

Class VI (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> • become familiar with songs/poems/prose in English through input-rich environment, interaction, classroom activities, discussion etc. • listen to English news(TV, Radio) as a resource to develop listening comprehension • watch/ listen to English movies, serials, educational channels with sub-titles, audio-video materials, talking books, teacher reading out from materials and to understand and respond • participate in individual talk viz. introducing oneself and other persons; participate in role play / make a speech, reproduce speeches of great speakers • summarise orally the stories, poems and events that he/she has read or heard • locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions • read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions • raise questions based on their reading • interpret tables, charts, diagrams and maps and write a short paragraph • think critically and try to provide suggestion/ solutions to the problems raised • read/ discuss the ideas of the text for critical thinking • use dictionary as a reference book for finding multiple meanings of a word in a variety of contexts • take dictation of words, phrases, simple sentences and short paragraphs • understand the use of antonym (impolite/ polite) synonym (big/large) and homonym (tail/tale) 	<p>The learner–</p> <ul style="list-style-type: none"> • participates in activities in English like role play, group discussion, debate, etc. • recites and shares poems, songs, jokes, riddles, tongue twisters, etc. • responds to oral messages, telephonic communication in English and communicates them in English or home language. • responds to announcements and instructions made in class, school assembly, railway station and in other public places • reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences • reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc. • responds to a variety of questions on familiar and unfamiliar texts verbally and in writing • uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts • writes words / phrases / simple sentences and short paragraphs as dictated by the teacher • uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing • refers to dictionary to check meaning and spelling, and to suggested websites for information • writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. • drafts, revises and writes short paragraphs based on verbal, print and visual clues • writes coherently with focus on appropriate beginning, middle and end in English / Braille • writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience

- understand the grammatical forms in context/ through reading e.g. Noun, pronoun, verb, adverb, determiners, etc.
- understand the context for various types of writing such as messages, notices, letters, report, biography, diary entry, travelogue etc.
- draft, revise and write in English / Braille with punctuation and with focus on appropriate beginning, middle and end
- use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT etc.
- look at cartoons/ pictures/comic strips with or without words, and talk/write about them
- visit a language laboratory
- write a Book Review.

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- writes a Book Review.

- विविध कलाओं, जैसे- हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला आदि से जुड़ी सामग्री में प्रयुक्त भाषा के प्रति जिज्ञासा व्यक्त करते हुए उसकी सराहना करते हैं।
- दूसरों के द्वारा अभिव्यक्त अनुभवों को ज़रूरत के अनुसार लिखना, जैसे- सार्वजनिक स्थानों (जैसे- चौराहों, नलों, बस अड्डे आदि) पर सुनी गई बातों को लिखना।
- हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार, पत्र-पत्रिका, कहानी, जानकारी परक सामग्री, इंटरनेट पर प्रकाशित होने वाली सामग्री आदि) को समझकर-पढ़ते हैं और उसमें अपनी पसंद-नापसंद, टिप्पणी को लिखित या ब्रेल भाषा में व्यक्त करते हैं।
- विभिन्न विषयों, उद्देश्यों के लिए उपयुक्त विराम-चिह्नों का उपयोग करते हुए लिखते हैं।
- विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से लिखते हैं।
- विभिन्न संदर्भों में विभिन्न उद्देश्यों के लिए लिखते समय शब्दों, वाक्य संरचनाओं, मुहावरे आदि का उचित प्रयोग करते हैं।

कक्षा छः (हिंदी)

