

# **RATIONALISED SYLLABUS**

## **CLASS VI**

### **(2021-22)**

SUBJECT	TEXTBOOK PRESCRIBED BY CES	TOPIC(S)/CHAPTER(S)	REASONS FOR DELETING THE TOPIC(S)/ CHAPTER(S)	SUGGESTED ACTIVITIES	ANY LEARNING GAP EXPECTED
ENGLISH	NEW IMAGES CLASS BOOK (PEARSON)	LESSON:10 There Will Come Soft Rains (Poem) -Sara Teasdale	<ul style="list-style-type: none"> <li>Requires a complex poetic understanding of juxtaposition between war and nature. Thus, it is a difficult read for the students.</li> </ul>	<b>ART INTEGRATION:</b> Design an e-poster on the topic 'War and Peace'.	NONE
		LESSON : 11 There have come Soft Rains	<ul style="list-style-type: none"> <li>Requires a complex poetic understanding of juxtaposition between war and nature. Thus, it is a difficult read for the students.</li> </ul>	<b>CREATIVE WRITING:</b> The students will compose a song on the theme peace and love.	NONE
		LESSON 12: The Quirks of the Quill -Arushi Lakhanpal	<ul style="list-style-type: none"> <li>The lesson is too factual. This essay explains the quirks of too many writers in one lesson which might confuse the learners.</li> </ul>	<b>AM I A QUIRK ?</b> Students will share anecdotes which show their quirky side by recording one video.	NONE
		LESSON 14: Mirror (Poem) -Sylvia Plath	<ul style="list-style-type: none"> <li>The poem written by Sylvia Plath is not age appropriate for sixth graders.</li> <li>It is a very complex read and includes a lot of symbolism.</li> <li>The poem has a dark and a morose tone and it is imperative to read between the lines to fully grasp the idea and theme of the poem.</li> </ul>	<b>OBJECT POERTY :</b> Students will choose any one object in their immediate surroundings and write a poem on the same.	NONE
		LESSON 15 : The Hound of the Baskervilles -Sir Arthur Conan Doyle	<ul style="list-style-type: none"> <li>The text requires active role play in a live class situation. May be taken up when regular school resumes</li> </ul>	<b>READ MORE :</b> The students will read at least two other stories by Sir Arthur Conan Doyle	NONE

	<b>WRITING SKILLS</b>	Article writing	<ul style="list-style-type: none"> <li>Class Sixth students are too young to write articles, especially in the absence of regular school.</li> <li>Article Writing can be taken up in Classes VII.</li> </ul>	<b>BOOK REVIEW/ FILM REVIEW</b>	NONE
		Picture Composition	<ul style="list-style-type: none"> <li>The topic is drilled enough in Primary Classes.</li> </ul>	<b>DESCRIPTIVE WRITING ( object /places /events )</b>	NONE
	<b>GRAMMAR</b>	Reported speech	<ul style="list-style-type: none"> <li>The topic requires detailed explanation of rules along with examples.</li> <li>It is difficult to explain the same through online classes.</li> <li>Can be taken up in Class VII</li> </ul>	---	NONE
		Active Passive Voice	<ul style="list-style-type: none"> <li>The topic is too technical for Class VI students.</li> <li>It can be introduced in Class VII</li> </ul>	---	NONE

SUBJECT	TEXTBOOK PRESCRIBED BY CES	TOPIC(S)/ CHAPTER(S)	DELETED PORTION	REASONS ATTRIBUTED FOR DELETING THE TOPIC(S)/ CHAPTER(S)	SUGGESTED ACTIVITIES	ANY LEARNING GAP EXPECTED
<b>SCIENCE</b>	<b>LIVING SCIENCE BY: RATNA SAGAR</b>	FIBRE TO FABRIC	COMPLETE CHAPTER	This Chapter will be covered by carrying out activities as suggested in the Alternative Academic Calendar by NCERT.	1. Collect cuttings of different types of fabrics available at home. Paste them in a scrap book and write observations regarding their texture. 2. Make a picture book of sources of plant fibres.	None
		ELECTRICITY AND CIRCUITS	COMPLETE CHAPTER	This Chapter will be covered by carrying out activities as suggested in the Alternative Academic Calendar by NCERT.	1. The students can be given the task of designing a simple circuit using LED, cell and wires  2. Links for informative videos.  <a href="https://diksha.gov.in/play/collection/do_31298104195012198411?contentId=do_3129789296347627521805">https://diksha.gov.in/play/collection/do_31298104195012198411?contentId=do_3129789296347627521805</a>	None
		WATER	COMPLETE CHAPTER	General Topic, Interdisciplinary, well suited for class discussion and can	1. Find out about Roof Top rain water harvesting. How does it help in	None

