



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

# SOCIAL SCIENCE

Class-6



Class-7



Class-8

# Our Vision

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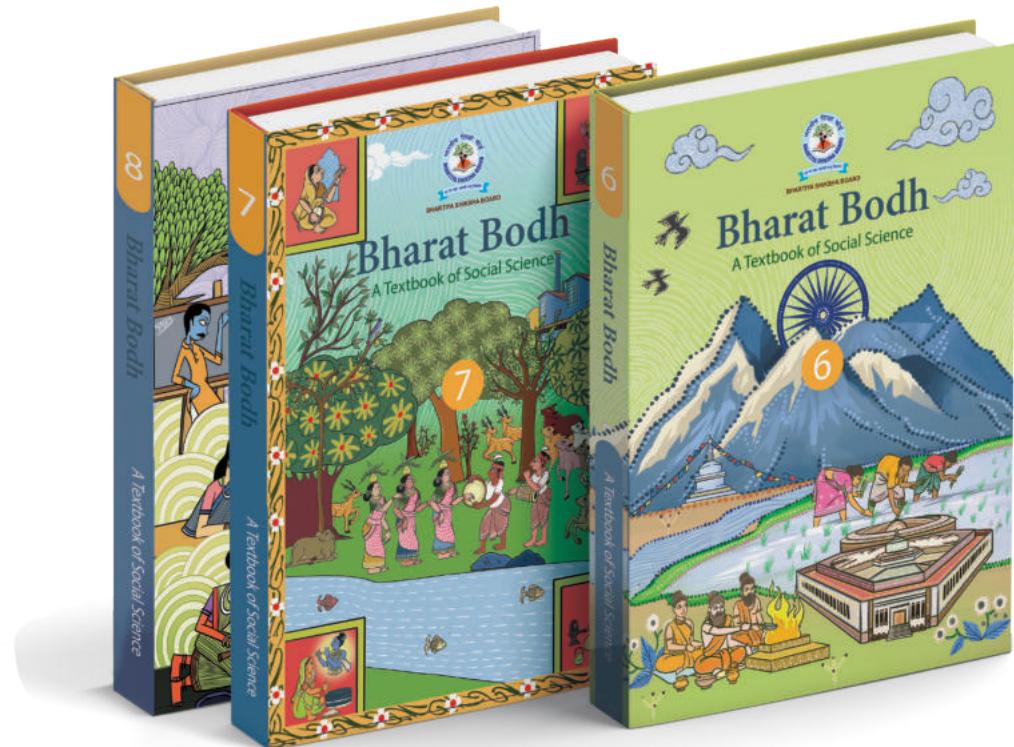
Bhartiya Shiksha Board (BSB) has developed a national education system that seamlessly integrates cutting-edge scientific research in brain development, child psychology, and learner-centric pedagogical approaches with the venerable traditions of our indigenous schooling model — the Guru Shishya Parampara. 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.



# Bharat Bodh

A Series of Social Science Textbook for Classes VI to VIII



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**This Series of Social Science learning resources at the Middle Stage for classes VI to VIII includes the following:**

- The textbooks titled *Bharat Bodh*

Bharat Bodh is the name of the series of Social Science textbooks for classes VI to VIII. True to its name, this Series introduces the rich cultural heritage of Bharat, and helps its readers to become a global citizen, along with being a proud Bharatiya.

- Digital learning content titled *e-Bharat Bodh*
- Teacher resource books

We are pleased to introduce *Bharat Bodh*, a Series of Social Science textbooks for classes VI to VIII (middle stage). The study of Social Science helps to develop an interdisciplinary approach to explore the society holistically. It also helps in understanding the relationship between the individual and society, social institutions, and organisations. Social Science also develops a deep interrelationship with nature and the environment. The salient features of *Bharat Bodh* are described below.