सीखने-सिखाने की प्रक्रिया	सीखने की संप्राप्ति (Learning Outcomes)
<p>सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें-</p> <ul style="list-style-type: none"> • अपनी भाषा में बातचीत तथा चर्चा करने के अवसर हों। • प्रयोग की जाने वाली भाषा की बारीकियों पर चर्चा के अवसर हों। • सक्रिय और जागरूक बनाने वाली रचनाएँ, अखबार, पत्रिकाएँ, फ़िल्म और ऑडियो-वीडियो सामग्री को देखने, सुनने, पढ़ने, लिखने और चर्चा करने के अवसर उपलब्ध हों। • समूह में कार्य करने और एक-दूसरे के कार्यों पर चर्चा करने, राय लेने-देने, प्रश्न करने की स्वतंत्रता हो। • हिंदी के साथ-साथ अपनी भाषा की सामग्री पढ़ने-लिखने की सुविधा (ब्रेल/ सांकेतिक रूप में भी) और उन पर बातचीत की आज़ादी हो। • अपने परिवेश, समय और समाज से संबंधित रचनाओं को पढ़ने और उन पर चर्चा करने के अवसर हों। • अपनी भाषा गढ़ते हुए लिखने संबंधी गतिविधियाँ आयोजित हों, जैसे-शब्द खेला। • हिंदी भाषा में संदर्भ के अनुसार भाषा विश्लेषण (व्याकरण, वाक्य संरचना, विराम चिह्न आदि) करने के अवसर हों। • कल्पनाशीलता और सृजनशीलता को विकसित करने वाली गतिविधियों, जैसे- अभिनय, रोल-प्ले, कविता, पाठ, सृजनात्मक लेखन, विभिन्न स्थितियों में संवाद आदि के आयोजन हो और उनकी तैयारी से संबंधित स्क्रिप्ट लेखन और रिपोर्ट लेखन के अवसर हों। • साहित्य और साहित्यिक तत्वों की समझ बढ़ाने के अवसर हों। • शब्दकोश का प्रयोग करने के लिए प्रोत्साहन एवं सुलभ परिवेश हो। • सांस्कृतिक महत्त्व के अवसरों पर अवसरानुकूल लोकगीतों का संग्रह करने, उनकी गीतमय प्रस्तुति देने के अवसर हों। 	<p>बच्चे-</p> <ul style="list-style-type: none"> • विभिन्न प्रकार की ध्वनियों (जैसे- बारिश, हवा, रेल, बस, फेरीवाला आदि) को सुनने के अनुभव, किसी वस्तु के स्वाद आदि के अनुभव को अपने ढंग से मौखिक/सांकेतिक भाषा में प्रस्तुत करते हैं। • सुनी, देखी गई बातों, जैसे- स्थानीय सामाजिक घटनाओं, कार्यक्रमों और गतिविधियों पर बेझिझक बात करते हैं और प्रश्न करते हैं। • देखी, सुनी रचनाओं/घटनाओं/मुद्दों पर बातचीत को अपने ढंग से आगे बढ़ाते हैं, जैसे- किसी कहानी को आगे बढ़ाना। • रेडियो, टी.वी., अखबार, इंटरनेट में देखी/सुनी गई खबरों को अपने शब्दों में कहते हैं। • विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से बताते हैं, जैसे- आँखों से न देख पाने वाले साथी का यात्रा-अनुभव। • अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में जानते हुए चर्चा करते हैं। • अपने से भिन्न भाषा, खान-पान, रहन-सहन संबंधी विविधताओं पर बातचीत करते हैं। • सरसरी तौर पर किसी पाठ्यवस्तु को पढ़कर उसकी विषयवस्तु का अनुमान लगाते हैं। • किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिंदु को खोजते हैं, अनुमान लगाते हैं, निष्कर्ष निकालते हैं। • हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार, पत्र-पत्रिका, कहानी, जानकारीपरक सामग्री, इंटरनेट पर प्रकाशित होने वाली सामग्री आदि) को समझकर पढ़ते हैं और उसमें अपनी पसंद-नापसंद, राय, टिप्पणी देते हैं। • भाषा की बारीकियों/व्यवस्था/ढंग पर ध्यान देते हुए उसकी सराहना करते हैं, जैसे- कविता में लय-तुक, वर्ण-आवृत्ति (छंद) तथा कहानी, निबंध में मुहावरे, लोकोक्ति आदि। • विभिन्न विधाओं में लिखी गई साहित्यिक सामग्री को उपयुक्त उतार-चढ़ाव और सही गति के साथ पढ़ते हैं। • हिंदी भाषा में विविध प्रकार की रचनाओं को पढ़ते हैं। • नए शब्दों के प्रति जिज्ञासा व्यक्त करते हैं और उनके अर्थ समझने के लिए शब्दकोश का प्रयोग करते हैं।

