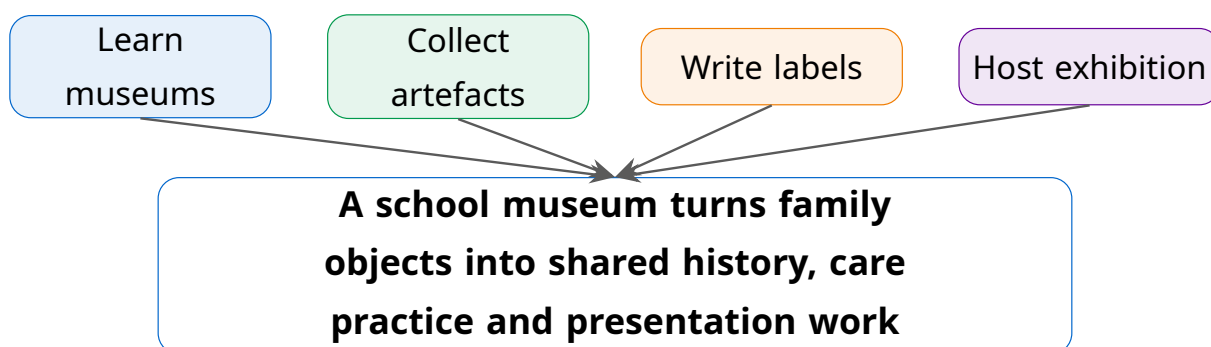


Collegedunia NCERT Notes

NCERT Notes for Class 6 Vocational Education (Kaushal Bodh)

2026-27 Syllabus

Chapter 5: School Museum



School Museum Class 6 Kaushal Bodh Notes

Museums, artefacts, virtual tours, family history, label cards, object care, presentations and visitor feedback.

Also see: School Museum NCERT Book PDF, Handwritten Notes, activity tables and Class 6 Kaushal Bodh resources on Collegedunia.

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Download the Full PDF: School Museum Notes for Class 6 Kaushal Bodh

1 Chapter at a Glance

School Museum is Project 5 in the Work in Human Services section. The project asks students to learn how museums preserve culture, collect artefacts from home or the neighbourhood, prepare descriptions and organise a school exhibition.

1.1 What the Project Teaches

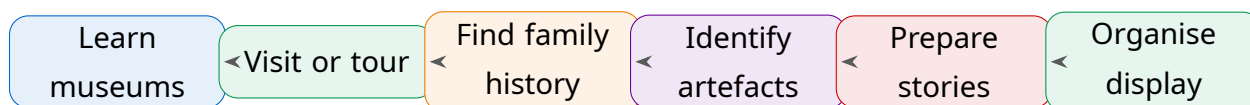
The chapter is practical. Students observe museums, talk to family members, choose objects, write labels, protect artefacts and explain their stories to visitors.

- **Museum learning:** understand why artefacts are preserved.
- **Family history:** collect stories linked to home and locality.
- **Artefact record:** complete Table 5.1 and Table 5.2 carefully.
- **Care method:** match each material with the right protection.
- **Exhibition:** plan display, labels, invitations and feedback.

Core NCERT Idea

A school museum is not only a room with old objects. It is a planned display where each artefact has a story, a label, safe placement and a presenter who can explain its importance.

School Museum Project Flow



Fast Revision Order

Revise this project as seven activities: visit, family history, identify, select, protect, present and exhibit.

1.2 Learning Outcomes

Project outcome	What it means	Student evidence
Describe preservation	Explain how museums protect history, traditions and objects.	Care notes for brass, wood, cloth and photographs.
Identify artefacts	Choose old, beautiful or important family objects.	Table 5.1 and Table 5.2 entries.
Create a museum	Plan a school exhibition with labels and safe display.	Layout sketch, posters, label cards and visitors book.
Present history	Tell the story behind each artefact in a simple format.	Poster, video, interview, slide deck or oral narration.

M-A-P

Use **M-A-P**: **M**useum meaning, **A**rtifact record and **P**resentation plan.

