



“ आ नो भद्राः
क्रतवो यन्तु विश्वतः
Let the noble thoughts
come from all directions ”

ENGLISH

Class-6



Class-7



Class-8

Our Vision

Bhartiya Shiksha Board (BSB) has developed a national education system that seamlessly integrates cutting-edge scientific research in brain development, child psychology, and learner-centric pedagogical approaches with the venerable traditions of our indigenous schooling model — the Guru Shishya Parampara. In doing so, the BSB curriculum embodies a balanced synthesis of wisdom from ancient Indian knowledge systems (IKS), and contemporary scientific advancements and technology.

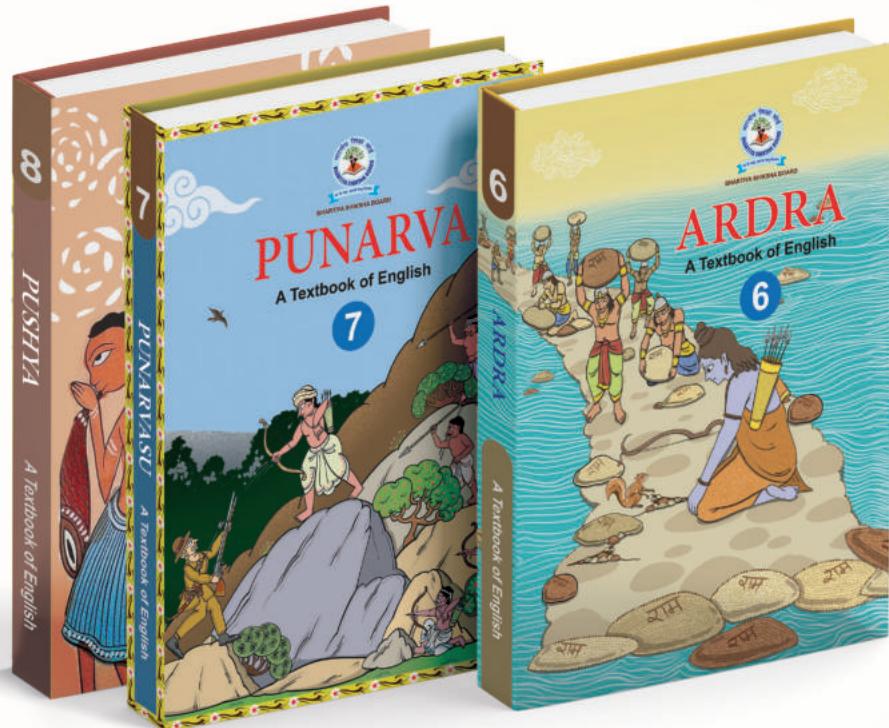
Aligned with the guidelines of the National Curriculum Framework (NCF 2023), the Board lays significant emphasis on Competency Based Learning, and the cultivation of 21st-century skills among students, right from the Foundational Stage up to the Secondary Stage. This approach aims to nurture critical thinking and problem-solving abilities, essential for lifelong learning and success in a dynamic world. Moreover, the Board acknowledges the pivotal role of continuous professional development of educators, to ensure that they are equipped to transact the curriculum effectively and maximize student learning outcomes.





English

Middle Stage: Classes VI to VIII



Ardra - ISBN : 978-81-978610-2-4

Punarvasu - ISBN : 978-81-983198-6-9

Pushya - ISBN : 978-81-983198-8-3

These three books aim to foster holistic growth in students by integrating values and life skills across diverse themes:

- **Foundation of Core Values:** Developing empathy, mindfulness, and respect for diversity to build a compassionate worldview.
- **Cultural and Community Awareness:** Encouraging an understanding of Bharat's heritage, wellness practices, and environmental responsibility.
- **Balanced Modern Perspective:** Blending traditional knowledge with adaptability and sustainability to prepare students as responsible global citizens.

These textbooks are titled **Ardra** for Class-VI, **Punarvasu** for Class-VII and **Pushya** for Class-VIII.



Introduction

The National Curriculum Framework for School Education (NCFSE-2023) defines Classes VI–VIII as the Middle Stage. In keeping with the tradition of previous English textbooks, we have titled the books for Classes VI–VIII after constellations, namely *Ardra*, *Punarvasu*, and *Pushya*, respectively. The learning resources for these classes include the textbooks, and e-resources for each class.

Based on NCF 2023

In adherence to the aims, learning standards, curricular goals, and outcomes outlined for the Middle Stage in the NCF 2023, this trio of books offer a rich tapestry of content, divided across five thematic units in each book. The books are intended to nurture and advance learners' skills in the following areas:

- Proficiency in listening, speaking, reading, and writing skills (LSRW) in the English language.
- Advancement of literacy through a systematic and sustained approach to phonology, vocabulary, grammar, and syntax.
- Development of oracy for effective communication in real-world contexts.
- Enhancement of creative capacities by introducing the learners to diverse forms of literature, such as poetry, songs, essays, short stories, travelogues, and drama.
- Cultivation of a deeper understanding and appreciation of Bharat's centuries-old linguistic heritage through translations.

Oracy and Literacy

The textbooks are dedicated to advancing both oracy and literacy in learners. The aim is to develop their proficiency in verbal expression as well as understanding others, and their fluency in reading, writing, and comprehension.

Literary and Creative Aptitudes

One of the primary objectives, outlined in NCF 2023 is to enhance literary and creative abilities among learners. Accordingly, the content is crafted to facilitate the exploration and development of learners' imaginative capacities.

Effective Communication Skills

In alignment with NCF 2023, these books are designed to cultivate effective communication skills, among learners. The textbooks emphasise the development of oracy—encompassing listening, speaking, and interactive dialogue—as a foundational element of effective communication. By integrating structured activities that promote verbal expression, active listening, and collaborative discussion, the books ensure that learners enhance their ability to formulate thoughts clearly, and articulate them well enough to engage constructively with others. This approach facilitates the mastery of the English language and equips the learners with critical communication skills, essential for their academic and social success in the contemporary world.

