, Where and How</p> <p>(a) The time frame under study. (b) The geographical framework. (c) Sources.</p>	<p>Explain the specific nature of the discipline.</p> <ul style="list-style-type: none"> ● Familiarise the learner with the major developments to be studied. ● Develop an understanding of the significance of geographical terms used during the time frame.
<p>The Earliest Societies</p> <p>(a) Hunting and gathering as a way of life, its implications. (b) Introduction to stone tools and their use. (c) Case study : The Deccan.</p>	<ul style="list-style-type: none"> ● Illustrate the sources used to reconstruct ● Appreciate the skills and knowledge of hunter-gatherers. ● Identify stone artefacts as archaeological evidence, making deductions from them.
<p>The First Farmers and Herders</p> <p>(a) Implications of farming and herding. (b) Archaeological evidence for crops, animals, houses, tools, pottery, burials, etc. (c) Case study : The North-West, and North-East.</p>	<ul style="list-style-type: none"> ● Appreciate the diversity of early domestication. ● Identify the material culture generated by people in relatively stable settlements. ● Understand strategies for analyzing these.
<p>The First Cities</p> <p>(a) The settlement pattern of the Harappan Civilization. (b) Unique architectural features. (c) Craft production. (d) The meaning of urbanism. (e) Case study: The North-West.</p>	<ul style="list-style-type: none"> ● Appreciate the distinctive life in cities. ● Identify the archaeological evidence of urban centres. ● Understand how this is used to reconstruct processes such as craft production.
<p>Different ways of Life</p> <p>(a) The Vedas and what they tell us. (b) A contemporary chalcolithic settlement. (c) Case Study : The North-West and the Deccan.</p>	<ul style="list-style-type: none"> ● Appreciate that different developments were taking place in different parts of the subcontinent simultaneously. ● Introduce simple strategies of textual analysis. ● Reinforce the skills of archaeological analysis already developed.
<p>Early States</p> <p>(a) Janapadas to Mahajanapadas. (b) Case Study: Bihar, Magadha and the Vajji Confederacy.</p>	<ul style="list-style-type: none"> ● Introduce the concept of the state and its varieties. ● Understand the use of textual sources in this context.

<p>New Ideas</p> <p>(a) Upanishads. (b) Jainism. (c) Buddhism.</p>	<ul style="list-style-type: none"> ● Outline the basic tenets of these systems of thought, and the context in which they developed and flourished. ● Introduce excerpts from sources relating to these traditions.
<p>The First Empire</p> <p>(a) The expansion of the empire. (b) Ashoka. (c) Administration.</p>	<ul style="list-style-type: none"> ● Introduce the Concept of Empire. ● Show how Inscriptions are used as Sources.
<p>Life in towns and villages</p> <p>(a) The second urbanisation. (b) Agricultural intensification. (c) Case Study : Tamil Nadu</p>	<ul style="list-style-type: none"> ● Demonstrate the variety of early Urban Centres—Coastal Towns, Capitals, Religious Centres. ● Illustrate the use of archaeocological material including Coins, Sculpture, as well as Textual Sources to reconstruct social and economic histories.
<p>Contacts with Distant lands</p> <p>(a) The Sangam texts and long distance exchange. Suggested regions: The Tamil region, extending to southeast Asia and the west. (b) Conquerors from distant lands: north western and western India. (c) The spread of Buddhism: north India to Central Asia</p>	<ul style="list-style-type: none"> ● Introduce the idea of different contexts of contact between distant lands, and the motivating forces (including conquest). ● Examine the implications of journeys within the Sub-continent. ● Illustrate the use of textual and visual material for reconstructing the histories of such Contacts.
<p>Political Developments</p> <p>(a) Gupta Empire and Harsavardhana. (b) Pallavas and Chalukyas.</p>	<ul style="list-style-type: none"> ● Introduce the idea that strategies of Expansion, and their Logic, Differ. ● Explain the development of different Administrative Systems. ● Understand how Prasastis are used to reconstruct political history.
<p>Culture and Science</p> <p>(a) Literature, including the Puranas, the Epics, other Sanskrit and Tamil works. (b) Architecture including early Monasteries and Temples, Sculpture, Painting (Ajanta). (c) Science.</p>	<ul style="list-style-type: none"> ● Develop a sense of appreciation of Textual and Visual traditions of the period. ● Introduce excerpts from Texts and Visual material for analysis and appreciation.

Unit-2 : THE EARTH-OUR HABITAT

TOPICS	OBJECTIVES
<p>Planet : Earth in the Solar System.</p>	<ul style="list-style-type: none"> ● 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
<p>Globe : the model of the Earth, Latitudes and Longitudes; Motions of the earth Rotation and Revolution.</p>	<ul style="list-style-type: none"> ● To understand two Motions of the Earth and their Effects; Periods 12

Maps : essential components of Maps distance, Directions and Symbols.	<ul style="list-style-type: none"> To develop basic skills of Map reading; Periods 10
Four Realms of the Earth: Lithosphere, Hydrosphere, Atmosphere and Biosphere : Continents & Oceans.	<ul style="list-style-type: none"> To understand Interrelationship of the Realms of the Earth; Periods 12
Major Relief Features of the Earth	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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 Wildlife. Periods 13

Project/Activity

- Make a chart showing distance of the plants from the sun.
- Draw a sketch of your school and locate the following:
 - the principal's room
 - your classroom
 - playground
 - 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.

Note :Any similar activities may be taken up.

Unit-3 : SOCIAL AND POLITICAL LIFE (DIVERSITY AND INTERDEPENDENCE)

THEMES	OBJECTIVES
<p>UNIT 1: Democracy</p> <ul style="list-style-type: none"> Unit 1 : Diversity 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, recognizing that the self can be made up of multiple identities that the Constitution compels us to respect diversity. <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>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 identities and 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>UNIT 2: Government</p> <ul style="list-style-type: none"> ● 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>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 sufferage 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>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.
<p>UNIT 3: Local Government</p> <ul style="list-style-type: none"> ● This unit familiarises the student with both rural and urban local government. It covers the Panchayati Raj, 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>Section 1</p> <ul style="list-style-type: none"> ● Panchayati Raj ● 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>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 patwari. ● On land records and role of patwari. ● On the new inheritance law. 	<p>To enable students 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.

UNIT 4: Making a Living

This unit focuses on how 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 living are not.

Section 1

Rural Livelihoods

- Various types of livelihoods prevalent in a village.
- Different types of farmers; middle farmer, landless labourers and large farmers.

Section 2

Urban Livelihoods

- 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.

To enable students to:

- 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.

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