2 Museums, Artefacts and Heritage

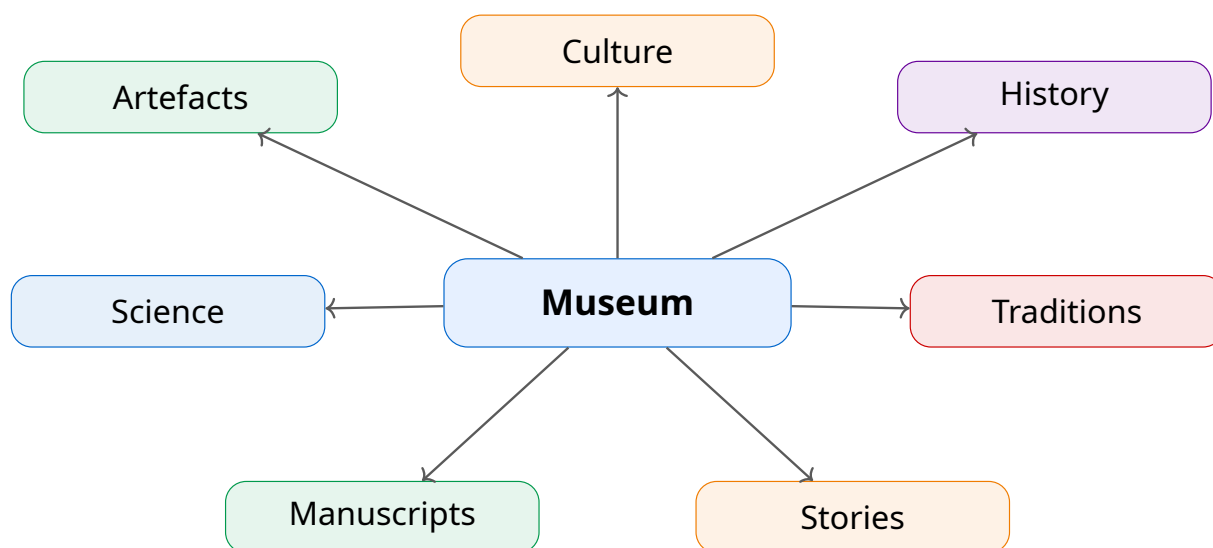
The chapter begins by connecting to Social Science. Artefacts help us understand history and culture. Museums preserve these artefacts and display them so people can learn from them.

2.1 Key Terms

Term	Meaning	Example in the chapter
Artefact	An object made by humans that is old, unique, beautiful or culturally important.	Old coins, stamps, radio, camera, manuscript or traditional clothes.
Museum	A place where artefacts are kept and displayed.	School museum, science museum, tribal museum or virtual museum.

Term	Meaning	Example in the chapter
Archaeological site	A place where ancient remains and artefacts are preserved.	Dholavira from the Sindhu Sarasvati civilisation.
Curator	A person who selects, arranges and looks after artefacts.	Museum worker who explains exhibits and care methods.
Virtual exhibition	A museum display seen online instead of in person.	Ministry of Culture virtual museum tour.
OCR	Optical Character Recognition, a tool that reads text from images.	Google Lens reading an old document.

Museum Learning Map



Museum Examples in NCERT

The chapter mentions the Tribal Museum of Madhya Pradesh, the open air museum at Kisama Heritage Village and National Science Centres across India.

2.2 Why Museums Matter

Museums help us imagine the past. They show what people wore, what work they did, what art they created and what documents they wrote. They also show

present culture and scientific ideas.

- A tribal museum can show art, craft and traditional life.
- A science museum can show dinosaurs, machines and future ideas.
- A local museum can protect objects from nearby archaeological sites.
- A school museum can preserve memories from students' families.

Do Not Write Only Old Things

An artefact is not just any old item. It should have human connection, cultural value, family memory, special design or historical use.