Appreciation of and Engagement in Culture

The books are crafted to present English as a linguistic skill, rather than merely a medium for conveying foreign cultures, values, and belief systems. The books emphasise fostering learners' understanding of their cultural heritage, history, and literature. The underlying design is to prepare the learners to build their identity to confront the complexities of the 21st century. With this approach, the textbooks aim to deepen their appreciation of their own heritage, while actively engaging, learning, and respecting other cultures.

The Four-Block Approach

Listening Skills

- New Words: Meaning and Usages
- Just-a-Minute (JAM)
- Words Associated with Pictures
- Phonics
- Sound-Symbol Association

Writing Skills

- Guided Writing
- Story Writing
- Notice Writing
- Portfolio Development
- Informal Letter Writing
- Descriptive Paragraph
- Grammar and Usage
- Diary Entry

Reading Skills

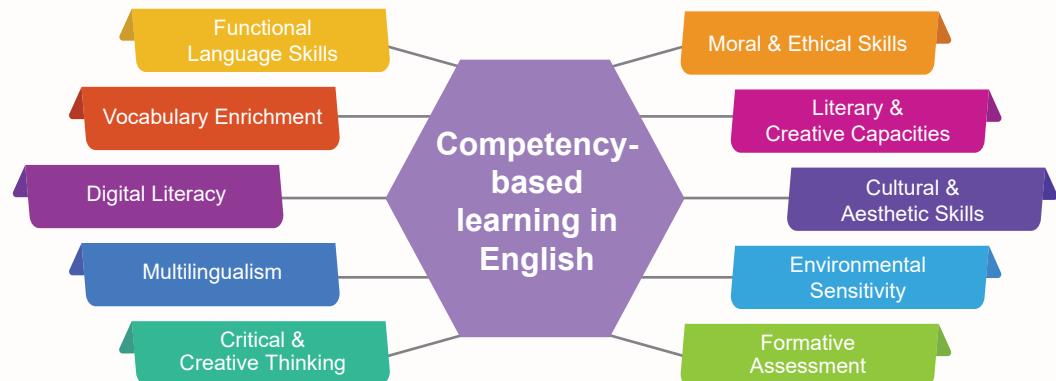
- Shared Reading
- Guided Reading
- Independent Reading

Speaking Skills

- Speech
- Discussion
- Conversation
- Group Work
- Role-play
- Pair Work
- Drama
- Short Conversation

The textbooks utilise a four-block framework, enabling learners to thoroughly explore their roles as readers and writers while sparking a genuine interest in language learning. This framework—comprising oral language development (speaking skills), word recognition (listening skills), reading, and writing—is in sync with the essential communication skills, and is systematically integrated within each unit to ensure that learners engage with and develop each component regularly in one academic year.

Competency Based Learning in English



Content for Class VI

ARDRA

Themes

The educational content is structured around five themes enriched with foundational, social, and emotional skills and values, which are as follows:

1. Love, Respect, and Compassion for All Living Beings
2. Challenging Stereotypes
3. Redemption and Forgiveness
4. Being Mindful
5. Discovery, Curiosity, and Cultural Exploration

Contents

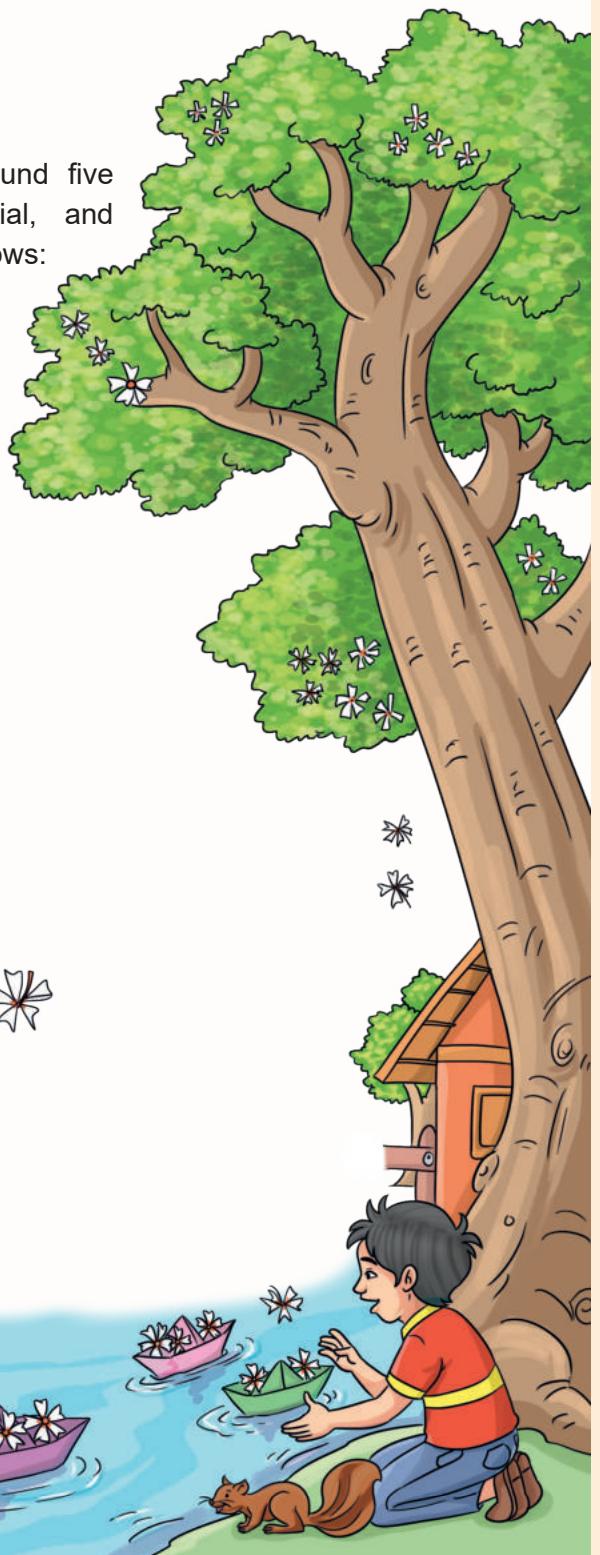
Unit 1: Green Dream

Unit 2: Thinking Together

Unit 3: Famous Folktales

Unit 4: Mindfulness

Unit 5: Explore More



Content for Class VII

PUNARVASU

Themes

The educational content is structured around five themes enriched with values to build a wider, balanced perspective on life and society, which are as follows:

