



RATIONALISED SYLLABUS
CLASS VI
(FOR PANDEMIC YEAR 2021-22)

| Sr No. | SUBJECT | TEXTBOOK PRESCRIBED BY CES | TOPIC(S)/CHAPTER(S) | REASONS FOR DELETING THE TOPIC(S)/ CHAPTER(S) | SUGGESTED ACTIVITIES | ANY LEARNING GAP EXPECTED |
|--------|---------|---------------------------------|---|---|---|---------------------------|
| 1. | ENGLISH | NEW IMAGES CLASS BOOK (PEARSON) | Chapter-7, The Ransom of Red Chief -O Henry | <ul style="list-style-type: none">The lesson is lengthy. It deals with the concept of 'Situational Irony' which would be a little complicated for the students of Class VI to comprehend. | STORYTELLING- Native Americans are the indigenous people of North America. Find a Native American legend and share the story with the class. | NONE |
| | | | Chapter-8, The Pobble Who Has No Toes (Poem) -Edward Lear | <ul style="list-style-type: none">It is a 'nonsense' poem.Another poem of similar genre, 'The Walrus and the Carpenter' is in the syllabus. | WORD WORLD- An onomatopoeia is a word that mimics the sound of the object or action it refers to. For example, splash, rustle, chirp etc. Make a list of such 15 onomatopoeic words. | NONE |
| | | | Chapter-10, There Will Come Soft Rains (Poem) -Sara Teasdale | <ul style="list-style-type: none">Requires a complex poetic understanding of juxtaposition between war and nature. Thus, it is a difficult read for the students. | ART INTEGRATION- Design an e-poster on the topic 'War and Peace'. | NONE |
| | | | Chapter-12, The Quirks of the Quill -Arushi Lakhanpal | <ul style="list-style-type: none">The lesson is too factual. This essay explains the quirks of too many writers in one lesson which might confuse the learners. | CIRCLE TIME- Share some anecdotes from your life which show your quirky side. | NONE |

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|----|---------|----------------|--|---|---|------|
| | | | Chapter-14, Mirror (Poem) -Sylvia Plath | <ul style="list-style-type: none"> The poem written by Sylvia Plath is not age appropriate for sixth graders. It is a very complex read and includes a lot of symbolism. 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. | LISTENING SKILL ACTIVITY- The students will listen carefully to the audio and answer the given questions. For reference- https://learnenglishteens.britishcouncil.org/skills/listening | NONE |
| | | | Chapter-15, The Hound of the Baskervilles -Sir Arthur Conan Doyle | <ul style="list-style-type: none"> The chapter requires active role play in a live class situation. May be taken up when regular school resumes | FUN WITH PHONICS- Tongue twisters are words or phrases that are difficult to pronounce correctly when said at a fast rate. They often include alliteration. Make your own tongue twisters and read them aloud as fast as you can. Share them with your class. https://activeapp.pearson.com/studentClassDetails | NONE |
| 2. | ENGLISH | WRITING SKILLS | Article writing | <ul style="list-style-type: none"> Class Sixth students are too young to write articles, especially in the absence of regular school. Article Writing can be taken up in Classes VII. | BOOK REVIEW/ FILM REVIEW | NONE |
| | | | Picture Composition | <ul style="list-style-type: none"> The topic is not necessary from CBSE Board Exam point of view. | | |
| 3. | | GRAMMAR | Reported speech | <ul style="list-style-type: none"> The topic requires detailed explanation of rules along with examples. It is difficult to explain the same through online classes. Can be taken up in Class VII | | NONE |
| | | | Active Passive Voice | <ul style="list-style-type: none"> The topic is too technical for Class VI students. It can be introduced in Class VII | - | NONE |
| | | | Perfect Tense | <ul style="list-style-type: none"> The tense form that precedes the Perfect Continuous Tense requires more drilling before it can be taken up in Class VI. It can be introduced in Class VII | - | 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 |
|---------|--------------------------------|--------------------------|------------------|--|---|---------------------------|
| SCIENCE | LIVING SCIENCE BY: RATNA SAGAR | FIBRE TO FABRIC | COMPLETE CHAPTER | This Chapter will be covered by carrying out activities as suggested in the Alternative Academic Calendar by NCERT. | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 1. The students can be given the task of designing a simple circuit using LED, cell and wires 2. Links for informative videos. https://diksha.gov.in/play/collection/do_31298104195012198411?contentId=do_3129789296347627521805 | None |
| | | WATER | COMPLETE CHAPTER | General Topic, Interdisciplinary, well suited for class discussion and can also be covered as Value based activity under Environment Club or in General. | <ol style="list-style-type: none"> 1. Find out about Roof Top rain water harvesting. How does it help in water conservation? Prepare a poster/schematic diagram of the same. 2. Collect pictures relating to floods or drought from old magazines or news papers. paste them in your notebook and write about the problems that people would have faced in those situations. | None |
| | | AIR AROUND US | COMPLETE CHAPTER | General Topic, Interdisciplinary, well suited for class discussion and can also be covered as Project work/ Case study. | <ol style="list-style-type: none"> 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 . | <ol style="list-style-type: none"> 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.

