

Kaushal Bodh

Vocational Education Activity Book for Grade 6



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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

0685 – KAUSHAL BODH

Vocational Education Activity Book for Grade 6

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**OFFICES OF THE PUBLICATION
DIVISION, NCERT**

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 Phone : **011-26562708**

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085 Phone : **080-26725740**

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014 Phone : **079-27541446**

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 Phone : **033-25530454**

CWC Complex
Maligaon
Guwahati 781 021 Phone : **0361-2674869**

Publication Team

Head, Publication Division : *M.V. Srinivasan*

Chief Editor : *Bijnan Sutar*

Chief Production Officer (Incharge) : *Jahan Lal*

Chief Business Manager : *Amitabh Kumar*

Editor : *Hemant Kumar*

Assistant Production Officer : *Sayuraj A.R.*

Cover

*Lohitha Kurmala,
Silja Bansriyar,
Susnata Paul*

Illustration

*Monami Roy, Vidya
Kamlesh, Susnata Paul,
Silja Bansriyar, Palak
Sharma, Nanit BS*

FOREWORD

The National Education Policy 2020 envisages a system of education in the country that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavour and knowledge, while at the same time preparing the students to constructively engage with the prospects and challenges of the 21st century. The basis for this aspirational vision has been well laid out by the National Curriculum Framework for School Education (NCF-SE) 2023 across curricular areas at all stages. Having nurtured the students' inherent abilities and touching upon all the five planes of human existence, the *pañchakośhas*, in the Foundational and the Preparatory Stages have paved the way for the progression of their learning further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to 8.

The NCF-SE 2023, at the Middle Stage, aims to equip students with the skills that are needed to grow, as they advance in their lives. It endeavours to enhance their analytical, descriptive, and narrative capabilities and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects ranging from three languages, including at least two languages native to India, Science, Mathematics, Social Sciences, Art Education, Physical Education and Well-being, and Vocational Education, promotes their holistic development.

Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate textbooks in different curricular areas as these textbooks will play a central role in mediating between content and pedagogy—a role that will strike a judicious balance between direct instruction and opportunities for exploration and inquiry. Among the other conditions, classroom arrangement and teacher preparation are crucial to establishing conceptual connections both within and across curricular areas. The National Council of Educational Research and Training, on its part, is committed to providing students with such high-quality textbooks. Various Curricular Area Groups, which have been constituted for this purpose, comprising notable subject experts, pedagogues, and practising teachers as their members, have made all possible efforts to develop such textbooks.

Kaushal Bodh, the Activity Book of Vocational Education for Grade 6, is one of these. Its content comprises projects related to three work forms— life forms, machines and materials, and human services. The projects will help students to develop knowledge, skills, attitude and values alongside ecological sensitivity, gender sensitivity, digital skills, and life skills. For all practical purposes, it has, to my mind, succeeded in its curricular goals: first, to foster natural curiosity among students through a proper selection of project; and second, develop among them the core competencies, such as communication, creativity, critical thinking and green skill and vocational skills, such as application of tools, and procedures for design and developing products by intelligently designing various activities, thereby seamlessly integrating content and pedagogy within meaningful contexts. However, in addition to this textbook, students at this stage should also be encouraged to explore various other learning resources. School libraries, laboratories and workshops play a crucial role in making such resources available. Besides, the role of parents and teachers will also be invaluable in guiding and encouraging students to do so. With this, I express my gratitude to all those who have been involved in the development of this activity book and hope that it will meet the expectations of all stakeholders. At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

New Delhi
July, 2024

DINESH PRASAD SAKLANI
Director
National Council of Educational
Research and Training

ABOUT THE BOOK

Kaushal Bodh, an Activity Book of Vocational Education for Grade 6 is developed in alignment with the vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

In the National Curriculum Framework 2023 (NCF-SE 2023), work has been categorised under three broad forms: work with life forms, work with machines and materials, and work in human services. The intent at this stage is to provide vocational exposure to the students through a wide range of activities categorised into three forms of work. To achieve this, students are expected to take up nine projects across Grades 6 to 8, i.e., three projects in each Grade and one from each form of work.