1. Unity in Diversity, Respect for Traditions, and Communal Harmony
2. Discipline, Inner peace, and Perseverance
3. Devotion, Creativity, and Self-expression
4. Compassion, Equality, and Selfless Service
5. Environmental Stewardship, Sustainability, and Respect for Nature

Contents

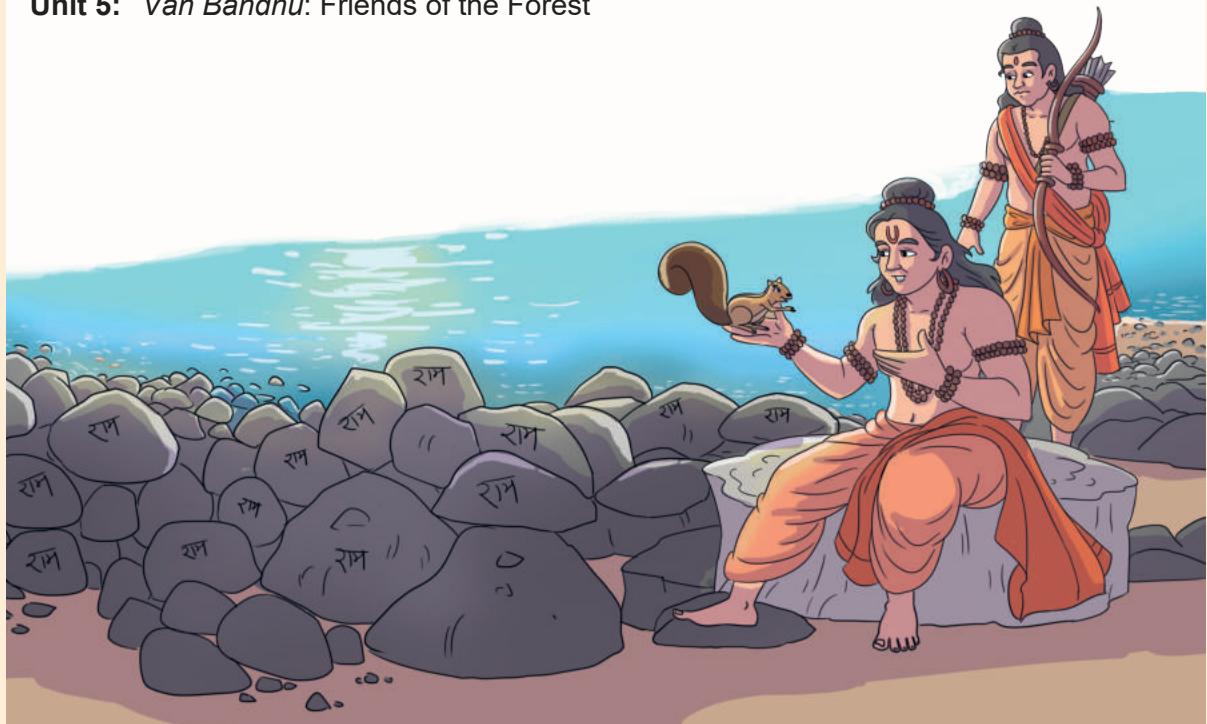
Unit 1: Cultural Kaleidoscope of Bharat

Unit 2: Yoga and Sports for Fitness

Unit 3: The Essence of Music

Unit 4: Humanity

Unit 5: *Van Bandhu*: Friends of the Forest



Content for Class VIII

PUSHYA

Themes

The educational content is structured around five themes enriched with values that will help students respect our heritage and promote adaptability and sustainability. These values are as follows:

1. Respect for Traditions, Recognising the Universality of Bharatiya Knowledge and Value Systems
2. Harmony with Nature, Environmental Respect, and Simplicity
3. Cooperation, Sharing Knowledge, and Mutual Support
4. Pride in Heritage, Cultural Appreciation, and Inclusivity
5. Innovation, Respect for Ancient Knowledge, and Adaptability

Contents

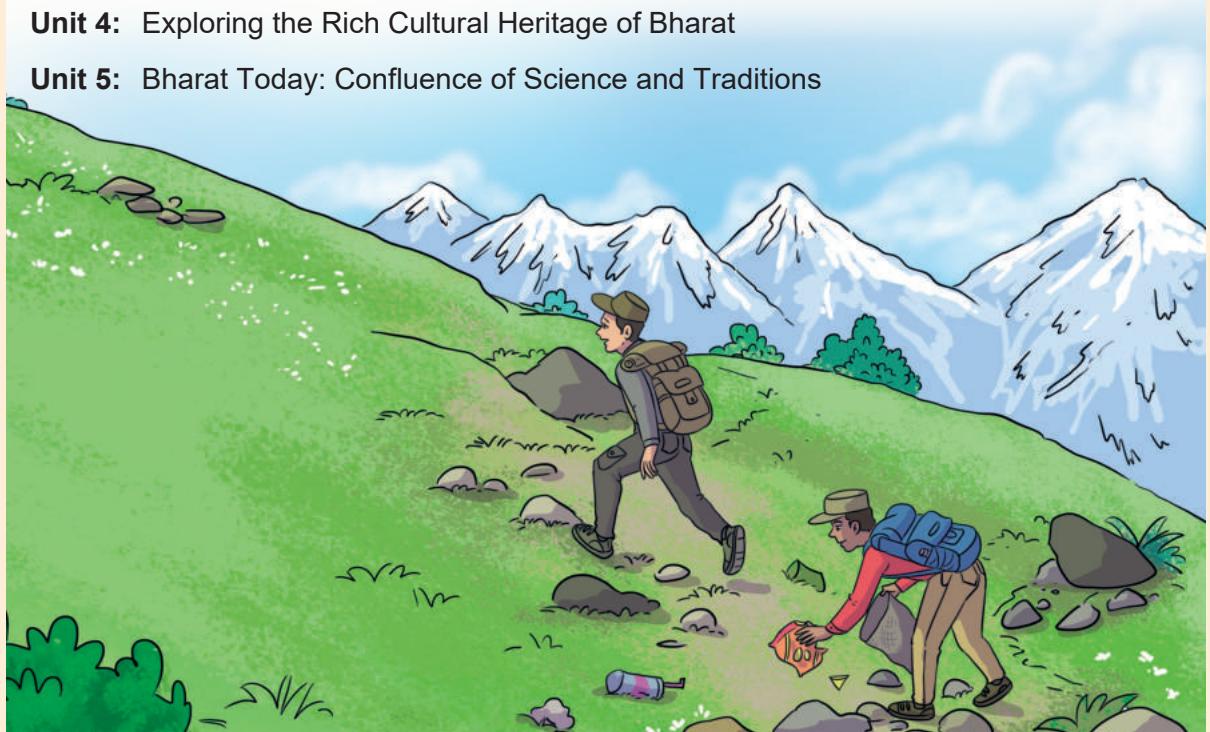
Unit 1: The Legacy of Bharatiya Traditions and Values

