

# Collegedunia NCERT Notes

NCERT Revision Notes

## 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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## 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

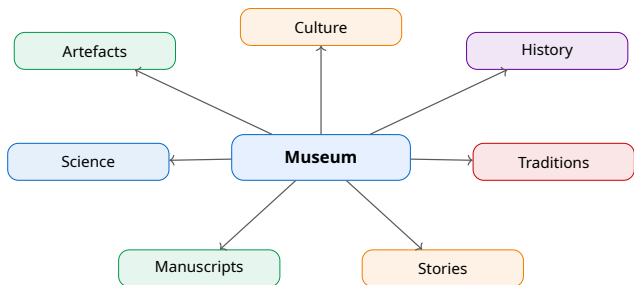
The chapter begins by connecting to Social Science. Artefacts help us understand history and culture. Museums preserve these artefacts and display them so people can learn from them.

### 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.      |

| <b>Term</b>         | <b>Meaning</b>                                                     | <b>Example in the chapter</b>                         |
|---------------------|--------------------------------------------------------------------|-------------------------------------------------------|
| 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**

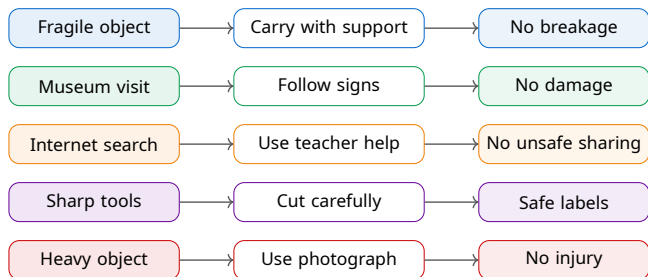
| <b>Need</b>              | <b>Use in project</b>               | <b>Safety or quality note</b>               |
|--------------------------|-------------------------------------|---------------------------------------------|
| Artefacts or photographs | Main objects for the school museum. | Bring fragile objects only with permission. |
| Storage containers       | Protect objects before display.     | Label containers to avoid mix-ups.          |

| Need                     | Use in project                                | Safety or quality note                   |
|--------------------------|-----------------------------------------------|------------------------------------------|
| 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.*

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## **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**

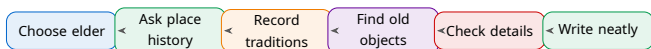
Students answer questions about village, town or city names, family origin, traditions, local stories, landmarks and old institutions. These answers help connect objects with living memories.

- 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. |

| Table 5.1 question          | What to write                                        | Example                                    |
|-----------------------------|------------------------------------------------------|--------------------------------------------|
| 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

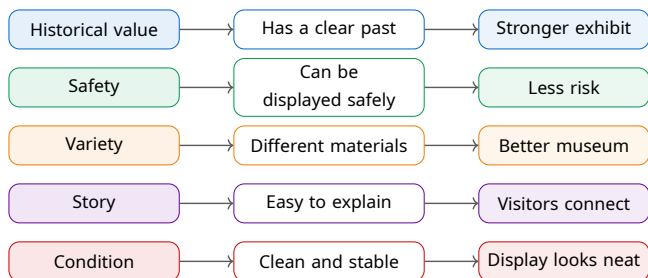
Activity 4 asks groups to select five artefacts for the exhibition. The chapter also introduces Google Lens and OCR tools for reading or translating old documents.

### 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.       |

| Column            | Purpose                                         | Good answer clue                          |
|-------------------|-------------------------------------------------|-------------------------------------------|
| 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.*

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## **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**

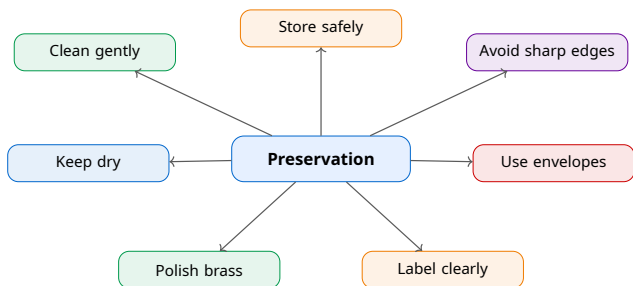
Different materials need different care. A brass article, wooden object, cloth, photograph and old paper should not all be cleaned in the same way.

| 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.*

### Artefact Care Map



### Museum Preservation Link

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

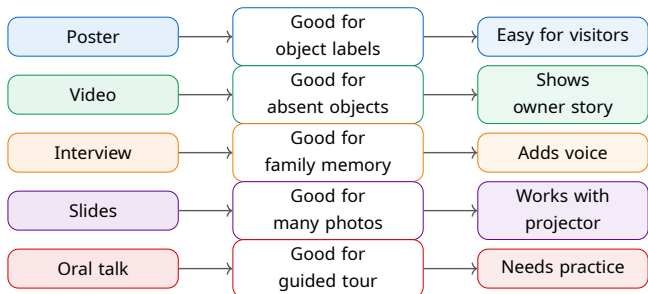
## 6.2 Activity 6: Presentation on Artefacts

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.

### Presentation Format Choice



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

*For a presentation, say **Object**, **Age**, **Material**, **Use** and **Story**.*

## 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. |
| 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. |

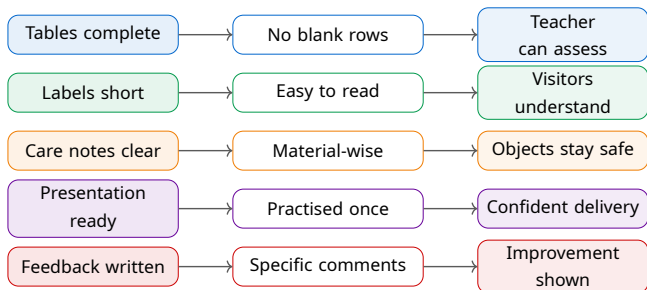
### **Long Answer Pattern**

*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**: Visit, Identify, Select, Inform visitors and Take 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.                                         |

| Observation point   | What to notice                             | How to write it                                  |
|---------------------|--------------------------------------------|--------------------------------------------------|
| Question for expert | One genuine question for curator or guide. | Ask how objects are selected, cleaned or stored. |

### ***Museum Note Style***

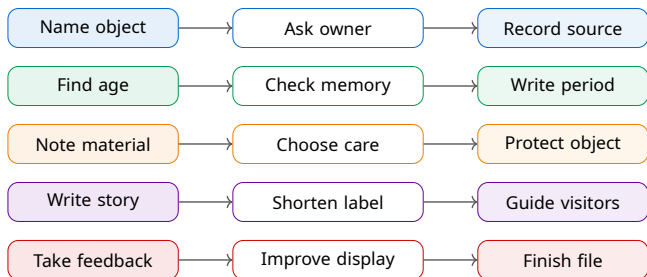
*Write museum notes in short sentences. A visitor observation should say what you saw, what it taught and how it can help your school display.*

## **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. |

| Artefact         | Owner or source | History and usage                                     | Care method                   |
|------------------|-----------------|-------------------------------------------------------|-------------------------------|
| 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. |

| <b>Script part</b> | <b>Sentence starter</b>  | <b>Example</b>                                                             |
|--------------------|--------------------------|----------------------------------------------------------------------------|
| 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. |
| 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. |

| Feedback type    | Example comment                               | Improvement action                         |
|------------------|-----------------------------------------------|--------------------------------------------|
| 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.