The textual material developed for the Middle Stage will take children well beyond the Preparatory Stage. Curricular goals, competencies, and learning outcomes have been the guiding principles while developing the textbook. The following Curricular Goals (CG) given in the activity book cover a range of competencies.

CG-1: Develops in-depth basic skills and allied knowledge of work and their associated materials or procedures;

CG-2: Understands the place and usefulness of vocational skills and vocations in the world of work;

CG-3: Develops essential values while working across areas; and

CG-4: Develops basic skills and allied knowledge to run and contribute to a home.

A variety of activities have been included in the Activity Book to cover the above curricular goals.

The Activity Book contains six illustrative projects, two for each form of work. One project may be taken up by students or preferably, the school can design other projects based on local considerations. The illustrative projects are described as follows:

Project 1 is on developing a School Kitchen Garden. Students will engage in creating and maintaining a kitchen garden on school grounds or in pots. They will learn about the various agricultural

practices through field visits and hands-on learning, with a focus on the importance of organic farming.

Project 2 is on preparing a biodiversity register. Students will be studying a variety of life within the school premises or nearby areas and documenting the various living things. They will learn to identify different species of plants, animals, and insects, understanding their roles in the ecosystem. This project will enhance their observational skills, knowledge of biodiversity, and the significance of conservation. It will also instill a sense of environmental stewardship and the importance of protecting natural habitats.

Project 3 is on Maker Skills. In the Maker Skills project, students will explore various hands-on activities, such as making toys and maintaining a bicycle. They will learn to use tools and materials to create functional or artistic items, fostering creativity, problem-solving, and technical skills. This project will encourage innovation, critical thinking, and the practical application of theoretical knowledge, preparing students for potential careers in design, engineering, and manufacturing.

Project 4 is on Animations and Games. It will introduce students to the fundamentals of digital creativity. They will learn to design and develop animations and games, gaining skills in coding, graphic design, and story-telling. This project will enhance their technological proficiency, creativity, and logical thinking.

Project 5 is on School Museum. It will help students to develop the skills of creating and managing exhibits that showcase the history, culture, and achievements of their family and community. They will learn about research, documentation, and presentation skills. This project will cultivate an appreciation for heritage, enhance organisational skills, and promote teamwork. It will also provide a platform for students to express their creativity and engage with their family and community.

Project 6 is on Cooking without Fire. In this project, students will explore the art of preparing nutritious meals without the use of heat. They will learn about nutrition, food safety, and culinary creativity. This project will teach them practical life skills, the importance of healthy eating, and the ability to prepare meals in emergencies or with limited resources. It will also encourage teamwork and the joy of cooking.

Cross-cutting themes, such as Indian Knowledge Systems, values, heritage, gender sensitivity, and inclusion have been integrated into all the projects. Reflective and thought provoking questions included under different activities are engaging and they promote joyful learning along with assessment as and for learning. Illustrations have been designed depicting the context to enhance learning. In-text questions are also included to assess comprehension of the activities. The end of the project questions given in 'Think and Answer' are designed to encourage critical thinking, reasoning, responding, and analysing.

Students can access the additional resources provided in the Quick Response (QR) code for each project.

We sincerely hope that the students will enjoy doing these projects and that these will help develop the desired and intended competencies.