Unit 2: Living with Nature

Unit 3: Collective Wisdom

Unit 4: Exploring the Rich Cultural Heritage of Bharat

Unit 5: Bharat Today: Confluence of Science and Traditions



Highlights of the Textbooks

Indian Knowledge System

Emphasizes Bharat's heritage, culture, customs, and history to offer a more profound insight into our country.

Learning Outcomes

Define what learners are able to know, to do or to demonstrate at the end of each chapter helping them to understand the purpose of educational activities.

Understanding the Text

Includes factual, creative, and speculative questions to enhance learners' understanding and comprehension.

A worksheet titled 'Skill Reinforcement Reading' featuring a title 'Prose' and a sub-section 'Ganga River Dolphins'. It includes a reading text, comprehension questions, and a drawing activity. The text describes the Ganga River Dolphins as the 'Ganges River Dolphin' or 'Ganges Dolphin', mentioning their unique 'humpback' shape and their habitat in the Ganges River. It also notes their classification as a 'living fossil' and their status as an 'endangered species'. The reading concludes with a question about the Ganges Dolphin's scientific name and a drawing of a dolphin leaping out of water.

Reading Skills

Helps learners value literature from diverse cultures and gain deeper understanding.

Listening Skills

Enhances learners' active listening abilities by urging them to remain engaged and seek clarification for a deeper comprehension.

Writing Skills

Gives children the opportunity to learn world-building, descriptive, and narrative adeptness.

Speaking

Ancient Technologies: Steel-making in Ancient Bharat:

A remarkable fact of ancient Bharat was the production of iron from ore. According to historical records, steel production in Bharat began around 300 BCE in the southern parts of the country using a method that later came to be known as the 'Vaidika' technique. This technique involves using a combination of iron like pig iron and coke to produce steel. The coke is added to the iron to provide a special skill to denature the impurities of coke as it determines the final properties of the steel. Fluxes like sand or glass are added to remove impurities and ensuring a smooth flow of the coke. The steel made through this technique is called 'Vaidika' steel.

The process involves the following steps as seen in the diagram:

- Preparing the materials:** First, all the raw materials like pig iron or coke iron, carbon sources like charcoal and flux like sand or glass are prepared.
- Loading the crucible:** Next the iron, charcoal and flux are placed at the bottom of a crucible.
- Heating the crucible:** The crucible is then placed inside a furnace and heated to a very high temperature for the iron to melt.
- Pouring the molten metal:** This is the final step of the process. Once, the mixture is completely melted, the molten metal is poured into molds to solidify.

(Extracting the Rich Cultural Heritage of Bharat | 48)

Speaking Skills

This will enhance the vocabulary skills of the students and encourage them to use the language fluently.

8.	Write five words that are used in our day-to-day lives. Look up a dictionary and find out the following information about the words.
S.	Word
1.	
2.	
3.	
4.	
5.	

Grammar Section

Sentence and Its Types

A sentence is a group of words that communicate a message. A sentence can be a statement, a question, an exclamation or a command. It always begins with a capital letter and ends with a full stop (.), a question mark (?) or an exclamation mark (!), depending on what the sentence is.

Read the following examples.

- The dog barks.
- Do you know how to cook?
- What a beautiful day it is!
- Take your seats.

Sentences are classified based on the purpose of the speaker or writer. The purpose of different types of sentences has been described below:

A declarative sentence: states a fact, purpose or feeling. It ends with a full stop (.)
For example:
• I have four to six months before
• They are going to have a business trip.
• There are twelve months in a year.
• I had a little under the weather.



(Extracting the Rich Cultural Heritage of Bharat | 49)

Phonics Section

What is a Syllable?

The beats or segments of a spoken or written word in a particular language are generally known as syllables. A syllable could be just a vowel sound like 'a', 'e', 'i', 'o', 'u'. It can also be a consonant that forms a syllable on its own, as shown in the given table.

Syllable	Word	W	o	o	l	l
	pronunciation	Woo	oo	oo	ll	ll

A syllable may be defined as a single, unbroken sound segment of a spoken or written word. You break a word into components for ease of pronunciation. For example, 'tomato' has four syllables - 'to', 'ma', 'to', 'ma'.

See, here are one or more syllables are there in a word?

Task 1:

- Try to listen carefully when you speak about a word.
- How often do you hear the same sound in a word? How many times do you hear the same sound in a word?
- This is the final number of syllables in the word.

Task 2:

- Put your hand under your chin and speak about the word.
- How many times does your hand move when you speak the word?
- That is the number of syllables.