3 Materials, Safety and Museum Visit

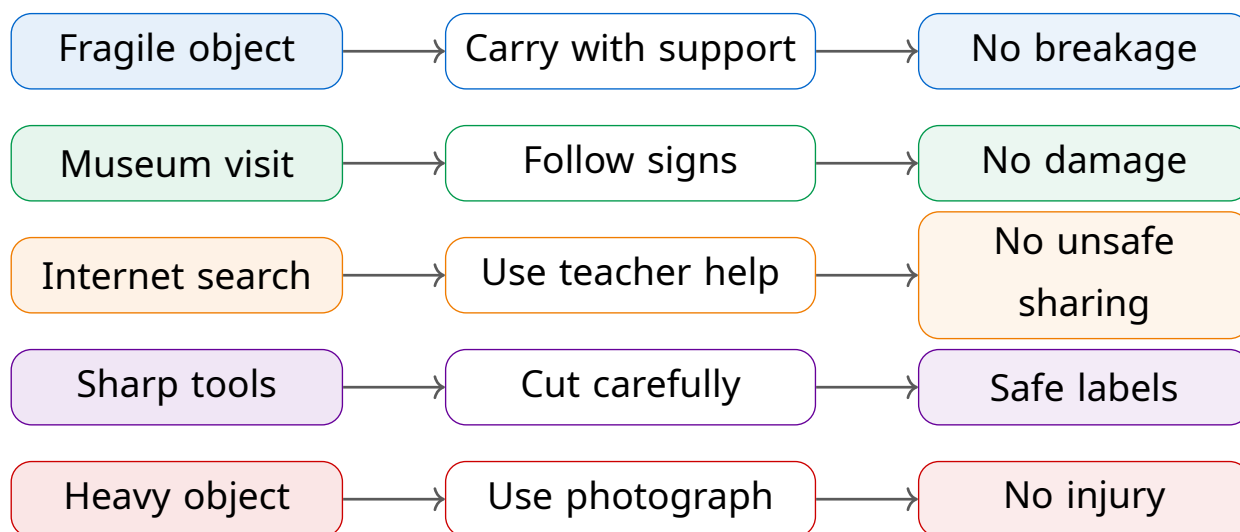
Before collecting objects, students need materials and safety rules. The chapter also asks students to visit a real museum or take a virtual museum tour.

3.1 What Students Need

Need	Use in project	Safety or quality note
Artefacts or photographs	Main objects for the school museum.	Bring fragile objects only with permission.
Storage containers	Protect objects before display.	Label containers to avoid mix-ups.
Display boxes	Keep artefacts visible and safe.	Use stable bases and clean covers.
Cleaning brush and cloth	Dust objects gently.	Use soft materials, not rough scrubbing.
Chart paper and cards	Make labels, posters and table entries.	Keep handwriting large and neat.
Computer and projector	Show slides, videos or virtual tour learning.	Use with teacher guidance.

Safety Rule

Safety means protecting people and protecting heritage. Handle artefacts gently, avoid direct touch in museums and follow all sign-board instructions.

Safety Checks for School Museum Work**Museum Visit Note**

During a museum visit, observe layout, labels, lighting, key exhibits, interactive activities and visitor movement.

3.2 Activity 1: Museum Visit or Virtual Tour

If a real visit is not possible, students can ask people who visited a museum or explore a virtual exhibition online. The book suggests Ministry of Culture virtual museums and Google Lens or similar OCR tools.

- Write the most interesting exhibit you saw.
- Explain why it was interesting.
- Describe one exhibit that still has significance today.
- Note how the museum arranged labels and objects.
- Ask a curator or local historian questions if possible.

Virtual Museum Value

A virtual tour helps students study exhibits, captions and display design even when travel is not possible.

4 Family History and Artefact Identification

The project becomes personal in Activity 2 and Activity 3. Students learn the history of their family and area, then identify five artefacts at home.

4.1 Activity 2: Family and Area History

Students answer questions about village, town or city names, family origin, traditions, local stories, landmarks and old institutions. These answers help connect objects with living memories.

- Ask older family members before searching online.
- Record names, dates and local stories carefully.
- Mention customs passed down through generations.
- Connect local landmarks with people and events.
- Choose one old institution or monument and write why it is famous.

Family History Interview Path



Interview Mistake

Do not write guessed dates as facts. If the exact year is not known, write an approximate period such as about 50 years old.

4.2 Activity 3 and Table 5.1

Table 5.1 asks students to identify at least five artefacts. The object can be brought to class only if it is safe. Otherwise, photographs from different angles are enough.

Table 5.1 question	What to write	Example
What is the artefact?	Name the object clearly.	Old brass lamp, stamp album or radio.
Who is the owner?	Write the family member or local person who owns it.	Grandmother, neighbour or school office.
How old is it?	Write age in years or a rough period.	About 40 years old or from the 1960s.
Bring object or photograph?	Decide what is safe for class.	Bring photo if object is heavy or fragile.

Photograph Rule

Take photos from the front, side and close-up angle. This helps viewers understand the artefact even when the object is not present.

N-O-A-B

For Table 5.1, remember **N-O-A-B**: **N**ame, **O**wner, **A**ge and **B**ring-or-photo decision.