				also be covered as Value based activity under Environment Club or in General.	water conservation? Prepare a poster/schematic diagram of the same. 2. Collect pictures relating to floods or drought from old magazines or newspapers. paste them in your notebook and write about the problems that people would have faced in those situations.	
		AIR AROUND US	COMPLETE CHAPTER	General Topic, Interdisciplinary, well suited for class discussion and can also be covered as Project work/ Case study.	1. Carry out an experiment to show the presence of air in a bottle that looks empty. 2. Can you lift a book with just Air? Perform an activity on this. Find out more about Air Lifting experiments.	None
		GARBAGE IN, GARBAGE OUT	COMPLETE CHAPTER	General Topic, well suited for class discussion and can also be covered as Value based activity.	1. Interview your family members on what they do to reduce production of garbage. Prepare a questionnaire before you start your interview. 2. Municipality provides two types of dustbins for garbage collection. One is blue in colour and the other is green in colour. Name at least ten items from the waste generated in your homes that you would put in each of them and why?	None

\*The chapters covered through suggestive activities may not be assessed formally.

SUBJECT	TEXTBOOK PRESCRIBED BY CBSE	TOPICS/ CHAPTERS	REASONS FOR DELETING THE CHAPTERS	SUGGESTED ACTIVITIES	LEARNING GAP	ASSESSMENTS
SOCIAL SCIENCE	<b>HISTORY: OUR PASTS-I</b>					
	TERM- I	What, Where, How and When?	-	-	-	Round Test I
		From Hunting-Gathering to Growing food	-	-	-	Half Yearly Examination
		In the Earliest Cities				Half Yearly Examination
		What books and	Will be taken up as	• Students can read out this theme and mark	NIL	No Formal

		Burials tell us	Project work.	<p>different terms/ concepts like- Megaliths, Suktas, Dasas or Dasyus, Vish, Black and Red ware etc., appearing in the chapter. Suggest them to consult the dictionary of history to understand these terms.</p> <p><a href="http://www.ncert.nic.in/publication/miscellaneous/pdf_files/Dic_History.pdf">http://www.ncert.nic.in/publication/miscellaneous/pdf_files/Dic_History.pdf</a></p> <ul style="list-style-type: none"> <li>Sanskrit is the mother of all languages. It has enriched a lot of vocabulary across the globe. Students can make a list of such words that has its origin from Sanskrit language like- Mother from 'Maatra', three from 'Tri', Sueno (Spanish) from 'Svapana', Soi (French) from 'Swayam'.</li> </ul>		Assessment (To be undertaken as an Activity)
		Kingdoms, Kings and an Early Republic-case study Magadh and Vajji not to be done)	-	-	-	Half Yearly Examination
		New Questions and Ideas	<p>-Teaching of Buddhism and Jainism will be dealt in classroom teaching.</p> <p>Rest of the chapter will be covered in the form of Art integrated activity and EBSB- highlighting the state of Arunachal Pradesh (for U.P Schools)/ State assigned by CBSE to Delhi/ Out Station Schools. This is being proposed to reduce the load in the present circumstances, to develop interest, have fun towards the subject and let students explore about the rich tradition and</p>	<ul style="list-style-type: none"> <li>Students can be asked to read the stories- "The story of Kisagotami" or "The wise beggar" Or any other inspiring story related to the life of Lord Buddha and give a short presentation on what they learn from these stories. They can also draw illustrations of the stories using various art forms like sketching, painting, caricature etc.</li> <li>Make a list of at least three ideas and questions mentioned in the lesson. Organise an interactive discussion on the relevance and importance these Ideas and Questions in present scenario.</li> </ul> <p><a href="https://diksha.gov.in/play/content/do_312936452753293312158?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_3129549324124815361187%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_312936452753293312158?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_3129549324124815361187%26utm_campaign%3Dshare_content</a></p>	NIL	No Formal Assessment (To be undertaken as an Activity)