VINAY SWARUP MEHROTRA
Professor and Member Convener
Curricular Area Group: Vocational Education
NCERT, New Delhi

CONSTITUTION OF INDIA

Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions
and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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1. M. C. Pant, *Chancellor*, National Institute of Educational Planning and Administration (NIEPA); *Chairperson*, NSTC
2. Manjul Bhargava, *Professor*, Princeton University; *Co-Chairperson*, NSTC
3. Sudha Murty, *Acclaimed Writer and Educationist*
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5. Shekhar Mande, *Former Director General*, CSIR; *Distinguished Professor*, Savitribai Phule Pune University, Pune
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7. Shankar Mahadevan, *Music Maestro*, Mumbai
8. U. Vimal Kumar, *Director*, Prakash Padukone Badminton Academy, Bengaluru
9. Michel Danino, *Visiting Professor*, IIT, Gandhinagar
10. Surina Rajan, IAS (Retd), *Former Director General*, Haryana Institute of Public Administration (HIPA)
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14. Gajanan Londhe, *Head*, Programme Office, NSTC
15. Rabin Chhetri, *Director*, SCERT, Sikkim
16. Pratyusha Kumar Mandal, *Professor*, Department of Education in Social Sciences, NCERT, New Delhi
17. Dinesh Kumar, *Professor and Head*, Planning and Monitoring Division, NCERT, New Delhi
18. Kirti Kapur, *Professor*, Department of Education in Languages, NCERT, New Delhi
19. Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development, NCERT; *Member-Secretary*, NSTC

Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- *(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

TEXTBOOK DEVELOPMENT TEAM

Guidance

1. Mahesh Chandra Pant, *Chancellor*, National Institute of Educational Planning and Administration (NIEPA); *Chairperson*, NSTC
2. Manjul Bhargava, *Professor and Co-Chairperson*, NSTC

Curricular Area Group: Vocational Education

Chairperson

Surina Rajan, *IAS (Retd.)*, Former *Director General*, Haryana Institute of Public Administration (HIPA); *Member*, NSTC

Contributors

1. Abhishek Gupta, *Chief Operating Officer*, YuWaah-India, UNICEF, Delhi
2. Animesh Chandra, *Vocational Trainer*, +2 High School, Dantoo, Bokaro, Jharkhand
3. H. Lalhruitluanga, *Additional State Project Director*, Samagra Shiksha Mizoram, Aizawl
4. Jaishree Mathur, *Assistant Professor*, Rajasthan State Council of Educational Research and Training, Udaipur
5. Joginder Singh, *Vocational Teacher*, Government Girls Senior Secondary School, Chiri, Rohtak, Haryana
6. Manoj Kumar Shukla, *Lecturer*, State Council of Educational Research and Training, Dehradun, Uttarakhand
7. Mamta Srivastava, *Joint Director* (Vocational Education), National Institute of Open Schooling, Noida, Uttar Pradesh
8. Navaneeth Ganesh, *Member*, Programme Office, NSTC
9. Neena Jaju Pingaley, *Vice President* (Learning and Development), LabourNet Services Pvt. Ltd., Bengaluru, Karnataka
10. Neeta Pradhan Das, *Former General Manager*, National Skill

Development Corporation, and Freelance Skill Development Expert

11. Nimrat Kaur, *Professor*, Azim Premji University, Bengaluru, Karnataka
12. Poonam Bhushan, *Associate Professor*, Indira Gandhi National Open University, New Delhi
13. Raj Gilda, *Founder*, Lend A Hand India, Pune, Maharashtra
14. Subhash Chander Mahajan, *Former Deputy State Project Director*, Samagra Shiksha Punjab, Chandigarh
15. Vineeta Sirohi, *Professor*, National Institute of Educational Planning and Administration, New Delhi
16. Vipin K. Jain, *Associate Professor*, Department of Business and Commerce, PSS Central Institute of Vocational Education, Bhopal, Madhya Pradesh
17. Yogesh Ramesh Kulkarni, *Executive Director*, Vigyan Ashram, Pabal, Maharashtra

Reviewers

1. Anurag Behar, *Member*, National Curriculum Framework Oversight Committee
2. Gajanan Londhe, *Head*, Programme Office, NSTC

Member Convener

Vinay Swarup Mehrotra, *Professor and Head*, Curriculum Development and Evaluation Centre, PSS Central Institute of Vocational Education, NCERT, Bhopal, Madhya Pradesh

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APPROACH AND PRINCIPLES

This Activity Book is designed to align with the approach to Vocational Education outlined in the National Curriculum Framework 2023 (NCF-SE 2023).

