

ANNEXURE IX

BRIDGE MONTH PROGRAMME

Grade 6



Vocational Education

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BRIDGE MONTH PROGRAMME

Vocational Education - Grade 6

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Curriculum Transition - Implementing NCF-SE 2023

Bridge Month Programme For Grade 6

Vocational Education

Introduction

School education must provide both possibilities to all students – to join the workforce or to pursue higher education (National Curriculum Framework for School Education; NCF-SE 2023, page 443).

Vocational Education prepares students for different kinds of ‘work’. It enables the learning of specific knowledge, capacities and values, such that the students upon finishing school, are ready to work in a vocation of their choice and to deal with the day-to-day practicalities of life. In the Foundational and Preparatory Stages, multiple capacities will be developed through play and other activities, which will subsequently be useful in vocations. These capacities are termed prevocational capacities. In the Middle Stage (Grades 6 to 8), exposure to a wide range of work will be given to students. This will equip them to achieve capacities (including specific skills) in a vocation of their choice in the Secondary Stage and help them progress towards gainful employment and contribute meaningfully to the economy (NCFSE 2023, page 443).

A. Pre-vocational Capacities

1. Prevocational capacities form the basis of developing vocational capacities in the Middle and Secondary Stages.
2. Illustratively, they comprise creating something to be used for a purpose (e.g. creating puppets to use in a show organised within the class), doing something with the hands (e.g. creating models), understanding vocations around them (e.g. what kind of work



do members of the community do), as well as collaborating with others, communication, quantification, measurement and so on.

3. Vocations are grouped into three categories in the Middle and Secondary Stages. These are Work with Life Forms, Work with Materials and Machines; and Work in Human Services. Curricular areas in the Preparatory Stage provide sufficient opportunities for students to develop broad prevocational capacities that are related to these forms of work.

B. Pre-vocational Capacities

1. The curricular areas in the Preparatory Stage include The World Around Us, Languages, Mathematics, Art Education and Physical Education and Well-being.
2. All these areas develop prevocational capacities among students, including values and dispositions necessary for work.
3. However, The World Around Us and Art Education explicitly have competencies related to these capacities.
4. Art Education involves the use of materials, simple tools, sequencing tasks to create a product and develops creativity and imagination, and the ability to work with others. It also provides opportunities for students to express themselves.
5. Regarding The World Around Us, Section 9.3.1.2 of the Chapter on Vocational Education describes the approach in the Preparatory Stage.
 - i. ‘Vocational Education is integrated into The World Around Us through the inclusion of prevocational capacities. Competencies related to students’ understanding of occupations around them, observing and working with animals and plants; and creating simple objects lay the foundation for the development of vocational capacities in the Middle Stage. Activities suitable for The World Around Us also lend themselves to the development of prevocational skills, e.g., maintaining flowerpots/kitchen gardens, clay modelling and dialogue with shopkeepers during visits to the local markets.’

- ii. Students also develop competencies for performing simple inquiry related to specific questions independently or in groups and presenting their observations and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression). They use data and information from various sources to investigate questions related to their immediate environment.
 - iii. They appreciate the diversity of the natural and social world, and also the relationship between the two. They learn to ensure the safety of self and others and participate in role play and simple activities meant for advocacy.
6. Besides these curricular areas, Mathematics develops capacities for estimation and measurement, recognition of symmetry and patterns, solving puzzles and real-life problems and performing simple operations, as well as drawing basic geometric shapes. Languages develop capacities for sharing experiences and communicating understanding. Physical Education and Well-being in the Preparatory Stage prepares students to work with others and as well as coordination with others.

C. Pre-vocational capacities to be developed through the bridge syllabus for transition into the new syllabus for Vocational Education in Grade 6

With the above context, the prevocational capacities that must be developed through the bridge syllabus are as follows.