## Main features of the Series

The Series of *Bharat Bodh* is inspired by the guiding principles of National Education Policy (NEP) – 2020 and National Curriculum Framework for School Education (NCFSE) – 2023. This Series imbibes the objectives of studying Social Science as a subject as suggested in the NCFSE – 2023, which are:

Understanding how society functions

Building Capacity for inquiry in Social Science

Becoming a responsible human being and a contributing citizen

Through this Series, we welcome all our readers in a world, where curiosity knows no bounds, and the pursuit of truth is a collective endeavour. The textbooks of this Series are a culmination of sustained and selfless attempt to create an indigenous, yet modern education system in Bharat. We delve into the rich mosaic of human behaviour, philosophy, culture, and society through the lens of various disciplines within the textbooks. The content has been planned to sensitise children toward respect for the nation and family values, care for the environment, and natural resources. As per the guidelines of National Curriculum Framework for School Education (NCFSE) – 2023 for the Middle Stage, Social Science is largely based on the following themes rather than disciplines.

- ▶ People and Culture
- ▶ Livelihoods of People
- ▶ Human - Environment Interconnectedness and Interaction
- ▶ Democracy and Governance

Through these themes, we have tried to cover every aspect (History, Economics, Geography and Political Science) of Social Science to understand the different functions of society. All the topics that are covered under these themes are vertically progressed in the textbooks for classes VI to VIII. For example, under the theme People and Culture, we have kept the four topics such as:

- I. Different sources of information to study people and their culture,
- II. Evolution of society,
- III. Continuity and changes in the functioning of society, and
- IV. Pride of Bharat

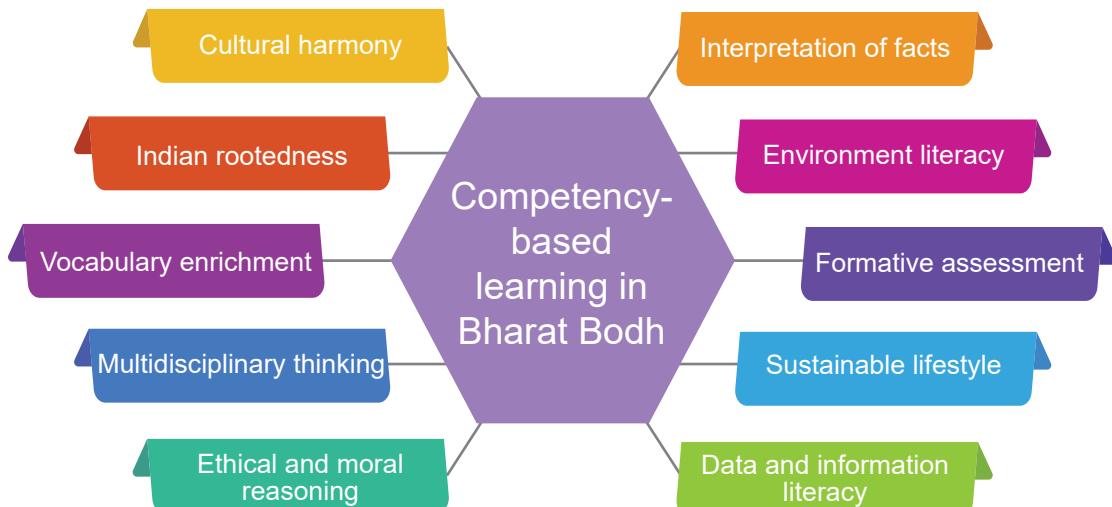
These thematic topics mentioned above are shown in the textbook's content such as:

- ▶ **Topic I is vertically progressed as:** Reading and Analysing Sources of Information about People and Culture in class VI, Oral history as a Source of Information in class VII, and Media – Source of Information about People and Culture in class VIII.
- ▶ **Topic II is vertically progressed as:** Beginning of Social Life in class VI, Social Resurgence Through Bhakti Movement in class VII, and Political Awakening in Bharat in class VIII.
- ▶ **Topic III is vertically progressed as:** Continuity and Changes in Society in class VI, Cultural Continuity and Changes in Society in class VII, and Continuity and Changes in Education System in class VIII.
- ▶ **Topic IV is vertically progressed as:** Bharat's Unique Unity in class VI, Great Heroes of Bharat in class VII, and Our Great Heroes of Freedom Movement in class VIII.