In the NCF-SE 2023, work has been categorised in three broad forms: Work with Life Forms, Work with Machines and Materials, and Work in Human Services.

- Work with Life Forms involves working with plants and animals. For example, developing a vegetable garden and taking care of animals.
- Work with Machines and Materials involves working with materials (such as, paper, wood, clay and fabric) and using basic tools (such as, scissors and garden fork, knife, hammer, screwdriver, etc.) and machines (such as, bottle opener, ramp slide, wood screw, crane, bulldozer, etc.)
- Work in Human Services involves interaction with people to understand their needs and how we can help them. It involves communication and understanding the processes and resources for providing a particular service. For example, healthcare, social services, education, food services, community service, etc.

These 'Forms of Work' act as a guiding concept for developing the curriculum, syllabus and materials for the Middle Stage (Grades 6 to 8). The intent at this stage is to provide students exposure to a wide range of work. To achieve this, students are required to take up nine projects across Grades 6 to 8: three projects, one from each form of work, in each Grade.

The choice of projects is left entirely to schools. The NCF-SE 2023, and indeed this Activity Book, encourages schools to select projects based on local considerations and availability of resources.

Two examples each of projects from the Forms of Work that students can take up in Grade 6 are detailed in the Activity Book. It must be emphasised that these examples are meant to serve as illustrations of how projects can be designed and the key aspects that must be addressed.

To this end, a template for designing a project other than the examples has also been provided in the Activity Book (Annexure 1).

The following principles have informed the design of this Activity Book:

1. **Smooth introduction to Vocational Education:** This is the first time that Vocational Education will be introduced in the Middle Stage. The Activity Book must aim to make this transition as smooth as possible without prescribing to either the teacher or the student.
2. **Illustrations of projects requiring varied resources:** The Activity Book must illustrate projects that can be taken up by schools with different kinds of resources in terms of availability of experts as well as tools and materials.
3. **Alignment to learning outcomes:** The Activity Book must be designed to ensure attainment of the learning outcomes for Grade 6 and eventually the competencies for the Middle Stage.
4. **Consistency across projects:** The same format must be followed across all projects. This will ensure that each project presents a familiar sequence and outcomes.
5. **Coherence within projects:** While projects will comprise various activities, all these activities must lead to learning how to ‘do’ something. In other words, the activities must be linked and lead to progression of learning.
6. **Ownership of students:** The Activity Book must ‘speak’ to students. It must also give them opportunities to record their own learning and reflection based on the activities they will take up.
7. **Guidance for teachers:** The Activity Book must provide a framework for teachers who will be taking up Vocational Education for the first time. It must guide them in their expectations from students. It must also guide them to understand what is expected from them in the NCF-SE 2023.
8. **Value integration:** The Activity Book must offer students opportunities to ‘do’ different things, record small successes, take and give feedback, work with peers, try and re-try, answer questions, reflect, in short, and ‘experience’ the values related to work.
9. **Approach of conducting projects:** The focus must be on ‘doing’ with some element of preparation, and recording and reflections. Learning should emerge from the process of doing the activities. To this end, as far as possible, the initial activities must be rooted in what students are doing at present and what they can easily observe around themselves.

The Activity Book provides guidance to teachers for pedagogy as well as assessment of student learning through questions embedded in the different components. However, teachers should design their own tools and techniques for formative and summative assessments.

The Activity Book contains notes for teachers, school heads and students. It also includes Annexures that will be useful for teachers as they implement the activities for Vocational Education in Grade 6.