| S No. | SUBJECT | TEXTBOOK PRESCRIBED BY CBSE | TOPICS/ CHAPTERS | REASONS FOR DELETING THE CHAPTERS | SUGGESTED ACTIVITIES | LEARNING GAP | ASSESSMENTS |
|-------|-----------------------|-----------------------------|---|--|--|--------------|---|
| | SOCIAL SCIENCE | HISTORY: OUR PASTS-I | | | | | |
| 1 | | TERM- I | What, Where, How and When? | - | - | - | Round Test I |
| 2 | | | From Hunting-Gathering to Growing food | - | - | - | Half Yearly Examination |
| 3 | | | In the Earliest Cities | | | | Half Yearly Examination |
| 4 | | | What books and Burials tell us (To be deleted) | Will be taken up as Project work. | <ul style="list-style-type: none"> Students can read out this theme and mark 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. http://www.ncert.nic.in/publication/miscellaneous/pdf_files/Dic_History.pdf 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'. | NIL | No Formal Assessment (To be undertaken as an Activity) |
| 5 | | | Kingdoms, Kings and an Early Republic | - | - | - | Half Yearly Examination |
| 6 | | | New Questions and Ideas (To be deleted) | -Teaching of Buddhism and Jainism will be dealt in classroom teaching. 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 culture of | <ul style="list-style-type: none"> 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. 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. https://diksha.gov.in/play/content/do_312936452753293312158?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_3129549324124815361187%26utm_campaign | NIL | No Formal Assessment (To be undertaken as an Activity) |

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| | | | | India. | aign%3Dshare_content | | |
| 7 | | TERM- II | Ashoka, The Emperor Who gave up the War | - | - | - | Round Test 2 |
| 8 | | | Vital Villages, Thriving Towns (To be deleted) | Will be taken as a project work. | <ul style="list-style-type: none"> 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. | NIL | No Formal Assessment (To be undertaken as an Activity) |
| 9 | | | Traders, Kings And Pilgrims | - | - | - | Final Examination |
| 10 | | | New Empires and Kingdoms | - | - | - | Final Examination |
| 11 | | | Buildings, Paintings and Books | - | - | - | Final Examination |
| | SOCIAL SCIENCE | GEOGRAPHY : THE EARTH OUR HABITAT | | | | | |
| 1 | | TERM- I | The Earth in The Solar System | - | - | - | Round Test-1 |
| 2 | | | Globe: Latitude and Longitudes | - | - | - | Half Yearly Examination |
| 3 | | | Motions Of the Earth | - | - | - | Half Yearly Examination |
| 4 | | | Maps | - | - | - | Half Yearly Examination |
| 5 | | | Major Domains of the Earth (To be deleted) | 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. https://images.app.goo.gl/1QvbKNMG2Zs2Ar676 https://www.youtube.com/watch?v=cQCVH8nZSVQ | NIL | No Formal Assessment (To be undertaken as an Activity) |
| 6 | | TERM -II | Major Landforms of the Earth | - | - | - | Round -2 Final Examination |
| 7 | | | Our Country- India | - | - | - | Final Examination |
| 8 | | | India: Climate, Vegetation and wildlife (To be deleted) | This topic will be covered in class VII & IX Geography Under the topic: Natural Vegetation and Wildlife | <ul style="list-style-type: none"> Collect/ Draw the picture of any three tree species and animal species for any one the following natural vegetation: A) Tropical Evergreen Forest B) Deciduous Forest C) Mangrove Forest Make a list of the things we get from the forest resources | NIL | No Formal Assessment (To be undertaken as an Activity) |
| | SOCIAL | SOCIAL AND | | | | | |

| | SCIENCE | POLITICAL LIFE- I | | | | | |
|---|---------|-------------------|--|--|---|-----|---|
| 1 | | TERM- I | Understanding Diversity | - | | - | Round Test 1 |
| 2 | | | Diversity and Discrimination | - | | - | Half Yearly Examination |
| 3 | | | What is Government? | - | | - | Half Yearly Examination |
| 4 | | | Key Elements of Democratic Government | - | | - | Half Yearly Examination |
| 5 | | | Panchayati Raj | - | | - | Round Test 2 |
| 6 | | TERM-II | Rural Administration | - | | - | Round Test 2 Final Examination |
| 7 | | | Urban Administration | - | | - | Final Examination |
| 8 | | | Rural Livelihoods (To be deleted) | This is an application-based chapter in which students can learn by observing and analysing their surroundings | Discuss different occupations in your locality. Read case studies, listen/watch audio-visually on different occupations taken up by men and women from the different socio-economic backgrounds. https://diksha.gov.in/play/content/do_31286221282396569614189?referrer=utm_source%3Ddiksha_mobile%26utm_content%3Ddo_31307361008470425612396%26utm_campaign%3Dshare_content | NIL | No Formal Assessment (To be undertaken as an Activity) |
| 9 | | | Urban Livelihoods (To be deleted) | 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.