Accordingly, other three themes and their topics are also in vertical progression in all the textbooks as mentioned in content pages.

All the themes are planned with an integrated multidisciplinary approach, meeting all curricular goals, and competences. The content of each theme is relatable and age – appropriate, drawing on the latest research, with real life examples, and serves as a prompt to enhance the capacity of young minds. Each theme is carefully planned, covering all the levels – local, regional, national, and global proportionately.

The textbooks of this series are designed to spark curiosity, provoke critical thinking, encourage interaction, and focus on a conceptual understanding rather than lining up facts to be memorised. There is a smooth integration of varied subjects to give a holistic approach with competency based learning. It would also help in developing the capacity of inquiry and understanding of conceptual structures within Social Science.



All the activities and exercises given in the textbooks have been designed to develop the 21st-century skills such as critical thinking, communication skills, creativity, collaboration, and learning by doing.

One of the main attractions of *Bharat Bodh* is the inclusion of the traditional art forms of Bharat. These different folk art forms are used in illuminating the cover pages of the textbooks such as Bhil art is used in Class VI, Cheriyal art is used in Class VII, and Jado Patiya art is used in Class VIII on the front and back cover pages. The description of all these art forms has been given on the back cover of each textbook.

# **Content for Class VI**

## **Theme I**

### **People and Culture**

- Unit 1** : Reading and Analysing Sources of Information about People and Culture
- Unit 2** : Beginning of Social Life
- Unit 3** : Continuity and Changes in Society
- Unit 4** : Bharat's Unique Unity

## **Theme II**

### **Livelihoods of People**

- Unit 5** : Agriculture as Livelihood

## **Theme III**

### **Human-Environment Interconnectedness and Interaction**

- Unit 6** : Bharat's Physical Features
- Unit 7** : Climate, Weather and Seasons
- Unit 8** : Resources

## **Theme IV**

### **Democracy and Governance**

- Unit 9** : Importance of Equality in Our Family and Society
- Unit 10** : Need for a Constitution
- Unit 11** : Role and Functions of Government
- Unit 12** : Government at the Local Level

# **Content for Class VII**

## **Theme I**

### **People and Culture**

- Unit 1** : Oral Sources of Information to Study People and Culture
- Unit 2** : Cultural Continuity and Changes in Bharat
- Unit 3** : Social Resurgence in Bharat through the Bhakti Movement
- Unit 4** : Great Heroes of Bharat

## **Theme II**

### **Livelihoods of People**

- Unit 5** : Industries as Livelihood

## **Theme III**

### **Human-Environment Interconnectedness and Interaction**

- Unit 6** : Bharat's Biodiversity
- Unit 7** : Climatic Region
- Unit 8** : Rivers and Human Life
- Unit 9** : Resource Distribution

## **Theme IV**

### **Democracy and Governance**

- Unit 10** : Political Equality
- Unit 11** : Making of the Constitution
- Unit 12** : State Government

# **Content for Class VIII**

## **Theme I**

### **People and Culture**

- Unit 1** : Media: Source of Information about People and Culture
- Unit 2** : Continuity and Changes in Education System
- Unit 3** : Political Awakening in Bharat
- Unit 4** : Our Great Heroes of Freedom Movement

## **Theme II**

### **Livelihoods of People**

- Unit 5** : Services as Livelihood
- Unit 6** : Trade as Livelihood

## **Theme III**

### **Human-Environment Interconnectedness and Interaction**

- Unit 7** : Biodiversity Conservation
- Unit 8** : Climate Change and Conservation
- Unit 9** : Resource Conservation

## **Theme IV**

### **Democracy and Governance**

- Unit 10** : Economic Equality
- Unit 11** : Features of the Constitution
- Unit 12** : Union Government

# Highlights of the Textbooks

## Our Great Heritage

Presents Bharat's rich history, traditions, and achievements to develop an Indian rootedness, cultural harmony, sense of pride, admiration, and reverence in learners for the great contributions of our *Rishis* and *Rishikas*.