NOTE FOR TEACHERS AND SCHOOL HEADS

Teachers are pivotal to achieving the goals set out in the National Education Policy (NEP) 2020. The National Curriculum Framework for School Education (NCF-SE) 2023 introduces Vocational Education as a distinct subject starting in Grade 6. The purpose of this subject is to promote ‘learning by doing’, ‘dignity of labour’, and the development of vocational capacities through exposure to a wide range of work. Successful implementation will aid in developing responsible and confident adults who value all professions. Vocational Education in schools also offers a robust medium for holistic learning by offering students opportunities to apply conceptual learning in other curricular areas to real-life situations.

In Grade 6, students will take up one project in each of the ‘Forms of Work’. The sequence of these projects is not important, so long as all the projects are completed within the academic year. These projects can be taken up at the same time or one after the other. Groups of students may also take up different projects, which depends on the nature of the project and other factors, such as the number of students, resources available, and so on. Please note that it is important to identify concepts across curricular areas that students need to know (e.g., life cycle of plants and biodiversity in the project on Life Forms) and ensure that they have been covered before starting the project.

In this Activity Book, the projects are designed as per the Learning Outcomes for Vocational Education in Grade 6. The focus is on the following:

1. Using physical tools/equipment for carrying out different processes to perform authentic tasks.
2. Gaining clarity about what is to be done and reaching the final outcome through breaking down the task into smaller activities.
3. Understanding how to prepare materials and use tools and equipment, while following safety measures and protocols.
4. Connecting the activities done in school to the world of work.
5. Assessing work done in terms of quantity and quality.
6. Applying what is learnt in school to daily life.
7. Working collaboratively in groups while ensuring individual participation in each activity.

In doing the above, students will be able to develop values related to work, particularly respect for all work. They will realise the importance of the dignity of labour, which means that no work is considered superior and therefore, no work or person should be discriminated against on any basis.

Pedagogy and Assessment

Projects comprise a set of activities that are generally expected to be completed in a group or individually, as required. Resources for projects (e.g., tools, equipment, materials, use of workspaces, etc.) and resource persons or master instructors (e.g., mechanics, farmers, craftspersons, artisans, persons working in technology, and experts in the field) must be drawn from the community. Exposure visits and interactions with professionals are built into the project to enable students to observe and understand work in real settings.

The total time allotted to Vocational Education is 110 hours or 165 periods in one academic year, excluding time for assessment, school events, bagless days and similar activities (Section 4.3 of the NCF-SE 2023). These periods may be distributed across the week as two blocks of two periods on weekdays and one period on Saturday.

Each project is expected to be completed in about 30 hours (approximately 55 periods of 40 minutes each). This duration is to ensure a long-term engagement that allows students to complete a set of interrelated activities. It also gives them time for trial and error, to try out things differently, and to extend their learning into other activities.

The focus of the projects must be creativity and demonstration of skills, and the process of 'doing' rather than the 'product' or outcome. Working in groups and observing people with expertise is important to foster an appreciation for teamwork, creativity, sensitivity, persistence, and other important values related to work.

Students must be active throughout, as they take up activities that are directly connected to real life and the world of work. They must be able to integrate learning from other curricular areas into the projects. Prevalent biases must be addressed, for example, by not assigning specific work roles to a particular gender or to students from a specific social groups. All students must participate in all activities. To ensure the participation of students with disabilities, projects can be adapted or an entirely different project maybe developed.

The Activity Book is designed to enable continuous assessment by teachers, as well as self and peer-assessment by students. The questions and formats for recording require students to assess their own progress, share their learning and reflections, and record their answers as they move from one activity to the next.

Students must also maintain a portfolio in order to help them see their own progress, and record the processes and products related to the projects. It may contain any work done by students, including additional notes, presentations, sketches or photographs (besides those in the Activity Book) related to the project, and products they have created.