Task 3:

- Try to hear the word.
- Vowel sounds can be consonants and vice versa. They are the sounds we say for birth. Hence, when we hear a word, we hear the vowel sound, vowel sounds, and then, the number of syllables.
- The number of syllables in a word has equals the number of vowel sounds in a word.
- The shape of your mouth changes when you say the next base of the word or the next syllable while pronouncing the word.

(Extracting the Rich Cultural Heritage of Bharat | 50)

Phonics Section

Helps in practicing sound-letter associations to improve reading and pronunciation.

Art Activity

Encourages creativity, enhances self-expression, and develops fine motor skills.

8. Jade's jacket planning handbook: Write any three ways handiwork could be helpful in everyday life.

Art Activity

Bamboo Grass Ornament

Materials required: Crepe paper or tissue paper, pencil, glue
Steps: Follow these eight steps to make your bamboo grass ornaments:

1. Fold the paper in half.
2. Make U-shaped creases along dotted lines. Then, fold as shown along the given dotted lines.
3. Fold in the extra edge on one side as shown in the dotted line.
4. Fold in the extra edge on the other side as shown in the dotted line.

(Extracting the Rich Cultural Heritage of Bharat | 51)

Literature Section

Poem

The War Through the Woods — Rudyard Kipling

Joseph Rudyard Kipling was born in 1865 in Madras to British parents. He returned to India in 1877 and studied at the local school. He wrote many stories and poems, including 'The Jungle Book' and 'The Jungle Book'. He was awarded the Nobel Prize in Literature in 1907.

They shot the road through the woods
 Savvy years ago.
Weather and rain have washed it again,
 And now you would never know!
There was once a road through the woods.
 Before they planted the trees.
 It is a winding road, and broad,
 And the rhinoceroses.
 Only the keeper sees
 That, when the rhinoceroses,
 And the rhinoceros roll at ease,
There was once a road through the woods.

(Extracting the Rich Cultural Heritage of Bharat | 52)

Literature Section

Enables nurturing critical thinking skills and empathy towards diverse perspectives.

Project-based Learning

Engages children in real-world problem-solving techniques, fosters collaborative skills, and promotes awareness of global sustainability issues.

Then, draw dotted lines on either side as shown from the centre of the top of the folded paper.

Fold the dotted lines and save out.

Make another one in the same manner. Use glue to stick the first one to the second.

Continue till you get the required length of your bamboo grass ornament.

Your bamboo grass ornament (origami) is ready!

Project-based Learning

SDG Integration Activity

The United Nations' Sustainable Development Goals (UNSDGs or SDGs), are global goals, as a set of seventeen global goals that aim to end the urgent economic, social, and environmental challenges that the world is facing. The 17 SDGs are interconnected and interdependent. They were adopted by the United Nations Conference on Sustainable Development in 2012.

(Extracting the Rich Cultural Heritage of Bharat | 53)

Creative Writing

Diary Entry

Diary writing is jotting down the events, experiences, and observations of regular experiences, and feelings, giving it a personal and creative touch. A diary can be written daily or at intervals, depending on the writer's mood. You can tell your diary everything, pouring out your feelings and emotions. You can even predict something and write it down. In the future, you can see how you have changed as a person, read, and enjoy your memories.

Points to remember for a diary entry:

- Mention the date, day, and time.
- You may address the diary if you wish. For example, Dear Diary, etc.
- Use the first-person narrative (writing from your point of view, using 'I', 'us', 'our' or 'ourselves').
- End the diary entry with your name.

Do you know?

Do you know that Shobodh Bhagat Singh wrote diary in jail? He made as many as 218 entries which were published posthumously. You may enjoy reading one of the entries given below:

Entry 13:

The sun is high in the west at sunset, the world, and its diversity of human endeavour, act in mysterious ways. After, first it makes the world act in mysterious ways, and in secret ways, largely out of sight, goes on in mysterious ways, but also in the actual experience of death, and the secret ways, though it is open, the transformation of the world, but are the transformations of darkness, sometimes, heartbreaking, sometimes, like rebirth, like rebirth, like rebirth, like rebirth, like rebirth, like rebirth, especially in the secret, continual, and individual life.

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Warm-up Activity

Helps learners value literature from diverse cultures and gain deeper understanding.

Warm-up Activity

Let's Keep Our School Clean

Let us do a quick small activity. Check regularly if your school premises have a clean environment. If not, clean it up. You can do this in your classroom. Work together in groups, collect the litter and put them in the dustbins or allotted space to maintain a hygienic environment in your classroom and school.

Individual Work

My Inner Voice

Think about the title of this unit. Have you ever heard an inner voice or felt a shadowing in your mind that tells you of something right or wrong, good or bad, true or false? If it is, what does it tell you? What is the inner voice that helps you figure out how to make appropriate choices. Self-learning will help you become an independent learner in the long run.

Think about the following questions with the class.

- Can we care our environment and live by our values?
- Can we call it our green choices?

Arjun English Textbook, Class 4 | 8

Do You Know?

Interesting factoids and trivia that enriches the topic and spark curiosity.

Explanatory Notes

Additional explanations to clarify challenging concepts or details.

Skill Reinforcement

Assesses and improves essential linguistic skills for longer retention.

Do you know?

The main **habitat** in Gangaic dolphins is from the Ganges River to the Brahmaputra River. The construction of dams and barrages, sand mining, and water pollution due to heavy river traffic and industrial waste are the main reasons for the death of dolphins. They are also killed for meatening oil, which is a traditional **medicine**. **Superstitious** people have also been to the killing of this aquatic friend.

The Government of Bihar declared the Ganga River Dolphin as the National Aquatic Animal of Bihar in 2009. In fact, a stretch of the Ganges-Kaveri-Brahmaputra system is the last remaining habitat of the Gangaic dolphin. Bihar has declared as a protected area for dolphins. Under the Wildlife Protection Act (1972) of Bihar, it is a punishable offence to kill Ganga River Dolphins. The National Aquatic Animal of Bihar is the Ganga River Dolphin.