**ACTIVITY - 8 Learning by Doing**

Pour a glass of water from any point on the floor of your house and observe in which direction the water moves. Make the drainage pattern from the dropping point of water to the point where it stops flowing in your notebook and discuss with teacher in the class.

**Rivers of Bharat**

Bharat is endowed with an amazing network of rivers and streams, contributing to its rich cultural heritage and varied landscapes (Fig. 8.3). The development of Bharat's culture and economy is significantly influenced by these rivers. Many ancient rivers in Bharat have shaped various cultures from the emergence of life on the Earth to the present day. The Rig Veda, the oldest Indian text, has many hymns in its 10 books (ऋग्वेद) that have been written about rivers in the Rigvedic and Atharvavedic in which the characteristics of rivers have been mentioned.



Fig. 8.3 Rivers of Bharat

Bharat Bodh : Social Science Textbook—Class 7

**UNIT 9 Importance of Equality in Our Family and Society**

**Dear Learners**

In this chapter, we will discuss the importance of equality for all living beings. The Constitution of Bharat protects and promotes the right of equality for all citizens through a series of provisions that protect us against discrimination on the grounds of caste, sex, religion, etc. While learning about equality in this chapter, you will learn what equality is, what it is not, the concept and look for evidence of equality or the absence of it in your home and in your community. You will also need to reflect on the challenges of equality in our society. Bharat can contribute to build a fair, just and equitable society.

**Photo Credit: UNICEF**

**Our Great Heritage**

Our all-ancient texts have given importance to Equality. According to the *Hinduism*, one of the ancient scriptures mention a long time ago, a person who treats everyone equally is a learned man in equality.

**त्रायण्यं समर्पयत् य वर्षाणि श वर्षाणि ।**  
(त्रिवेदी, विष्णु 14)

जो समाज सम्बन्धों को असम देता दाता है, वो ज्ञानी वर्षा (ग्रन्थ) है।

**Learning Outcomes**

After studying this chapter, learners will be able to:

- define equality and explain its significance in an individual's life.
- explain the concept of social equality with the help of examples.
- mention the importance of equality in our society for a more equitable society.
- explain the role of the Constitution of Bharat in safeguarding the equality of its citizens.
- discuss the gender differences prevalent in the society.
- discuss the challenges of equality in our society.
- critically analyse the challenges to equality in our home and society.

**228 Bharat Bodh : Social Science Textbook—Class 6**

## Experiential Learning

Helps learners acquire knowledge and skills of interpretation of facts through hands-on experiences, active participation, and practical application in real-life situations.

## Art Integration

Fosters creativity and innovation in the learners through various art forms to make education holistic and enjoyable.

**Art Integration**

**'I to We'**  
(Let us serve the nation)

Class as to be divided into four groups: North, South, East and West. Each group needs to research any two cases of local heroes from their region and present their contributions in their chosen region. For example, the North group will research the northern part of Bharat and so on.

Each group has to record the details of the achievement of their respective heroes and present it as a podium speech with the subject teacher for class presentation. Also create a timeline of their chosen character's life history and display in class activity board.



**Project Work**

As a student, you have certain responsibilities towards yourself in achieving your goal. Introspect yourself and also interview any two of your classmates. Discuss the answers of the following questions in the class:

1. How do you manage your time between studies and extracurricular activities?
2. Do you do your homework independently or seek extra help?
3. Do you ever help/guide your peers in their studies?
4. Do you help your parents with household chores?
5. List four qualities that a responsible student should have to become a responsible citizen in the future.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

**229 Bharat Bodh : Social Science Textbook—Class 6**

## Project Work

Nurtures skills and competencies in the learners to explore and research their immediate surroundings, leading to their overall growth and development through multidisciplinary thinking.