5 Selection, Recording and Digital Tools

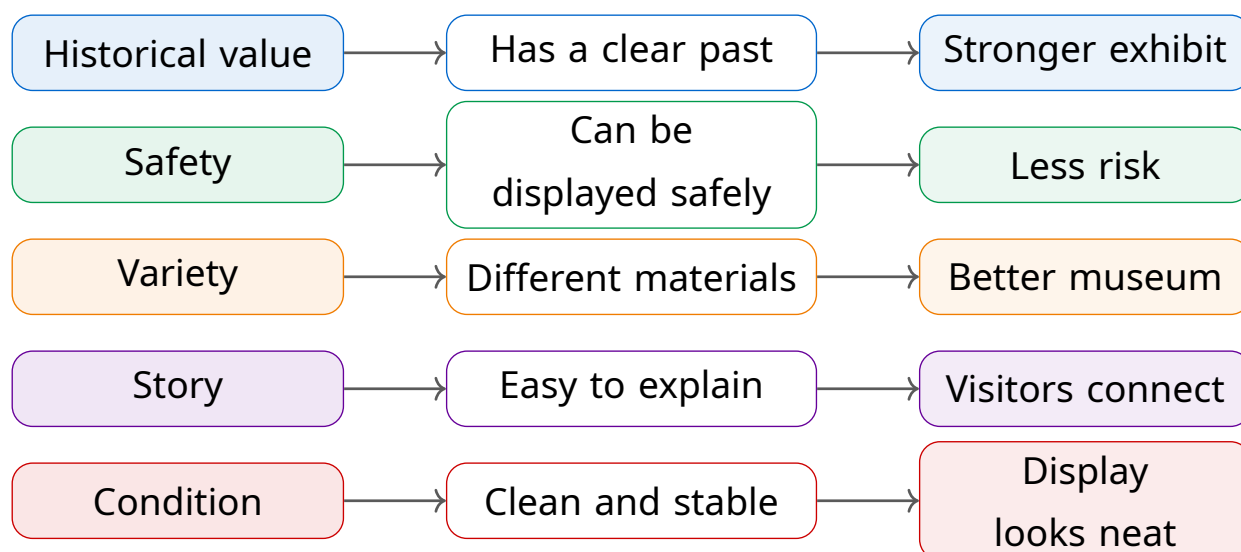
Activity 4 asks groups to select five artefacts for the exhibition. The chapter also introduces Google Lens and OCR tools for reading or translating old documents.

5.1 Choosing the Final Five Artefacts

Students must explain why some artefacts were selected and others were not. Good selection is fair, safe and meaningful.

- Choose objects with clear history or strong family memory.
- Include different materials if possible.
- Avoid very fragile or unsafe objects.
- Prefer objects that visitors can understand through labels.
- Remember that unselected artefacts still teach local history.

Selection Factors for Five Artefacts



Fair Selection

Every artefact may be important. The final five are chosen for exhibition fit, not because the others have no value.

5.2 Table 5.2 and Timeline Work

Table 5.2 records selected objects with sketch or photograph, history and usage, and whether the object is still used.

Column	Purpose	Good answer clue
Object	Name one selected exhibit.	Use a specific name, not just old thing.
Sketch or photograph	Show what the artefact looks like.	Take photos from different angles.
History and usage	Explain where it came from and how it was used.	Mention owner, period and use.
Still being used?	Write Yes or No.	Add a short reason if the teacher allows.

Artefact Timeline



Object Story Example

An old radio can show family memory, changing technology and village history if it was the first radio in a household.

5.3 Google Lens and OCR Tools

Google Lens can search information about an artefact, monument or landmark by using the phone camera. OCR tools can read text from old documents and help translate difficult writing.

- Open the Google app and tap the Lens icon.
- Point the camera at the text or object.
- Keep the image clear and in focus.
- Use text selection for reading or copying.

- Use translation only with teacher guidance.

Internet Safety

Do not upload personal information, family documents or private photographs without permission.

6 Care of Artefacts and Presentation

Activity 5 and Activity 6 are about preserving objects and telling their stories. A display becomes meaningful when visitors know what each object is, how old it is and why it matters.