			culture of India.			
	TERM- II	Ashoka, The Emperor Who gave up the War	-	-	-	Round Test 2
		Vital Villages, Thriving Towns	Will be taken as a project work.	<ul style="list-style-type: none"> <li>Students can be asked to make a list of things that were imported/ exported in ancient times and things imported/ exported today. Point out the differences and similarities between both the lists.</li> </ul>	NIL	No Formal Assessment (To be undertaken as an Activity)
		Traders, Kings And Pilgrims	-	-	-	Final Examination
		New Empires and Kingdoms	-	-	-	Final Examination
		Buildings, Paintings and Books (objective)	-	-	-	Final Examination
	<b>GEOGRAPHY: THE EARTH OUR HABITAT</b>					
	TERM- I	The Earth in The Solar System	-	-	-	Round Test-1
		Globe: Latitude and Longitudes	-	-	-	Half Yearly Examination
		Motions Of the Earth	-	-	-	Half Yearly Examination
	TERM- II	Maps	-	-	-	Round Test- 2
		Major Domains of the Earth	This topic will be covered in class VII Geography Chapter 1: Our Environment	Draw the major Domains of the Earth Or Make a Model of the major Domains of the Earth. <a href="https://images.app.goo.gl/1QvbKNMG2Zs2Ar676">https://images.app.goo.gl/1QvbKNMG2Zs2Ar676</a> <a href="https://www.youtube.com/watch?v=cQCVH8nZSVQ">https://www.youtube.com/watch?v=cQCVH8nZSVQ</a>	NIL	No Formal Assessment (To be undertaken as an Activity)
		Major Landforms Of the Earth	-	-	-	Final Examination
		Our Country- India	-	-	-	Final Examination
		India: Climate, Vegetation and wildlife	This topic will be covered in class VII & IX Geography Under the topic: Natural	<ul style="list-style-type: none"> <li>Collect/ Draw the picture of any three tree species and animal species for any one the following natural vegetation: A) Tropical Evergreen Forest</li> </ul>	NIL	No Formal Assessment (To be undertaken as an Activity)

			Vegetation and Wildlife	B) Deciduous Forest C) Mangrove Forest • Make a list of the things we get from the forest resources		
<b>SOCIAL AND POLITICAL LIFE- I</b>						
TERM- I	Understanding Diversity	-	-	-	-	Round Test 1
	Diversity and Discrimination	-	-	-	-	Half Yearly Examination
	What is Government?	-	-	-	-	Half Yearly Examination
	Key Elements of Democratic Government	-	-	-	-	Half Yearly Examination
TERM- II	Panchayati Raj	-	-	-	-	Round Test 2 & Final Examination
	Rural Administration	-	-	-	-	Final Examination
	Urban Administration	-	-	-	-	Final Examination
	Rural Livelihoods	This is an application based chapter in which students can learn by observing and analysing their surroundings	Discuss about different occupations in your locality. Read case studies, listen/watch audio-visuals on different occupations taken up by men and women from different socio-economic background. <a href="https://diksha.gov.in/play/content/do_31286221282396569614189?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_31307361008470425612396%26utm_campaign%3Dshare_content">https://diksha.gov.in/play/content/do_31286221282396569614189?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_31307361008470425612396%26utm_campaign%3Dshare_content</a>	NIL	No Formal Assessment (To be undertaken as an Activity)	
	Urban Livelihoods	This is an application based chapter in which students can learn by observing and analysing their surroundings	Draw/ Make a collage of people engaged in various occupations in rural and urban areas.	NIL	No Formal Assessment (To be undertaken as an Activity)	

\*The school may make minuscule changes in assessment topics suggested for assessment as per the requirement.