Area	Prevocational competencies to be developed as per the new syllabus for Preparatory Stage	Theme/Outcomes from existing syllabus that address these prevocational capacities
Understanding of vocations around us	Describing vocations around them and their importance. Creating simple objects using available materials (including waste materials). Observing animals and plants around them. Ensuring and advocating for safety of self and others	The following themes in Environmental Studies (EVS): Plants Animals Work and play Things we make and do

Mathematical abilities	<p>Performing simple estimation and measurement.</p> <p>Designing and drawing patterns using ideas of geometry.</p> <p>Making 2D and 3D shapes.</p>	<p>The following themes in Mathematics:</p> <ul style="list-style-type: none"> - Numbers and operations - Measurement - Data handling - Shapes and spatial understanding
Language abilities	<p>Developing and narrating a story.</p> <p>Communicating with persons outside family, friends and school with the intent to ask questions.</p> <p>Presenting ideas and views in short pieces of writing</p>	<p>Student will be able to do the following through the study of Languages till Grade 5:</p> <ul style="list-style-type: none"> • Narrate his/her experiences and incidents • Exchange his/her ideas with the peers • Carry out a brief conversation involving seeking/giving information • Write a short description of a person, thing or place – prepare a notice, or write a message for someone • Take part in group activity, role play and dramatisation
Abilities related to art	<p>Using materials and simple tools.</p> <p>Sequencing tasks to create a product.</p> <p>Displaying creativity and imagination.</p> <p>Expressing thoughts and feelings.</p> <p>Participating in role play.</p>	<p>Currently integrated across EVS, Mathematics and Language</p>
Abilities related to physical education and well-being	<p>Coordination with others.</p> <p>Working with others.</p>	<p>Currently integrated across EVS, Mathematics and Language</p>
Process capacities	<p>Asking questions.</p> <p>Designing simple inquiry.</p> <p>Collecting and analysing information and data.</p> <p>Presenting observations and findings in creative ways.</p>	<p>Currently integrated across EVS, Mathematics and Language</p>

Objectives of the Bridge Programme

On completion of the Bridge month programme, students will be able to develop the following prevocational competencies:

- Identify different kinds of work in their immediate environment.
- Conduct simple inquiries related to their surroundings and occupations.
- Use available materials (including waste materials) and simple tools to create products.
- Present observations and findings in creative ways.
- Ensure and advocate for the safety of self and others.
- Demonstrate teamwork and collaboration.

Week-wise Time-table

Given below is the illustrative timetable for the Middle Stage. According to this timetable, a total of 18 periods spread across 4 weeks will be available for the Bridge programme; these 2 periods will be on the two working Saturdays.

Week	Time Available in Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (two working Saturdays)
Week 1	3 Hours 20 Minutes	Nil	VE	Nil	Nil	VE	VE
		Nil	VE	Nil	Nil	VE	Nil
Week 2	2 Hours 40 Minutes	Nil	VE	Nil	Nil	VE	Nil
		Nil	VE	Nil	Nil	VE	Nil
Week 3	3 Hours 20 Minutes	Nil	VE	Nil	Nil	VE	VE
		Nil	VE	Nil	Nil	VE	Nil
Week 4	2 Hours 40 Minutes	Nil	VE	Nil	Nil	VE	Nil
		Nil	VE	Nil	Nil	VE	Nil

Please note that there are two working Saturdays in a month. These have been placed illustratively in Weeks 1 and 3 in the timetable above. Activities may be scheduled accordingly.

Week-wise Activity Plan

Week	Competencies to be developed	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Week 1: Work around us	Recognizing and categorizing different types of work roles prevalent in the immediate surroundings of the school and home, including vocations or professions, trades and services.	Students will collect magazines, newspapers, photographs, and other printed materials that depict various occupations, both within and outside the school and home. Students will prepare collage to show what kind of work parents and other members of the family do – within and outside the home.	Inviting parents/ artisans (potters/ blacksmiths/ basket makers/ cobblers/ IT professionals/ nurses/ doctors, etc) to school for a demonstration and interaction	Riddles or “Who Am I” games to help students identify various occupations or vocations. In this activity, students will guess someone’s identity based on the clues provided (Please refer to Annexure)	Develop survey instruments, such as questionnaires or interview guides to collect data on various types of work being performed by various people in the community. Survey of work and occupations in the community	Presentation of work around us through charts, posters, collages or any other modes.
Week 2: How work gets done	Paying attention to details of the tasks, while cleaning and correctly organising things.	Identifying various tasks in schools. (This need to be done under the guidance of teachers with an objective to develop dignity of work in children also keeping in view their safety concern.) and at home. Tasks may include: Wiping down desks and chairs.	Preparing simple recipes in school or home and discussing how they can be modified to make other dishes.	Role play based on a script of any kind of work – e.g. fishing, transport, ice-cream/ <i>bhelpuri/sharbat</i> sellers / juice seller, etc., and creating props like charts, posters, models, etc to use in role play.	Participating in planting, watering, and harvesting fruits, vegetables, and flowers.	Participating in planting, watering, and harvesting fruits, vegetables, and flowers.