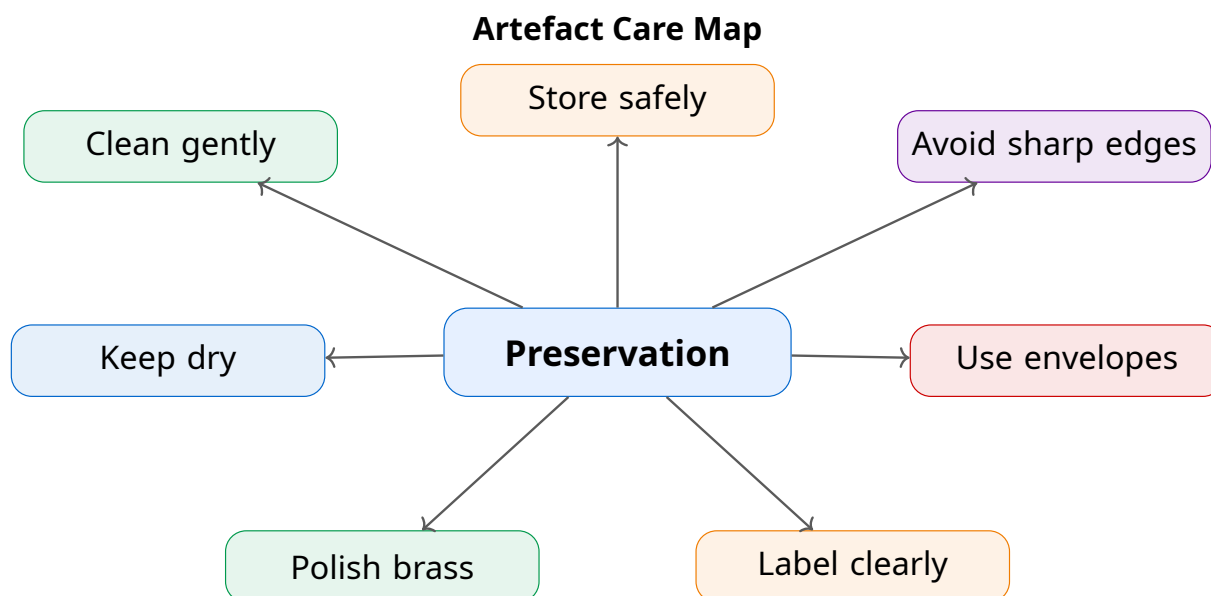
6.1 Activity 5: Keeping Artefacts Safe

Different materials need different care. A brass article, wooden object, cloth, photograph and old paper should not all be cleaned in the same way.

Material	Care method	Reason
Brass	Wash gently and polish.	Polishing keeps the shine and removes dullness.
Wood	Dust with a soft brush or cloth.	Too much water can damage old wood.
Cloth	Hang carefully away from nails and sharp edges.	Cloth can tear, fade or get folded badly.
Photograph	Keep in envelopes or flat folders.	Bending and finger marks can damage it.
Paper document	Keep flat, dry and away from direct sunlight.	Old paper tears and fades easily.
Metal tools	Wipe clean and keep dry.	Moisture can cause rust or marks.

Care Answer Pattern

Write care answers in this order: name the artefact, name the material, state the risk and then write the care method.