SUBJECT	TEXTBOOK IN CURRICULUM	CHAPTERS DELETED	REASON FOR DELETION	SUGGESTED ACTIVITIES	ANY LEARNING GAP
HINDI	वसंत भाग - 1 (एन.सी.आर.टी)	पाठ 5 - अक्षरों का महत्व (निबंध)	पाठ वर्तमान संदर्भ में सार्थक प्रतीत नहीं होता। समान विषय वस्तु का विस्तृतरूप से ज्ञान व्याकरणपाठों के अंतर्गत कराया जाता है।	<p><b>गतिविधि का नाम :</b> आओ पहचानें (सामूहिकगतिविधि)</p> <p>छात्रों को चार-चार के चार समूहों में विभाजित कर उनसे वर्गानुसार मूक नाटिका का मंचन कराया जाएगा व कक्षा के अन्य छात्रों से मूकमंचित विषय की पहचान कराई जाएगी।</p> <p><b>शिक्षण- अधिगम के प्रतिफल:</b> आत्माभिव्यक्ति की क्षमता व वाचन कौशल का विकास।</p> <p><a href="https://diksha.gov.in/play/content/do_31280561300348928014947">https://diksha.gov.in/play/content/do_31280561300348928014947</a></p>	नहीं
		पाठ 10 - झाँसी की रानी (कविता)	कविता बहुत लंबी है। ऑनलाइन शिक्षण प्रक्रिया के कारण छात्रों के लिए समस्त कविता का पठन एवं भावानुभूति कठिन कार्य है।	<p><b>गतिविधि का नाम :</b> 1857 के वीर (सामूहिकगतिविधि)</p> <p>गतिविधिके अंतर्गत चार-चार छात्रों के समूह बनाकर प्रत्येक वर्ग के छात्रों से स्वतंत्रता सेनानियों के चित्र एकत्रित करने व हर वर्ग के प्रत्येक छात्र से किन्हीं दो स्वतंत्रता सेनानियों के चित्र व कुछ पंक्तियों में उनसे संबंधित वक्तव्य प्रस्तुत करने को कहा जाएगा।</p> <p><b>शिक्षण- अधिगम के प्रतिफल:</b> सामाजिक जागरूकता, खोज प्रवृत्ति एवं अन्य भाषायी कौशलों का विकास।</p> <p><a href="https://diksha.gov.in/play/content/do_31280561304422809614952">https://diksha.gov.in/play/content/do_31280561304422809614952</a></p>	नहीं
		पाठ 14 - लोकगीत (निबंध)	प्रस्तुत पाठ 'एक भारत श्रेष्ठ भारत' के अंतर्गत कलात्मक गतिविधि के रूप में कराया जाएगा।	<p><b>गतिविधि का नाम :</b> लोकगीत: हमारी संस्कृति, हमारी पहचान</p> <p>छात्रों को छोटे-छोटे समूहों में विभाजित कर उनसे लोकगीतों का गायन व सी. बी. एस. ई द्वारा जारी अधिसूचना के आधार पर यू.पी. के साथ युग्मित राज्यों जैसे अरुणाचल प्रदेश तथा मेघालय (दिल्ली व अन्य राज्यों के विद्यालयों के लिए प्रस्तावित युग्मित राज्य) के लोकगीतों की सांस्कृतिक विशेषताओं एवं संबंधित जानकारी की कलात्मक अभिव्यक्ति करना।</p> <p><b>शिक्षण- अधिगम के प्रतिफल:</b> राष्ट्रीय एकता, सांस्कृतिक सद्भावना, खोज प्रवृत्ति एवं अन्य भाषायी कौशलों का</p>	नहीं

			विकास ।	
		पाठ16 - वन के मार्ग में (कविता)	प्रस्तुत कविता की भाषा शैली को ऑनलाइन शिक्षण के माध्यम से समझना कक्षा छः के छात्रों के लिए जटिल प्रक्रिया है ।	-----
		पाठ17 - साँस-साँस में बाँस (निबंध)	पाठ की विषय वस्तु व्यावहारिकज्ञान से परे है ।	-----

विषय	पाठ्यपुस्तक	पाठ का नाम	प्रस्तावित गतिविधियाँ	छात्रों के सीखने के प्रतिफल / वर्तमान संदर्भ से प्रभावित होगा या नहीं
संस्कृत	दिव्यांजलि: (भाग - 1)	धातु-परिचय:	शिक्षार्थी पुस्तक में पढ़ी गई धातुओं की सूची बनाकर उनके समक्ष चित्र चिपकाकर संचिका में लगाएंगे। तथा कक्षा में सुनाएंगे ।  <u>शिक्षण- अधिगम के प्रतिफल:</u> संस्कृत व्याकरण में विविध क्रियापदों/धातुओं के विषय जानकारी होगी तथा छात्र धातुओं का लटलकार में प्रयोग कर सकेंगे ।	नहीं
		अव्ययपदानि	INTERNET/पुस्तकों की सहायता से शिक्षार्थी अव्यय पदों की सूची बनाकर अर्थ सहित लिखकर कक्षा में सुनाएंगे।  <u>शिक्षण- अधिगम के प्रतिफल:</u> आत्माभिव्यक्ति की क्षमता व वाचन कौशल का विकास ।	नहीं
		कर्ताकारक: संबोधनम् च	Virtual कक्षा में छात्र कर्ता और सम्बोधन कारकों का प्रयोग करके एक दूसरे से वार्तालाप करते हुए विषय का अवगमन करेंगे।  <u>शिक्षण- अधिगम के प्रतिफल:</u> छात्र सामान्य वाक्यों का प्रयोग और संस्कृत में लघु व सरल संवाद कर सकेंगे	नहीं
		लटलकार: (भविष्यत्कालः)	शिक्षार्थी शब्द जाल में से लटलकार और लृटलकार के क्रियापदों को पहचान कर उन्हें पृथक-पृथक करके संचिका में चित्र सहित चिपकाएंगे ।  <u>शिक्षण- अधिगम के प्रतिफल:</u> शिक्षार्थियों में खोज, अवगमन व प्रयोग की प्रवृत्ति एवं अन्य भाषायी कौशलों का विकास ।	नहीं