The International Union for the Conservation of Nature (IUCN) has declared them as **endangered species**. The IUCN teams have even removed these from the list of **critically endangered** species. If we do not take timely corrective measures, we may not get a chance to see this beautiful animal from becoming **extinct** soon.

Explanatory Notes

Basin (n): an area of land around a large river with streams running down into it.
Rehabilitation (verb): using the softened sound waves to find things.
Reverberation (verb): the sound waves that are reflected.
Elusive (adj): (esp. of prey) difficult to find; hard to catch.
Reinforcement (verb): the state of being strengthened.
Reinforcement (verb): to strengthen or support.
Flexibility (n): the ability to move or turn easily.
Endemic (adj): native to a particular region or country.
Marine (adj): of, on, or relating to the sea or seas.
Suspense (n): long wait and the area around the search of some unusual e.g., pig.
Superstitious (adj): believing in what people believe in or are seeking for bad luck.
Threaten (verb): ask or demand.
Ultrasonic (adj): sounds higher than humans can hear.

Arjun English Textbook, Class 4 | 8

Skill Reinforcement

Reading

Newspaper Report

Challenging Gender Stereotypes

Read the following newspaper report on challenging gender stereotypes. Every year, on the occasion of International Women's Day on March 8, the Ministry of Women and Child Development, Government of Bihar, awards the *Nari Shakti Poshak* to institutions or individuals who have made outstanding contributions to women's empowerment.

The President, Shri Ram Nath Kovind with the recipients of the Nari Shakti Poshak (2019), on the occasion of the International Women's Day on 8 March, 2020, at Rashtrapati Bhavan, New Delhi.

So far, the highest number of awards was given to 46 women in 2019 by Shri Ram Nath Kovind, the former President of Bharat, for challenging traditional gender roles and stereotypes. The award was given to the women who have shown the skills that were believed to be only a man's field of work. They fought the gender stereotypes and earned respect for their competence.

The success stories of a few such women are briefly mentioned below. You may like to read more about them from the online sources.

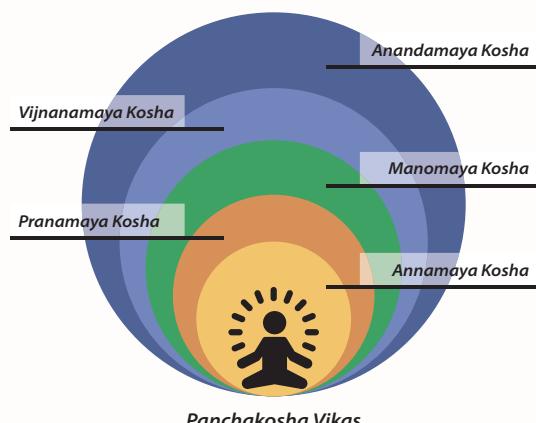
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Panchakosha Vikas

Panchakosha Vikas (Five-fold Development) - A keystone in Indian tradition.

A child is a complete being, nurtured through the five koshas or sheaths. The layers are Annamaya Kosha (physical layer), Pranamaya Kosha (life force energy layer), Manomaya Kosha (mind layer), Vijnanamaya Kosha (intellectual layer) and Anandamaya Kosha (inner self). Each layer exhibits certain distinct characteristics. The holistic development of a child takes into account the nurturing and nourishment of these five layers.

Specific types of practices are designed to enable the development of each of these koshas. However, the practices are designed keeping in mind that the koshas are interconnected; therefore, activities focusing on one aspect also contribute to the development of the others.



Illuminating the Past

The textbooks pay homage to our great ancestors, who have contributed significantly towards intellectual, cultural, and scientific progress through the rich legacy of Bharatiya philosophies and values.

Our Ancestors

Brahmagupta

Brahmagupta, the Bhāsati astronomer and mathematician, born in 598 A.D., is recognised as the first mathematician to provide a formula for calculating the area of the cyclic quadrilateral.

He described rules for different arithmetic operations and proportions, in his *Brahmasphuta-siddhanta*. He discussed the mathematical function of zero, invented guidelines for working with positive and negative numbers, a method for calculating square roots, methods for solving linear and some quadratic equations, the rules for summing series, and indeterminate equations of the second degree.

He gave the exact value of pi (3.162...) and that a year is 365 days, 6 hours, 12 minutes, and 9 seconds long. He extended the method of Aryabhata's algorithm, called *lakshana*, which is considered extremely efficient computationally.

The existing rule that two negative numbers multiplied together equals a positive number first appears in *Brahmasphuta-siddhanta*. The mathematical solutions by Aryabhata and Brahmagupta are fundamental to many computer science applications today.

His *Khandakhadyaka*, a handbook on astronomy, is considered to have significantly contributed to devising techniques for estimating the location of planetary bodies over a period of time, and their emergence or setting in the sky.

Brahmagupta also mentioned 'gravity' and that bodies fall towards the earth because it is a fact that the earth attracts bodies, just as it does like water to flow.

Activity: Pick a Bharatiya mathematician or astronomer from our rich heritage and make a chart. Mention about the time they lived, people and places related to them, postal stamps on the person, museums that have information about them, and also why the person is important even today.

Andhra English Textbook, Class-6 | 201

Our Ancestors

Dhanvantari

Dhanvantari, in Hindu Puranas, is revered as the God of Ayurveda. Dhanvantari Nighantu, whose original name is Dravyarduli Samucchaya, is considered one of the oldest Ayurvedic medica placed between the eighth to tenth AD. The word *Nighantu* in Ayurveda implies a group of drugs, synonyms, properties, and description of the parts used.

Dhanvantari systematically grouped Ayurveda into eight parts (*asthangas*), each representing a specialty. Dhanvantari's teachings are popularised, taught by his disciples, and recorded in *Sushruta Samhita* by Sushruta, known as the father of Bharatiya surgery.

A mythological story states that Dhanvantari rose during the *Samudra Manthan* with Amrit in His hands, and the name *Dhanvantari* indicates the gift of God to remove human suffering.