Students can be continuously assessed by observing them during activities, asking them questions, and reviewing their Activity Books. Assessing the inculcation of values related to work (e.g., initiative, persistence and focus, responsibility, discipline, eye for detail, curiosity and creativity, empathy and sensitivity, and willingness to do physical work) is particularly important. Students must be observed while at work to assess the same. Checklists and rubrics that outline specific behaviours and attitudes related to work values may be developed by the teachers. Annexure 2 contains the competencies to be developed across the Middle Stage and the learning outcomes to be achieved in Grade 6.

While this is true for all subjects, the role of feedback is particularly important in Vocational Education. Students must be encouraged and motivated by recognition of their work and their creativity. This approach ensures that all students are able to complete their work successfully through ongoing guidance, which in turn is motivating.

Summative assessment for Grade 6 can, for example, comprise a viva voce, presentation, role play, simulation, group discussion, presentations, and the review of students' responses to prompts or questions in the Activity Book. If you wish to use a paper-pencil test, it could include situational questions, concept maps, flowcharts, questions related to learning from visits, and Multiple-Choice Questions (MCQs). Each project also has a set of questions in the last section. These questions address key aspects of learning and concepts that are strengthened while doing the activities. To reiterate, the focus must be on assessing capacities and understanding of processes. Weightage to

the theoretical aspects is suggested as 20% and 80% for the practical aspects.

A suggested weightage and marking scheme for assessment and evaluation is given below:

Mode of Assessment	Weightage
Written Test	10%
Oral Presentation/Viva Voce	30%
Activity Book	30%
Portfolio	10%
Teachers' Observations during Activities	20%

Criteria for Project Selection

The Activity Book is meant for students, and therefore 'speaks' to them. There are various components in each project, as indicated by the headings of sections (please refer to Annexure 1). These components are aligned with the competencies defined for Vocational Education in the NCF-SE 2023 (please refer to Annexure 2). Therefore, any project other than those in the Activity Book must include the same components. An illustrative list of projects is given in Annexure 3.

The projects in this Activity Book are not mandatory, therefore schools are free to choose any one of these from each form of work or design an entirely different project. Students must also be encouraged to come up with ideas for projects.

If you and the students decide to choose a project other than those in the Activity Book, the following must be kept in mind for all the Forms of Work:

1. Is the project appropriate for students in Grade 6?
2. Does the project helps students use learning from other subjects?
3. Is the project related to the work the students see around them?
4. Will the students be able to interact with persons who are experts in the work related to the project?
5. Will the students be able to get hands-on experience?
6. Will students be able to take up different kinds of activities within the project?
7. Will students find the activities within the project challenging and interesting?

8. Will students learn something they can use at home?
9. Will it develop the values related to work, particularly the dignity of labour?
10. Will the project help students acquire vocational capacities for their daily living (e.g., using technology, consciousness of environmental concerns and sustainability, taking care of oneself, doing small tasks at home, and the likes)?

You must develop the project for a duration of about 30 hours (approximately 55 periods of 40 minutes each).

The proposed time allocation and connection of each section of the project to the Learning Outcomes for Grade 6 are given in Annexure 4. This may be referred to while developing a project.

Please note that suggestions for the use of Artificial Intelligence (AI) tools are placed in boxes throughout the Activity Book. Artificial Intelligence (AI) is a branch of computer science focused on creating systems or machines that can perform tasks that typically require human intelligence. The suggestions may be taken up if suitable resources are available. Suggestions for Internet search are also included. Due precautions must be taken to ensure the safety of students. The use of the Internet by the students must be supervised, and they must work in groups.

Who will teach?

Since the purpose of Vocational Education in the Middle Stage is to provide vocational exposure to students, and till such time that teacher education programmes offer specialisation in Vocational Education, existing teachers will take up the subject in the Middle Stage, with the support of resource persons/master instructors. In the absence of a Vocational Teacher, a teacher of any subject can take the lead in organising activities for projects in which they have some understanding and expertise.