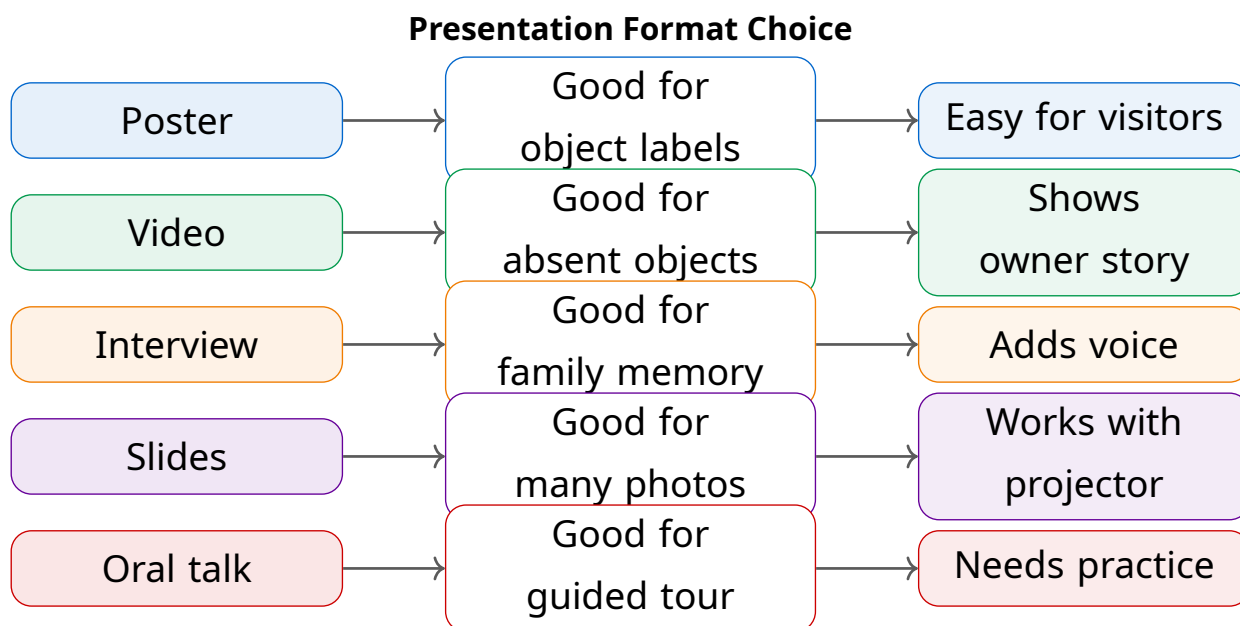
Museum Preservation Link

Real museums control light, dust, handling and storage. A school museum can copy the same idea in a simple way.

6.2 Activity 6: Presentation on Artefacts

Each artefact has a story. Students can present that story through posters, videos, interviews, slide presentations, blog-style writing or oral narration.

- Choose a format that suits the object.
- Keep the story short and clear for visitors.
- Mention owner, age, material and use.
- Practise speaking in a group before the exhibition.
- Translate only after checking meaning carefully.

**O-A-M-U-S**

For a presentation, say **O**bject, **A**ge, **M**aterial, **U**se and **S**tory.

7 Exhibition Planning and Visitor Feedback

Activity 7 turns the classroom work into a museum exhibition. Students plan the place, label the objects, invite visitors and collect feedback.

7.1 Activity 7: Organising the Exhibition

The exhibition needs a suitable date, enough space, display tables, labels, posters, invitations and a visitors book.

1. Decide date and location with teacher guidance.
2. Take responsibility for five artefacts in peer groups.
3. Finalise brief descriptions and label cards.
4. Set up tables, stands and display boards safely.
5. Create posters, flyers or social media posts with permission.
6. Invite parents, family, staff and community members.
7. Collect feedback and write what can be improved.

Exhibition Day Plan



Layout Sketch

The layout sketch should show where tables, labels, visitor path and presenter positions will be placed.

7.2 Table 5.3 and Label Cards

Table 5.3 asks students to write a brief description on the label for each object. Labels should be short enough to read while standing.

Label field	What to write	Why it helps visitors
Object name	The exact name of the artefact.	Visitors know what they are seeing.
Date or period	Approximate age or decade.	Makes the object historical.
Material	What it is made of.	Connects to care and preservation.
Owner or source	Who shared it for the museum.	Gives credit and context.
One-line story	How it was used or why it matters.	Turns an object into a memory.

Three-line Label

Write label versions in three lines: object name, date or material and one-line story. Then shorten them for final display.

7.3 Feedback and Learning from Others

The chapter closes by asking what students learnt from experts, documentaries and visitors. This step improves the next exhibition.

Feedback source	What to ask	How to use it
Visitors	Which exhibit was most interesting?	Improve labels and arrangement.

Feedback source	What to ask	How to use it
Teachers	Were the facts clear and correct?	Fix presentation and spelling.
Students	Could you follow the route?	Improve layout and sign boards.
Expert guest	How do museums preserve objects?	Add better care methods.

Feedback Mistake

Do not write only "good" or "nice" in the visitors book summary. Record a specific comment and what you learnt from it.

8 Quick Revision and Activity Practice

Use this section before submitting the project file. It gives answer frames for short questions, activity tables and viva practice.

8.1 One-line Answer Frames

Question	Answer frame	Example detail
What is a museum?	A place where artefacts are kept and displayed.	It helps us understand history and culture.
What is an artefact?	A human-made object with historical, cultural or family value.	Old coins, radio, stamps or manuscript.
What is a virtual exhibition?	An online museum display.	Useful when a real visit is not possible.
Why are labels needed?	Labels explain object name, age, material and use.	Visitors understand the display.
Why collect feedback?	Feedback tells what went well and what can improve.	Visitors may ask for clearer labels.

Question	Answer frame	Example detail
Why use Google Lens carefully?	It can identify or read text, but privacy and accuracy must be checked.	Teacher guidance is needed.