Modern science today is found accepting Ayurveda as an alternative medicine. Ayurveda focuses on holistic well-being, and not just the rative aspect. In recognition of the divine personality, Dhanvantari Award is conferred each by the Government of Bharat. Dedicated tales to Dhanvantari are found in South especially in Kerala and Tamil Nadu, the of Ayurveda medicine.

Activity: Write a paragraph on the same in about 200 words.

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Our Ancestors

Gangasati

Gangasati was a devoted spiritual poet of Bhakti tradition from the Saurashtra region of Gujarat. Her devotions, spirituality, and philosophies are expressed through her *bhajans* and *satsangs*.

Bhakti, a Sanskrit word meaning devotion in Bharat, dates back to the Vedic times. It is understood as a philosophical thought or state of consciousness, a state of pure love of a *shishya* devoted to one's concept of God.

Gangasati composed 52 bhajans that reflect the depth of her spiritual awakening, and describe the traits of a devotee of God, and the virtuous qualities of a saint. They provide us glimpses of the lives of the women bhaktas in medieval times, from the 12th to 17th centuries, their actions, aims, and their participation in public. Her bhajans portray the day-to-day images, and the need for stability of the mind towards God.

Gangasati is a social reformer and stands prominently for women's empowerment through education. The word *radhan*, frequent in her composition, relates to the spiritual harmonisation of body, mind, and soul to maintain life balance and overall well-being, a need of all times, especially in the context of COVID experiences.

Gangasati's prominent attitude towards the caste system can be seen in her following lines:

Jatipama Chhodine Ajsati Thare ne
Kadharo Varan Na Vihar,
Jatipama Nahi Hari Na Dehama ne
Evi Rite Rabher Nirmam Re.

These lines mean that one must abandon the caste system and remove the ailment of *Karma* (caste). There are no castes or distinctions in the land of the Lord. One must live without any hankering for honour.

Activity: Find out more about Bhakti Movement in Bharat and write a speech on it and its importance. Share it with the class.

Andhra English Textbook, Class-6 | 201

Our Ancestors

Sant Kabir Das

Kabir, a disciple of Swami Ramananda of the Vaishnava tradition of Northern India, was a Sufi and mystic poet of the 15th century. Kabir is a Sanskrit word meaning 'great'. He spent his life mostly in Benaras, and moved to Maghar during his last years.

Kabir's *dohas*, *shlokas*, and songs are written in *Khati* (Bihari). Through his *dohas*, he recommends careful use of words so that one does not spread falsehood, or hatred on the basis of caste, creed, and colour. His teachings revolve around the theme that we can reach God through love, compassion, and encourage us to look into one's inner souls for peace and happiness.

Kabir's philosophies are based on people's welfare and life's values that love and tolerance can unite. Kabir focussed on humanism to achieve social equality—the importance of humanity and human values—instead of sole dependence on Divine powers.

His songs were translated into English by Gurudev Rabindranath Tagore, and some of his verses were included in *Sri Sri Guru Granth Sahib*.

Kabir was progressive in his views that religious beliefs could be questioned, and was a major voice in shaping *virgin bhakti*.

His writings give a clear message of love and peace for social equality, the prime vision of today's world. He writes:

Khati Padi Palki Kar Jag Maa, Pondaik Bihay Na Kai
Na Aukhar Prey Ka, Je Poddar Je Ponda Hua

person cannot be called the learned even they have read many religious texts, if they don't know the value of compassion and love.

Activity: What is a *dohas*? Find out two *dohas* along with their meanings and share it with the class. Identify what rhymes and number of syllables in the *dohas* with its meaning.

Andhra English Textbook, Class-6 | 201

Answer to Frequently Asked Questions on BSB Textbooks

Q.1. How can a school get Affiliated/Associated with the Bhartiya Shiksha Board (BSB)?

Ans. Detailed instructions including Affiliation Bye-law are provided on our website. For more details, please contact via phone or WhatsApp the BSB Customer Support Number: 8954999000 Email: affiliation@bsb.org.in, BSB Office Hours: Daily from 6:00 AM to 10:00 PM

Q.2. What is the USP of Textbooks developed by Bhartiya Shiksha Board (BSB) and how the BSB Textbooks are distinct from others?

Ans. The BSB Textbooks have been developed meticulously, selecting the base for modern education. Appropriate references are given from ancient Indian Traditional Knowledge scriptures, traditional practices and ethos. The objective is to enable students to grow as global citizens with 'Bharatiya' orientation. The content material in the textbooks is consistent in curriculum and in alignment with national educational standards. The Textbooks reflect the emphasis on the Competency Based Learning - CBL through a balanced synthesis of wisdom from ancient Indian Knowledge Systems -IKS, and the 21st century skills.

Q.3. Where can I obtain a copy or set of the Textbooks?

Ans. Interested people can visit Bhartiya Shiksha Board website: <https://bsb.org.in> click on the "Availability of Books" section, select books and place an order. There are also local dealers of books to know list of these dealers or for any other assistance, you can contact at following no: Phone / WhatsApp: +91 89549 99000.

Q.4. Provide some details about the team behind the development of the textbooks?

Ans. The Textbooks are developed by experienced subject experts, under the mentorship and guidance of the leading luminaries in Education, i.e.:

- Science Text Books under the guidance of **Dr H C Verma**, (Former Professor, IIT Kanpur and renowned author of many books like 'Concepts of Physics').
- Mathematics Text Books under the guidance of **Dr Hukum Singh** (Former Professor & Dean, Academics & Head DESM, NCERT).
- Hindi Text Books under the guidance of **Dr Pramod Dube** (Former Professor, NCERT) and **Dr Ram Darash Mishr** (Former Professor, Delhi University and renowned author).
- Social Science Text Books under the guidance of **Prof. Madhav Govind** of JNU and **Prof. S.C. Rai** of DU alongwith **Prof. Dr Shri Prakash Singh**, DU-South Campus.
- Sanskrit Text Books under the guidance of **Prof. Radhavallabh Tripathi** (Ex-Vice Chancellor), **Prof. Shri Nivas Varkhedi** (Vice Chancellor), **Dr. Vijay Pal Shastri** (Ex-Professor) - Central Sanskrit University.
- English Text Books under the guidance of the professors of DU and subject experts working with the Directorate of Education.