| TEXTBOOK IN CURRICULUM | S. NO. | CHAPTERS DELETED | REASON FOR DELETION | SUGGESTED ACTIVITIES | ANY LEARNING GAP |
|-------------------------------|--------|--|---|--|------------------|
| वसंत भाग - 1 (एन.सी.आर.टी) | 1. | पाठ 5 - अक्षरों का महत्त्व (निबंध) | पाठ वर्तमान संदर्भ में सार्थक प्रतीत नहीं होता । समान विषय वस्तु का विस्तृतरूप से ज्ञान व्याकरणपाठों के अंतर्गत कराया जाता है । | गतिविधि का नाम : आओ पहचानें (सामूहिकगतिविधि) 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 । शिक्षण- अधिगम के प्रतिफल: आत्माभिव्यक्ति की क्षमता व वाचन कौशल का विकास । https://diksha.gov.in/play/content/do_31280561300348928014947 | नहीं |
| | 2. | 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 । | गतिविधि का नाम : 1857 के वीर (सामूहिकगतिविधि) 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 । शिक्षण- अधिगम के प्रतिफल: सामाजिकजागरूकता, खोज प्रवृत्ति एवं अन्य भाषायी कौशलों का विकास । https://diksha.gov.in/play/content/do_31280561304422809614952 | नहीं |

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| | 4. | पाठ 16 - 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 । | - | नहीं |
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| SUBJECT | TEXTBOOK | TOPIC/CHAPTER | REASON FOR DELETING THE TOPIC/ CHAPTER |
|----------|--|---------------|---|
| SANSKRIT | Divyanjali Sanskrit Vol-1 Total no of chapters - 16 | श्लोकाः | यह पाठ पठन हेतु हटा दिया गया है लेकिन श्लोक गायन गतिविधि के लिए लिया गया है। |

| S.NO. | SUBJECT | TEXTBOOK PRESCRIBED BY CES | TOPIC(S)/ CHAPTER(S) | CONTENT TO BE DELETED | REASONS FOR DELETING THE TOPIC(S)/CHAPTER(S) | SUGGESTED ACTIVITIES (IF ANY) | LEARNING GAPS EXPECTED (IF ANY) |
|-------|---------|----------------------------|----------------------|-----------------------|--|-------------------------------|---------------------------------|
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|-------|--------------------|----------------------------|---------------------------------------|---|--|---|---------------------------------|
| 1. | 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 https://rb.gy/q7duwq Assignment 2 https://rb.gy/kcrhzz | None |
| 2. | | | 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 |
| 3. | | | Ch 9: Data Handling | Complete Chapter | <ul style="list-style-type: none"> The content has already been taught in the previous class. Construction of Bar graph may be revised with the help of given activity | <ul style="list-style-type: none"> The following video can be shared with students for a quick revision https://rb.gy/ur60yt Represent the Number of hours spent by you on different activities in a day during lockdown using a Bar Graph | None |
| 4. | | | Ch 5: Understanding Elementary Shapes | Ex: 5.1 [Construction of Line Segments] | The content has already been taught in the previous class. | | None |
| 5. | | | Ch 13: Symmetry | Complete Chapter | This content can be taught with the help of activity. | Art Integrated Project / Activity 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 each monument. | None |
| 6. | | | 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 https://rb.gy/uyheny | None |

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|-------|---------|----------------------------|----------------------|---|--|---|---------------------------------|
| 7. | | | Ch 10: Mensuration | Ex: 10.2 [Finding area by counting squares] | <ul style="list-style-type: none"> Finding area by counting the squares has already been taught in the previous classes. Finding the area using Formulae will be discussed in Ex: 10.3 | | None |
| 8. | | | 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 https://www.youtube.com/watch?v=zQuUNE50JnM https://diksha.gov.in/play/content/do_3130394131233095681430 | None |

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|-------|---------------|--------------------------------|----------------------------------|----------------------|---|--|---------------------------|
| 1. | FRENCH | APPRENONS LE FRANÇAIS 2 | Chapter 5: C'est Noël | 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 |
| 2. | | | Chapter 7: Dans un grand magasin | 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 |
| 3. | | | Chapter 8: Les repas | 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 |
| 4. | | | Chapter 9: Ma maison | Entire chapter | This chapter deals with grammar based topics which can be taken in Class VII | - | None |
| 5. | | | Chapter 10: Une lettre de Rouen | Entire chapter | This chapter deals with grammar based topics which can be taken in Class VII | - | None |