Class VI (Mathematics)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ul style="list-style-type: none"> • encounter situations having numbers up to 8 digits, e.g., cost of property, total population of different towns, etc. • compare numbers through situations like cost of two houses, number of spectators, money transactions, etc. • classify numbers on the basis of their properties like even, odd, etc. • observe patterns that lead to divisibility by 2,3,4,5,6,8,10 and 11. • create number patterns through which HCF and LCM can be discussed • explore daily life situations to involve the use of HCF and LCM • create and discuss daily life situations involving the use of negative numbers • observe situations that require the representation by fractions and decimals • use different contexts in mathematics to appreciate the necessity of representing unknowns by variables (alphabet) • explore and generalise the need of using variables alphabets • describe situations involving the need for comparing quantities by taking ratio • discuss and solves word problems that use ratios and unitary method • explore various shapes through concrete models and pictures of different geometrical shapes like triangles and quadrilaterals, etc. • identify various geometrical figures and observe their characteristics in and outside the classroom environment either individually or in groups • make different shapes with the help of available materials like sticks, paper cutting, etc. • observe various models and nets of 3-Dimensional (3-D) shapes like cuboid, cylinder, etc. and discuss about the elements of 3-D figures such as faces, edges and vertices 	<p>The learner —</p> <ul style="list-style-type: none"> • solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division) • recognises and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime, etc. • applies HCF or LCM in a particular situation • solves problem involving addition and subtraction of integers. • uses fractions and decimals in different situations which involve money, length, temperature etc. For example, $7\frac{1}{2}$ metres of cloth. distance between two places is 112.5 km etc. • solves problems on daily life situations involving addition and subtraction of fractions / decimals • uses variable with different operations to generalise a given situation. e.g., Perimeter of a rectangle with sides x units and 3 units is $2(x+3)$ units • compares quantities using ratios in different situations. e.g., the ratio of girls to boys in a particular class in 3:2 • uses unitary method in solving various word problems. For example, if the cost of a dozen notebooks is given she finds the cost of 7 notebooks by first finding the cost of 1 notebook • describes geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc., with the help of examples in surroundings • demonstrates an understanding of angles by <ul style="list-style-type: none"> – identifying examples of angles in the surroundings – classifying angles according to their measure – estimating the measure of angles using 45°, 90°, and 180° as reference angles • demonstrates an understanding of line symmetry by <ul style="list-style-type: none"> – identifying symmetrical 2-Dimensional (2-D) shapes which are symmetrical along one or more lines

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| <ul style="list-style-type: none"> • share the concept of angles through some examples like opening the door, opening the pencil box, etc. Students can be asked to give more such examples from the surroundings • classify angles based on the amount of rotation | <ul style="list-style-type: none"> – creating symmetrical 2-D shapes • classifies triangles into different groups/types on the basis of their angles and sides. For example- scalene, isosceles or equilateral on the basis of sides, etc. • classifies quadrilaterals into different groups/types on the basis of their sides/angles • identifies various (3-D) objects like sphere, cube, cuboid, cylinder, cone from the surroundings • describes and provides examples of edges, vertices and faces of 3-D objects • finds out the perimeter and area of rectangular objects in the surroundings like floor of the class room, surfaces of a chalk box etc. • arranges given/collected information such as expenditure on different items in a family in the last six months, in the form of table, pictograph and bar graph and interprets them. |
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Class VI (Science)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner is to be provided with opportunities in pairs/groups/ individually in an inclusive setup and encouraged to—</p> <ul style="list-style-type: none"> • explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing • pose questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc. • record the observations during the activity, experiments, surveys, field trips, etc. • analyse recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults • exhibit creativity presenting novel ideas, new designs/patterns, improvisation, etc. • internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources, etc. 	<p>The learner—</p> <ul style="list-style-type: none"> • identifies materials and organisms, such as, plant fibres, flowers, on the basis of observable features, i.e., appearance, texture, function, aroma, etc. • differentiates materials and organisms, such as, fibre and yarn; tap and fibrous roots; electrical conductors and insulators; on the basis of their properties, structure and functions • classifies materials, organisms and processes based on observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque; changes as can be reversed and cannot be reversed; plants as herbs, shrubs, trees, creeper, climbers; components of habitat as biotic and abiotic; motion as rectilinear, circular, periodic etc. • conducts simple investigations to seek answers to queries, e.g., What are the food nutrients present in animal fodder? Can all physical changes be reversed? Does a freely suspended magnet align in a particular direction? • conducts simple investigations to seek answers to queries, e.g., What are the food nutrients present in animal fodder? Can all physical changes be reversed? Does a freely suspended magnet align in a particular direction? • relates processes and phenomenon with causes, e.g., deficiency diseases with diet; adaptations of animals and plants with their habitats; quality of air with pollutants, etc. • explains processes and phenomenon, e.g., processing of plant fibres; movements in plants and animals; formation of shadows; reflection of light from plane mirror; variations in composition of air; preparation of vermicompost, etc. • measures physical quantities and expresses in SI units, e.g., length • draws labelled diagrams / flow charts of organisms and processes, e.g., parts of flowers; joints; filtration; water cycle, etc.