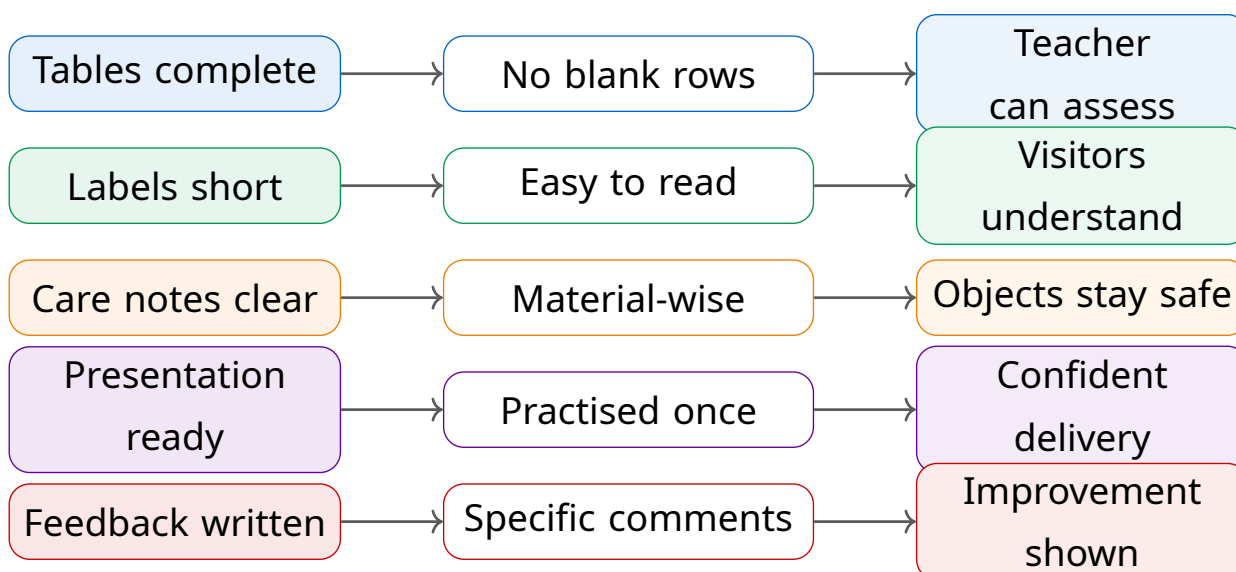
Long Answer Pattern

For any activity answer, write aim, source of information, table entry, safety care, presentation method and learning.

8.2 Project-file Checklist

- Did you complete museum visit or virtual tour notes?
- Did you answer family and area history questions?
- Did you fill five artefacts in Table 5.1?
- Did you select five artefacts for Table 5.2?
- Did you write material-wise care methods?
- Did you prepare poster, slide, video or oral presentation notes?
- Did you plan labels, layout and visitor feedback?
- Did you record time taken for all seven activities?

School Museum Submission Check



Human Services Link

School Museum belongs to Work in Human Services because students serve others by collecting, preserving and explaining shared memories.

V-I-S-I-T

Remember the whole chapter as **V-I-S-I-T**: **V**isit, **I**dentify, **S**elect, **I**nform visitors and **T**ake feedback.

9 Extra Practice Tables for Project File

This appendix gives ready practice formats for the School Museum project file. Use it to turn the chapter's activities into neat, assessable entries.

9.1 Museum Visit Observation Sheet

Observation point	What to notice	How to write it
Entrance and route	How visitors enter and move through the museum.	The route was clear because signs guided visitors from one section to the next.
Key exhibit	The object or display that stands out most.	Name the exhibit and explain why it caught attention.
Information panel	Label, date, material and short history.	Copy the style, not the exact words.
Interactive feature	Light, sound, button, quiz or movement.	Write how it helped visitors learn.
Care method	Glass cover, soft light, distance or no-touch rule.	Connect care method with object safety.
Question for expert	One genuine question for curator or guide.	Ask how objects are selected, cleaned or stored.