The Head of the School may nominate a Teacher Coordinator among the existing teachers to coordinate and schedule the activities of different projects to be undertaken at the Middle Stage.

Safety Measures

Due care must be taken to ensure safety at all times. Safety measures must be demonstrated to students, who must, in turn, also demonstrate

their understanding of how to keep themselves and others safe. Where necessary, use of certain tools and materials by students may be supervised in small groups. Due safety during field visits, ranging from transportation to orientation of resource persons must receive necessary attention.

Internet safety or cyber safety is critical when students are accessing the Internet or using Artificial Intelligence (AI) tools. While using the Internet and AI tools, students must be made aware of the consequences and implications of sharing private information, visiting sites that are not approved by the teacher, or sharing of passwords.

NOTE FOR STUDENTS

Dear students,

You are studying several subjects, like Languages, Social Sciences, Science, Mathematics, Art Education, and Physical Education and Well-Being in Grade 6. Another new and exciting subject that you will study is Vocational Education.

Vocational Education will help you learn about different kinds of work and how to 'do' work yourself.

When you think about work, you must remember two things: (i) all work is important, and (ii) people work not only to make a living, but also to make life more joyful and interesting. In daily life, you see people doing various kinds of work. Some of the work is related to running a household while some is related to earning a living.

Vocational Education prepares you to deal with practical things related to daily life and understand the world of work. This will happen through projects that you will do in school. These projects will give you an opportunity to work with your hands, work in groups with your peers, and learn the skills which help you become self-dependent in life.

How to use the Activity Book?

Read through the introduction of the project to get an idea of what you will be doing.

Materials Needed

Gather all the materials listed at the beginning of each activity.

Follow the Steps

1. Each activity has clear, numbered steps. Follow them to complete each task. Take your time and make sure you understand each step before moving on. Take notes during field visits or interaction with experts.
2. Complete all the questions and tables given in the Activity Book, this will help you to both learn and check your understanding.

Check Your Work

After completion of the task, reflect on what you have learnt and what else you want to learn. Questions have been included to help you both

think and write about what you are doing. Write in your own words, use simple language, and share your observations and thoughts. After finishing an activity, review your work. Make sure you have completed all the steps and check your answers.

If the space in the Activity Book is not enough, please use a different notebook or loose sheets, which you can add to the portfolio.

Ask for Help

If you are unsure about any part of an activity, do not hesitate to ask a teacher, parent, or peers for help. Ask as many questions as needed if something is unclear. Collaboration and discussion can make learning more fun and effective.

You can also get help from internet searches or using AI tools. AI stands for Artificial Intelligence and AI tools make our tasks easy by helping us find things or do something quickly. Some examples of AI tools are ChatGPT, tools for translation or for finding information about something. Please note that AI is not necessary for your projects; you can use it if you want.

Take Breaks

Do not rush through the activities. If you start feeling tired, take a short break.

Be Creative

Some activities may have open-ended questions or ask for your creative inputs. Let your imagination flow.

Stay Positive

Learning new things can be challenging. Stay positive and remember that practice makes you perfect.

Reflect

Think about what you have learned from each activity. Share your progress with peers and teachers and ask for their feedback.

Design Your Projects

Think about how you can continue to build on your learning to do other things.

Try out different things, other than those in the Activity Book. There maybe a new way of doing something or maybe different materials can be used. If you face any difficulty or want to try out something different, reach out to others or consult library books. But do remember to discuss this with your group and the teacher. You may want to work beyond school hours and do some of the activities at home. You can even help your family and friends with what you learnt.

If you have any ideas for projects other than the ones suggested here, you can share them with your teacher, who will help you design your project.

Internet Safety

If you use Internet searches or AI tools or both, please do so under supervision of an adult. You need to be careful of what you are accessing on the Internet. Just as there are places in and around your school and home where you will not go without an adult, there are places on the Internet that are not safe for anyone, neither you, nor adults. You must take care, and whenever in doubt, ask someone you trust.

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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