- constructs models using materials from surroundings and explains their working, e.g., pinhole camera, periscope, electric torch, etc.
- applies learning of scientific concepts in day-to-day life, e.g., selecting food items for a balanced diet; separating materials; selecting season appropriate fabrics; using compass needle for finding directions; suggesting ways to cope with heavy rain/drought, etc.
- makes efforts to protect environment, e.g., minimising wastage of food, water, electricity and generation of waste; spreading awareness to adopt rain water harvesting; care for plants, etc.
- exhibits creativity in designing, planning, making use of available resources, etc.
- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.

Class VI (Social Sciences)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ul style="list-style-type: none"> • use diagrams, models and audio-visual materials to understand motions of the earth. • observe stars, planets, satellite (Moon), eclipse under the guidance of parents/teacher/elders, etc. to understand astronomical phenomena. • use globe for understanding latitudes and longitudes. • use diagrams for understanding lithosphere, hydrosphere, atmosphere and biosphere. • explore maps for locating continents, oceans, seas, States/UTs of India, India and its neighbouring countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers, etc. • discuss myths linked to eclipses. • use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India. • undertake map activity: for locating important places, sites of hunter-gatherers; food producers, Harappan civilisation, <i>janapadas</i>, <i>mahajanapadas</i>, empires, places related to events in the life of the Buddha and Mahavira; centres of art and architecture-areas outside India with which India had contacts. • explore epics, <i>Ramayana</i>, <i>Mahabharata</i>, <i>Silappadikaram</i>, <i>Manimekalai</i> or some important works by Kalidas etc. • discuss basic ideas and central values of Buddhism, Jainism and other systems of thought- relevance of their teachings today- development of art and architecture in ancient India- India's contribution in the area of culture and science. • role play on various historical themes like change of Ashoka after Kalinga War-one of the events, incidents from literary works of the time etc. 	<p>The learner —</p> <ul style="list-style-type: none"> • distinguishes between stars, planets and satellites e.g., Sun, Earth and Moon • recognises that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere • demonstrates day and night; and seasons • locates directions on the flat surface; and continents and oceans on the world map • identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map • locates physical features of India such as- mountains, plateaus, plains, rivers, desert ,etc. on the map of India • draws a neighbourhood map showing scale, direction, and features with the help of conventional symbols • examines critically the superstitions related to eclipses • identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period. • locates important historical sites, places on an outline map of India • recognises distinctive features of early human cultures and explains their growth • lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc. • explains broad developments during the ancient period, e.g., hunting-gathering stage, the beginning of agriculture, the first cities on the Indus etc. and relates the developments occurring in one place with another • describes issues, events, personalities mentioned in literary works of the time • describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc.

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| <ul style="list-style-type: none"> • undertake projects on the evolution of state-working of <i>ganas</i> or <i>sanghas</i>– contributions of kingdoms, dynasties in the field of culture– India’s contact with areas outside India highlighting the impact of these contacts and classroom discussion on projects • visit museums to see the material remains of early human settlements– Harappan and discuss the continuity and change between these cultures • participate in discussions on the concepts of diversity, discrimination, government, and livelihood. • observe examples of fair/unfair treatments to people meted out in the family, school, society, etc. • study from the text and directly observe of functioning of a <i>Gram Panchayat</i> or a municipality/corporation (according to the place a student lives) • understand the role of governance in society, and the difference between affairs of a family and those of a village/city. • describe case studies of nearby localities/ villages in respect of occupations. | <ul style="list-style-type: none"> • outlines India’s significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc. • synthesises information related to various historical developments • analyses basic ideas and values of various religions and systems of thought during ancient period • describes various forms of human diversity around her/him. • develops a healthy attitude towards various kinds of diversity around her/him • recognises various forms of discrimination and understands the nature and sources of discrimination. • differentiates between equality and inequality in various forms to treat them in a healthy way • describes the role of government, especially at the local level. • identifies various levels of the government— local, state and union • describes the functioning of rural and urban local government bodies in sectors like health and education • describes factors responsible for availability of different occupations undertaken in rural and urban areas. |
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