**Media, Ethics, and Accountability**

**Do You Know?**

Freedom of the press or media refers to the right given by the Constitution of Bharat under the freedom and expression of speech in Article 19(1)(a). It encourages independent journalism, and protects democracy by letting the people voice their opinions for or against the government's actions. However, it also has reasonable restrictions under Article 19(2) to protect the safety of the people of the nation.

The role of media is very important. Its main responsibility is to "Speak truth and report it". For this, media needs to remain independent and provide a balanced report. The balanced report discusses all points of view of a particular story, and then leaves it to the readers to make up their minds, and decide.

**CASE STUDY**

Rajbir, a renowned journalist at a reputed news agency, receives an information about a major political and social behaviour involving high-ranking officials. Frightened about the safety of breaking the story, Rajbir begins to investigate, carefully gathering evidence and keeping his sources anonymous. In a fight for justice, Rajbir faces many challenges and resistance from his sources or his office. Despite many obstacles, Rajbir remains determined to report the truth by upholding the principles of journalistic integrity, and gets the news teeth out to the public.

- Do you think the kind of obstacles Rajbir must have gone through bringing the truth out of the air?
- How can the values such as honesty, transparency, accountability, and justice, in the field of journalism? Describe in one or two words, in about 50 words.

Independent media means that its work should not be controlled or influenced by anyone. It should adhere to certain norms to work effectively:

- It is the responsibility of the media to provide information in a fair, accurate, and unbiased manner.
- Despotic writing against individuals and organisations should be avoided by the media.

Bharat Bodh : Social Science Textbook—Class 8

## Case Study

Examples from real life situations to develop problem solving skills.

## Glossary for Vocabulary enrichment

Each chapter has highlighted vocabulary enrichment through glossary.

### Glossary

- Legacy - something that is passed on.
- Homogenize - a mix of similar life, activity, or prominence.
- Densest - the statistical characteristics of human populations.
- Transcending - to go beyond or rise above a limit.
- Exquisite - extremely beautiful and pleasing.
- Endorse - give one's support or blessing to something.
- Intricate - having many small parts or details put together in a complicated way.
- Minature - a representation or image of something on a small or reduced scale.
- Treasure - a formal piece of writing that considers and examines a particular subject.
- Reportive - all the things that a person is able to do.

### Exercise

A. Choose the correct option.

- Kalhana wrote a series of biographies of different kings in the 12th century CE called:
  - Rajatarangini.
  - Raja Vivid.
  - Pushvive Vajra.
  - Harman Malahayaka.
- A famous painting of Kangra or Pahari school is:
  - Ramayana.
  - Ras Manjari.
  - Mangal Kavas.
  - Jasuri Sahki.
- One of the older classical dance forms of Bharat is:
  - Kathakali.
  - Kathak.
  - Bhavatayam.
  - Odissi.
- The interior of the temple, where the main deity is placed is known as:
  - gopuram.
  - shikhar.
  - garbagriha.
  - temple.

Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).

A: The forts and palaces of Bharat are more than just architectural marvels.

B: Bharat's history of forts and palaces is a fascinating story that spans several centuries.

Bharat Book / Social Science Textbook—Class 7

industrial activities. They are essential for the sustenance of life and the development of human societies and provide the raw materials needed for food production, energy production, manufacturing, and many other activities.

a. When does anything become a resource?  
b. Explain the importance of natural resources.

G. Mark the seven continents as land resource with their names in the given map.

HOTS  
How can technology be used to address disparities in the distribution of agricultural resources?

**Project Work**  
The class needs to be divided into five groups. Each group needs to choose any one of the five natural resources in land, soil, water, forest, minerals, and collect information related to them under the following headings and present it through a PowerPoint presentation in the class.

- Distribution of the concerned resource
- Dependence of that resource
- Measures to control the challenges faced by their particular resource.