<p>Week 3: Scrap rally</p>	<p>Sharing ideas, delegating tasks, and working together for making something out of waste in a team for a common goal.</p>	<p>Sweeping or vacuuming the floor. Organising books, supplies and materials. Emptying trash bins and recycling bins. Cleaning whiteboards or chalkboards. Beautification of school compound – e.g. making decorations out of waste, making charts, cleaning up the compound, attractively arranging furniture, etc. Using materials and simple tools to create simple objects with available materials (including waste materials).</p>	<p>Making the school green by planting flowers and plants, e.g. use old bottles for plants that grow directly in water (money plant/ pothos, lucky bamboo, etc.) Sowing seeds in old ice cream cups or coconut husks, using soil mixture with vermiculite, vermicompost, perlite, coconut husk, etc.</p>	<p>Making things using waste from home, e.g. windmills, toys, kite making, dishes), etc Creating keychains, bookmarks, or magnets using small scraps of fabric, paper or plastic</p>	<p>Using discarded paper, cardboard, or packaging materials to create collages, sculptures or mixed media artwork.</p>	<p>Using scrap fabric or old clothing to make throw pillows, cushion covers or fabric wall hangings.</p>
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**Week 4:
Visits
around
the
school**

Development of perspectives and experiences in different occupations and empathy for workers through awareness of diverse perspectives on culture, age ability, gender, socio-economic status, etc. and lived realities.

Visits to a garden/
park/ nursery,
museum, public
health centre,
shops/market,
carpentry or
automotive
workshop

Role plays on professionals or staff members within the school, such as teachers, parents, security guard, bus driver, bus conductor, gardener, cafeteria workers, etc. (This need to be done under the guidance of teachers with an objective to develop dignity of work in children also keeping in view their safety concern.)

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Mock interviews where students take on the roles of interviewers and professionals from various occupations act as interviewees.

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Pedagogical Strategies

Pedagogical strategies must ensure that students can work with their hands as much as possible. Incorporate experiential learning activities, such as internships, field trips to workplaces or simulations of work environments. This allows students to gain hands-on experience and apply theoretical concepts in real-world settings. Students must also work in groups as well as independently. Organise role-playing activities or simulations where students take on different roles within a workplace scenario. The focus must be on the process and not the product. The teacher must continuously assess the progress of students and offer suggestions where necessary.

It must be pointed out that all safety precautions must be adhered to, and students themselves must be aware of the necessary precautions they need to take. For example, they must be careful while handling tools that may cause injury; while on a field visit, they must remain close to each other and the teacher; and so on.

Teachers must also ensure a gender-neutral approach. They must be aware of and cater to any needs specific students may have.

Students should develop a portfolio of the activities in which they participated. It will allow them to showcase their skills, talents, and capabilities through tangible examples of their work.

Assessment

Assessment must focus on the process of 'doing' as opposed to assessment of the end product. It must be formative in nature, and intended to provide specific feedback and support to students. Assessment must be in the form of observation by the teacher.