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MATHEMATICS	NCERT- CLASS VI	Ch 1: Knowing Our Numbers	Complete Chapter	The content has already been taught in the previous class.	Following Revision Assignments can be shared with the students:  Assignment 1 <a href="https://rb.gy/q7duwg">https://rb.gy/q7duwg</a>  Assignment 2 <a href="https://rb.gy/kcrhxr">https://rb.gy/kcrhxr</a>	None
		Ch 3: Playing with Numbers	Ex: 3.5 (Q3, Q6, Q7, Q8, Q10, Q11, Q12) [Some Divisibility Rules]	These topics/concepts have no relevance beyond Class VI		None
		Ch 9: Data Handling	Complete Chapter	<ul style="list-style-type: none"> <li>The content has already been taught in the previous class.</li> <li>Construction of Bar graph may be revised with the help of given activity</li> </ul>	<ul style="list-style-type: none"> <li>The following video can be shared with students for a quick revision <a href="https://rb.gy/ur60yt">https://rb.gy/ur60yt</a></li> <li>Represent the Number of hours spent by you on different activities in a day during lockdown using a Bar Graph</li> </ul>	None
		Ch 5: Understanding Elementary Shapes	Ex: 5.1 [Construction of Line Segments]	The content has already been taught in the previous class.		None
		Ch 13: Symmetry	Complete Chapter	This content can be taught with the help of activity.	<b>Art Integrated Project /Activity</b> Make a collage of famous architectures of Arunachal Pradesh, Meghalaya & Uttar Pradesh.(For UP Schools) / State assigned by CBSE to Delhi /Outstation Schools) Find the lines of symmetry of	None

					each monument.	
		Ch 14: Practical Geometry	Ex: 14.3 [Copy of a line segment]	These topics/concepts have no relevance in either Class VI or beyond	The following video from Diksha Portal can be referred for a quick revision <a href="https://rb.gy/uyheny">https://rb.gy/uyheny</a>	None
		Ch 10: Mensuration	Ex: 10.2 [ Finding area by counting squares]	<ul style="list-style-type: none"> <li>Finding area by counting the squares has already been taught in the previous classes.</li> </ul> Finding the area using Formulae will be discussed in Ex: 10.3		None
		Ch 7: Fractions	Ex: 7.1 [Introduction to fractions] Ex: 7.3 (Q1 & Q2) [Equivalent fractions]	The content has already been taught in the previous class	The following videos may be used for quick revision <a href="https://www.youtube.com/watch?v=zQuUNE50JnM">https://www.youtube.com/watch?v=zQuUNE50JnM</a> <a href="https://diksha.gov.in/play/content/do_3130394131233095681430">https://diksha.gov.in/play/content/do_3130394131233095681430</a>	None

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<b>FRENCH</b>	APPRENONS LE FRANÇAIS 1	Chapter 3: Les copains	Literature part only	The literature portion of this chapter has no relevance with Class VII syllabus	Vocabulary sheets based on deleted portion can be provided to the students	None

		Chapter 6 : Les amis de Caroline	Literature part only	The literature portion of this chapter has no relevance with Class VII syllabus	Vocabulary sheets based on deleted portion can be provided to the students	None
		Chapter 9: Les vacances	Literature part only	The literature portion of this chapter has no relevance with Class VII syllabus	Vocabulary sheets based on deleted portion can be provided to the students	None

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<b>GERMAN</b>	Hallo Deutsch! 1	Lektion 4- Wo wohnt ihr?	Pg 26 – Questions and answers	Already covered in rest of the chapter.	Questions will be discussed in the class	None
		Modul 2 , Lektion 3 – Mautzi,unsere Katze	A story -Rotkappchen	Not relevant for the exam point of view.	Can be done as a Class Activity.	None
		Lektion 4 – Die Nachbarn von Familie Weigel	Activity – Woher kommen sie?	Not relevant for the exam point of view	Can be done as a Class Activity	None