Bharat Book / Social Science Textbook—Class 7

## Apply Learning

Gives ample opportunities to apply their knowledge and 21st century skills through data and information literacy.



## SUSTAINABLE DEVELOPMENT GOALS

Foster a sense of responsibility, critical thinking, environment literacy, and values to prepare learners to contribute to a more sustainable lifestyle and equitable world.

### SUSTAINABLE DEVELOPMENT GOALS

These are 17 Sustainable Development Goals (SDGs). These goals are important because they provide a universal integrated and comprehensive framework for addressing global challenges, promoting partnerships, leaving no one behind, and building a sustainable future.

In this unit, SDG 11 has been emphasised, which talks about the importance of sustainable sources and practices in the context of urban development. It encourages cities and human settlements to adopt sustainable and efficient

Colle data regarding effective resource management followed by any one 'Smart City' / Smart Town / Smart Village' of Bharat, and compare it with resource management followed in the place you live in.

- Present a comparative report to discuss in class.

### Extended Learning

Enhances learner's interest and encourages them to go beyond the text.

Research and discuss what kind of data (qualitative or quantitative) can be collected from the following images to get useful information.

Marappan-Jike  
Kurumalai  
irs Tammil Nattuk  
Tamil

Newspaper Clipping

Shri Shri Aswaklanta  
Temple, Guwahati

Pyramid of Egypt

Reading and Analysing Sources of Information about People and Culture 25

**Activity: Learning Values**  
Who do you think Bharat's story is important? What values can we learn from her actions that helped her in Bharat's struggle against British?

**Syamji Krishna Varma (4 October, 1857– 30 March 1906)**  
Syamji Krishna Varma, from Gujarat, was a key figure in the freedom struggle of Bharat. After completing his education in Bharat, he went on to teach Sanskrit at Oxford University. In 1895, he founded India Bharat, which quickly became a hub for Bharatiya students in Britain and a focal point for revolutionary nationalist activities. He was a prominent publisher. The Indian Socialist Society, a platform for nationalist ideas, and Bharat Indian Bharat Society, an openly articulated the British rule in Bharat.

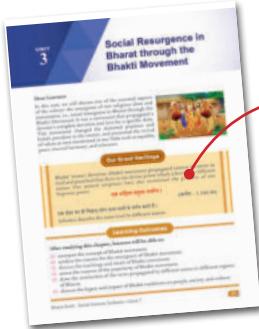
## Values Learnt

Nurtures ethical and moral values in the learners to ensure their holistic development.

# Glimpses of the Textbooks

## Culture and Heritage

Through this textbook, the students will gradually inculcate pride for the country's rich legacy of ancient culture and philosophy.



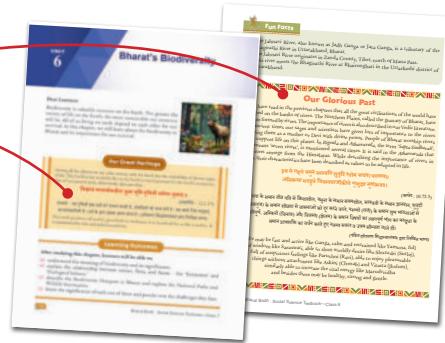
## Philosophy

Bhakti means devotion. Bhakti movement propagated intense devotion to God and preached that there is one divine power which is known by different names. Our ancient scriptures have also mentioned the presence of one Supreme power.



## Respect for Nature

Respect for nature is also an integral part of our values and philosophy. Nature is considered as Mother because natural resources like rivers, forests, biodiversity, etc., have been nourishing human beings since the beginning of life.



## Awareness for Livelihood

The Series of *Bharat Bodh*, creates awareness about livelihood among its readers. The aim of the textbooks is to understand the importance of entrepreneurship as a means of livelihood among the readers. While discussing the source of livelihood, we have covered all the three sources of livelihood: agriculture as a primary source; industry as a secondary source; and services and trade as a third (tertiary) source. These efforts have been made to inspire the readers towards becoming self-reliant by focussing on indigenous production, manufacturing and delivering the services. Along with this, an attempt has been made to understand the value of cooperation and inclusive development in this field by explaining the concept of distributive justice.