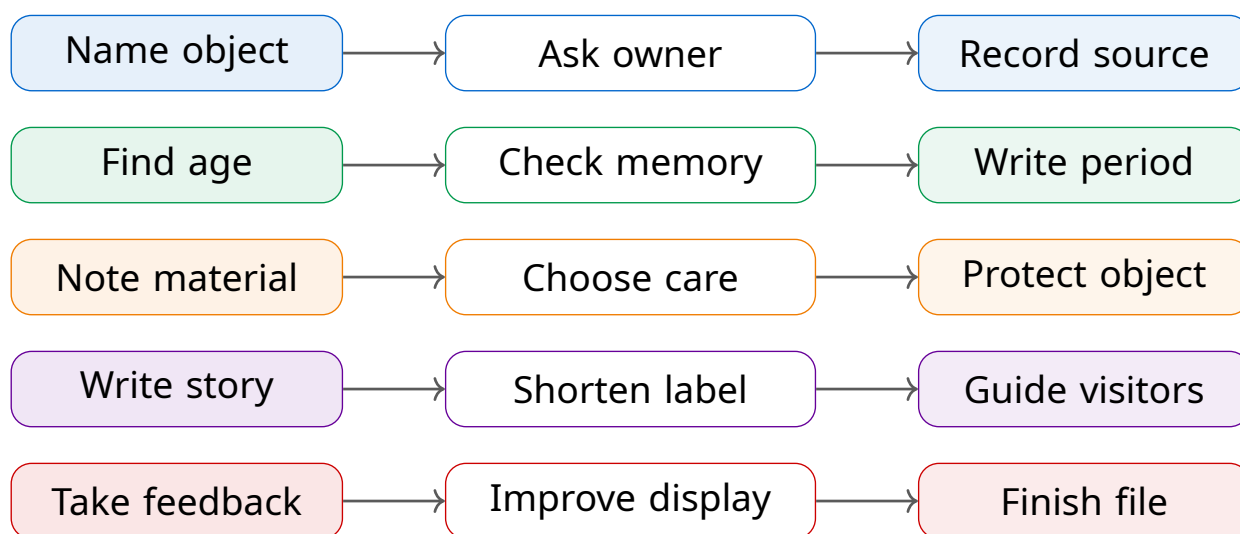
Museum Note Style

Write museum notes in short sentences. A visitor observation should say what you saw, what it taught and how it can help your school display.

9.2 Sample Artefact Record Entries

Artefact	Owner or source	History and usage	Care method
Old brass lamp	Grandmother	Used during family prayers before electric lights were common in every room.	Polish gently and keep dry.
Stamp album	Uncle	Collected during school days and shows old postal designs.	Keep flat in a folder.
Handmade fan	Neighbour	Used in summer before electric fans were common.	Hang carefully away from nails.
Old camera	Family friend	Used to take black-and-white photographs at weddings.	Keep in a padded box.
Wooden spice box	Mother	Used for storing spices in a traditional kitchen.	Dust with a soft cloth.
Telegram copy	Grandfather	Used for urgent messages before mobile phones.	Keep in a transparent sleeve.

From Object to Museum Entry



Local History Value

Even a simple household object can explain changes in technology, work, food habits, festivals or family migration.

9.3 Presentation Script Template

A presentation should be short enough for visitors to follow. The best script has a greeting, object name, age, story, care method and closing line.

Script part	Sentence starter	Example
Greeting	Welcome to our School Museum.	Welcome to our School Museum. I will explain this old brass lamp.
Object name	This object is called...	This object is called a brass lamp.
Age or period	It is about...	It is about 60 years old.
Use	It was used for...	It was used during evening prayers.
Material	It is made of...	It is made of brass, so we polish it gently.
Story	My family remembers...	My grandmother says it was used before electric lights reached every room.

Script part	Sentence starter	Example
Closing	This tells us...	This tells us how families lived and celebrated together.

Oral Presentation Rule

Speak slowly, point to the label and avoid touching fragile objects while explaining them to visitors.

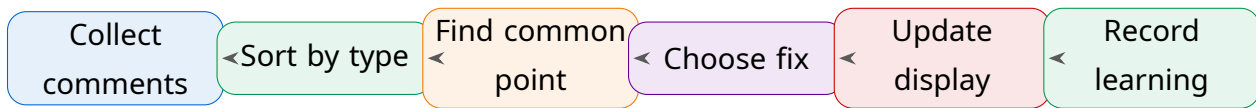
Presentation Mistake

Do not read a long paragraph from a sheet. Visitors understand better when the presenter speaks in short points and shows the object safely.

9.4 Visitor Feedback Analysis

Visitor feedback should be sorted, not copied randomly. Group comments into labels, layout, presentation, object care and improvement ideas.

Feedback type	Example comment	Improvement action
Label clarity	The date was missing on two labels.	Add approximate period or decade.
Layout	The path was crowded near one table.	Move tables to make wider walking space.
Presentation	The story was interesting but too fast.	Practise slower speech.
Object care	Some objects were too close to table edge.	Move fragile objects inside display boxes.
More information	Visitors wanted to know who owned the object.	Add owner or source in the label.
Best exhibit	Visitors liked the old radio story.	Use that style for other labels.

Feedback to Improvement Cycle**Feedback Answer**

Write one feedback line and one learning line. Example: Visitors asked for larger labels, so we rewrote labels in bigger letters.

Related Collegedunia: Use these notes with the official chapter PDF, School Museum handwritten notes and the all-chapter Class 6 Kaushal Bodh notes list.