An exemplar rubric for assessment is given in the table below:

Major Learning Outcomes mapped with the competencies given in NCF-SE	Exemplar Rubrics for Assessment			Progress of Students (Teachers using the proposed rubrics ensure students' progress of learning during this process, and may note their strengths and gaps (if any) and provide support children to fill the gap)
	Meets expectations	Satisfactory	Needs support	
Identifying work in the immediate environment	States a range of work done inside and outside the home	States different kinds of work done inside and outside the home	States few different kinds of work done outside the home	
Conducting simple inquiry	Efficiently collects and collates data/information based on formats/questions and makes clear interpretations	Collects and collates data/information based on formats/questions given by the teacher and makes some interpretations	Needs support to collect and interpret data/information	
Creates products	Demonstrates proficiency in using measurement units, geometric concepts, and pattern design, and sequences tasks efficiently	Demonstrates understanding of measurement units, basic geometric shapes, and patterns and needs support with putting this understanding into action as well as in sequencing tasks	Requires significant support and guidance to perform basic tasks	

Teamwork and Collaboration	Works cooperatively, communicates effectively, and shares responsibilities equally with peers	Works well with peers most of the time but had occasional communication issues or unequal participation	Has difficulty working with peers as a team, resulting in ineffective communication and unequal participation	
Creativity and imagination	Demonstrates creativity by adding unique touches or variations	Shows some creativity by making minor modifications in product while working	Follows instructions adequately	
Safety	States precautions to ensure own safety and recommends peers to follow the same	States precautions to ensure own safety	Has to be informed of measures to ensure own safety	
Presentation	Presents with confidence, giving clear explanations related to choice of materials, images and description	Presents with adequate explanations related to choice of materials, images and description	Presents product/results of inquiry with limited explanations related to choice of materials, images and description	

Annexure

Clues for organising the game of Riddles/Who Am I.

<p>Astronaut</p> <p>I wear a suit that's white as snow, In space, I float where stars do glow. Exploring galaxies, I fly so high, Tell me, who am I, reaching for the sky?</p>	<p>Traffic Police</p> <p>In India's bustling streets, I am seen in blue, Guiding traffic, keeping order, through and through. My presence ensures safety, a sight to behold.</p>	<p>Electrician</p> <p>With wires and circuits, I weave the art, In homes and buildings, I play an important part. Fixing switches, repairing lights so bright, I work with currents, bringing things to light.</p>
<p>Farmer</p> <p>In fields of green, I toil away, Sowing seeds to greet the day. With hands that till and hearts that sow, My hard work makes the crops grow.</p>	<p>Cameraman</p> <p>I work behind the camera, Weaving tales through visuals and sound, Crafting stories with light and sound, Capturing moments to create magic on the screen.</p>	<p>Teacher</p> <p>I educate young minds, in classrooms, and I'm seen, Empowering the future, with each lesson keen. I nurture curiosity, like a guiding sage, In shaping tomorrow, I find my stage.</p>
<p>Municipal worker/Janitor</p> <p>In overalls and a reflective vest, I clean the streets, I do my best. From dawn till dusk, I never shirk, I keep the streets clean, day and night, Picking up trash, making things right.</p>	<p>Shopkeeper</p> <p>In a bustling store, I hold sway, Behind the counter, I stand all day, Selling goods, come what may. From dawn till dusk, I keep the store, Selling wares, from dawn to end of day.</p>	<p>Gardener</p> <p>With green plants and soil, I toil away, Among flowers and plants, I spend my day. From seed to bloom, I help them soar, With dirt on my hands, and tools galore.</p>
<p>Mason</p> <p>With mortar and brick, I build with care, Creating structures, sturdy and fair. In the heat of the sun, or cold's cruel snare, Guess who am I, crafting everywhere?</p>	<p>Office worker</p> <p>In cubicles or at desks, you'll find my seat, Sorting papers, making spreadsheets neat. From emails to meetings, my days repeat, From reports to emails, I walk the line.</p>	<p>Security Guard</p> <p>In the shadows, I silently pace, Ensuring safety, and securing space. With watchful eyes, I never stray, Guess who am I, guarding night and day?</p>
<p>Parking attendant</p> <p>In the lot, I guide with a wave, Finding spaces for cars to behave. From compact to trucks, I help them array, Guess who am I, orchestrating the parking dance?</p>	<p>Doctor</p> <p>With a stethoscope and caring hand, I diagnose and heal throughout the land. In white coat and with expertise, I treat the sick and put them at ease.</p>	<p>Chef</p> <p>In the kitchen, I reign supreme, Creating dishes that make taste buds gleam. In an apron and hat, I stand my ground, Mixing flavours, creating dishes profound.</p>



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