## Agriculture

Agriculture in Bharat has been given due importance in *Bharat Bodh* as it is commonly said —

“भारतीय संस्कृति ऋषि और कृषि की संस्कृति है”।

## Industry

Hardwork, honesty, and consistency are the values which create successful entrepreneurs. The economy can be taken forward on the path of development through entrepreneurship in industry.





## Services and Trade

Along with production and manufacturing, services and trade are also important means of livelihood. They are very important for the development of any economy. A learner must have the qualities of a service provider and a trader along with production and manufacturing to earn a livelihood.

## Democracy and Republic

*Bharat Bodh* has also highlighted the age-old concept of Democracy and Republic, prevalent in Bharat. Our constitution is an example of successful concept of Democracy and Republic for the whole world.



## Pride of Bharat

The Pride of Bharat is in its oneness, the feel of Bharatiyata, which binds together people of diverse cultures, traditions, and regions. People from different backgrounds come together during the celebrations of various festivals, making it joyful for each other. For example - the harvest festival is celebrated all over Bharat differently at different times with great zeal and fervour. This festival is also known by different names at different places, but the purpose is the same-to be thankful to nature for providing food, and celebrating a good harvest. Our great heroes from different fields are also the pride of Bharat.

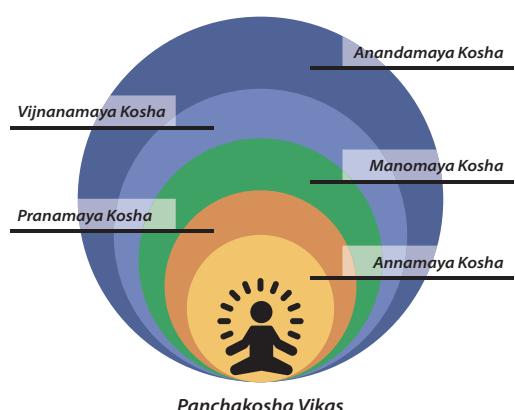
They have set an example for the generations to come.

## 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.



## 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](mailto: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.

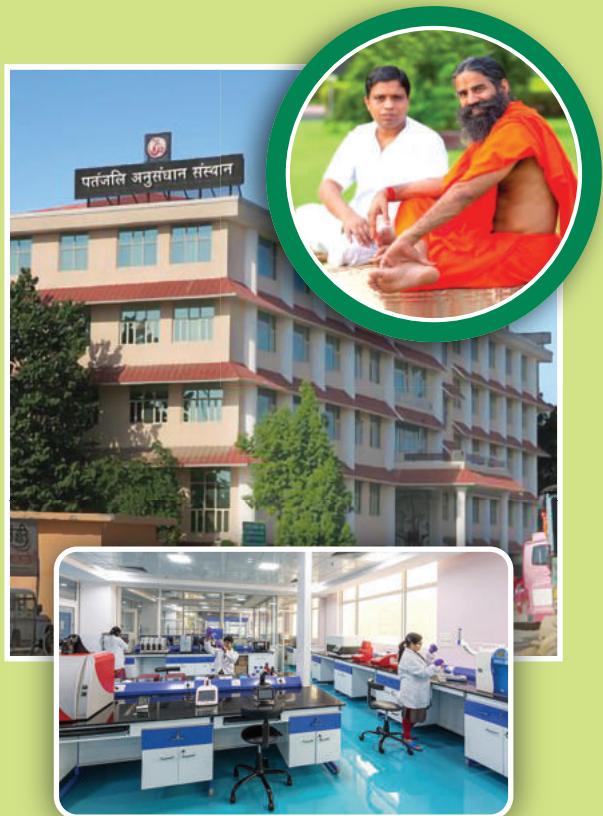
**Q.14. Does BSB conduct teacher training?**

**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



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