Q.5. Can teachers or experts provide feedback or suggest improvements for the Text Books of Bhartiya Shiksha Board?

Ans. Bhartiya Shiksha Board is open to the feedbacks and suggestions for improvements from the experts, which, after deliberations by the "Text Books Development" teams, will be considered for incorporating in future editions.

Q.6. Can schools of other Boards like CBSE, ICSE and State Boards, use the Text Books of Bhartiya Shiksha Board?

Ans. The Text Books developed by Bhartiya Shiksha Board are in consonance with NEP-2020, NCF-FS 2022 and NCF-2023, and follow the national educational standards, hence, can be relevant for other Boards/Institutions, also.

Q.7. Which curriculum is followed by BSB and how is this different from NCERT pattern?

Ans. The BSB textbooks are distinct due to their core focus on integrating traditional ‘Bhartiya Gyan Parampara’ with modern learning approaches and synthesize a balanced approach emphasizing Competency Based Learning (CBL) aligned with NEP- 2020 & NCF-2023.

Q.8. Whether BSB textbooks are oriented to prepare students to different competences exam?

Ans. Students studying BSB books will be well-equipped for competitive exams because the BSB curriculum is entirely based on NEP 2020 and NCF 2023. These national frameworks focus on the same conceptual understanding and competency-based learning required performing well in exams like JEE and NEET etc, ensuring students receive the necessary foundation to excel.

Q.9. When are offline/online applications for all categories of affiliation generally permitted to be submitted according to the Bye-Laws.

Ans. Online/Offline applications for all categories within the scope of these Bye-laws shall generally open on 1st January and shall close by 31st December of a particular calendar year. For more details read chapter no.10, clause no. 10.4.3 of Affiliation bye-laws.

Q.10. What does Affiliation and Association mean?

Ans. **Affiliation means** – Schools that are recognized by the State Government up to Class 8 and wish to get affiliated with Bharatiya Shiksha Board upto Class 10 or 12, or those schools that are already affiliated with any other education board upto Class 10 or 12 and wish to switch over to Bharatiya Shiksha Board.

Association means – Schools that are recognised by the State Government up to Class 8 and are fully committed to ensuring 100% implementation of all textbooks published by Bharatiya Shiksha Board, participation in teacher training programmes organised by the Board, and compliance with the Board’s assessment process during examinations — such schools are associated with Bharatiya Shiksha Board up to Class 8.

Q.11. Can the school apply for affiliation even if the land is in two different campus?

Ans. If school is already running upto class 8th in one campus and want to take affiliation from 9th to 12th in other campus. In this scenario the school can still apply for affiliation but the land should be under the same local government authority and in the same revenue areas. However it has to be decided by the Board on case to case basis.

Q.12. Can the school use a common playground of a society or another school?

Ans. Yes the school can use another ground but should have a proper permission from the local authority. If more than one school uses the same play ground then the game period should not be the same. Secondly it has to be nearby so that student can use that particular playground.

Q.13. Are there any special provisions to take affiliation for Tribal area and Hilly area’s School?

Ans. Yes, there are some special provision for notified Hilly and Tribal areas on the basis of Regional Characteristics to give impetus to Geo- Economic traditions and Eco-friendly culture of the location and in notified Tribal areas where BSB has also provided 50% fee concession for school affiliation fees.

Q.14. Does BSB conduct teacher training?

Ans. Yes, every Affiliated/Associated school shall organise Annual Training & Triennial Training. For more details read chapter no.16, clause no. 16.1 & 16.2 of Affiliation bye-laws.

Q.15. What are the conditions under which a school’s affiliation with Bhartiya Shiksha Board may be revoked (Revocation of Affiliation)?

Ans. If a School is found violating the provisions of the Affiliation Bye Laws/Examinations Bye Laws of the Board or does not abide by the directions of the Board, the Board shall have the authority to revoke affiliation of that school. For more details read chapter no.13, clause no. 13.2 of Affiliation bye-laws.

Swami Ramdev and Acharya Balkrishna envision an educational system that cultivates well-rounded individuals who are not only intellectually proficient, but also morally and spiritually grounded. Their perspective on education seamlessly integrates traditional Indian wisdom with contemporary educational practices, focusing on self-realization and holistic development. They emphasize the importance of instilling values such as discipline, respect, and moral integrity in students. According to them, education should help build the character and foster a sense of responsibility towards society and the nation. True education transcends textbooks and exams, nurturing the mind, body, and soul, and equipping individuals with the necessary 21st-century skills to positively impact society and the nation, in the modern world.



The vision of BSB regarding education aims to create a progressive, inclusive, and dynamic educational ecosystem, that empowers students to become responsible, innovative, and capable leaders of the future. In the contemporary educational landscape, there is a growing recognition of the need to integrate modern competencies with ancient wisdom and cultural heritage. This holistic approach aims to produce well-rounded individuals who are not only adept in contemporary skills, have the knowledge to prioritize economic growth, but also remain grounded in their cultural identity and ethical values. Education should foster scientific and technological advancements with environmental sustainability. It acts as a catalyst for promoting social justice and equality, shaping a society where every individual, regardless of their background, has the opportunity to thrive. Moreover, it encourages student participation and contribution, vital for shaping the economic, cultural, and democratic environment. Together, these elements forge a path towards a prosperous, progressive, and harmonious global community.

Dr N. P. Singh
I. A. S. (Retd)
Executive Chairman
Bhartiya Shiksha Board

Learning is the true imperishable wealth.

—Thiruvalluvar



The main aim of education is to create human awareness so that they can understand the difference between the truth and untruth.

—Maharishi Dayanand Saraswati



Education is the manifestation of perfection already in man.

—Swami Vivekananda



Awake, Arise and Educate.

—Savitribai Phule

The purpose of education is to make good human beings with skill and expertise.

—A.P.J. Abdul Kalam



Bhartiya Shiksha Board

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