Curriculum Framework for Skill Education

MIDDLE STAGE (GRADES 6–8) | SESSION 2026–2027
CLASS VI
Textbook: Kaushal Bodh (NCERT)

Introduction

Kaushal Bodh is the Vocational Education subject introduced at the Middle Stage (Grades 6–8) in alignment with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. It is designed to provide students with their first structured exposure to the world of work through meaningful, project-based learning.

In the NCF-SE 2023, work has been categorised into three broad forms:

- Work with Life Forms — working with plants and animals (e.g., gardening, biodiversity documentation, care of domestic animals).
- Work with Machines and Materials — working with tools, materials and basic machines (e.g., making toys, repairs, digital creation).
- Work in Human Services — interacting with people to understand and serve their needs (e.g., cooking, museum curation, community projects).

Students are required to undertake nine projects across Grades 6 to 8 — **three per grade, one from each Form of Work**. Schools have full flexibility to select projects based on local context, resource availability and student interest. Six illustrative projects (two per Form of Work) are provided in the Kaushal Bodh Activity Book for Grade 6. This curriculum document follows the structure of CBSE Vocational Education curricula to aid planning, implementation and assessment.

Course Objectives

The broad objectives of Kaushal Bodh (Vocational Education) at the Middle Stage are:

- To introduce students to diverse forms of work and help them appreciate the dignity of all labour.
- To develop foundational vocational capacities through hands-on, project-based learning.
- To foster core competencies — communication, creativity, critical thinking, collaboration and green skills — within meaningful work contexts.
- To connect classroom learning with real-life situations and the world of work.
- To develop values related to work: persistence, attention to detail, empathy, responsibility, curiosity and willingness to do physical work.
- To help students acquire basic skills applicable to home and daily life.

Curricular Goals And Competencies

The following Curricular Goals (CGs) and Competencies, as defined in NCF-SE 2023, guide the design of all projects:

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

Curriculum Structure

Component / Unit	Total Suggestive Periods
List of Projects	
Project 1: School Kitchen Garden (Work with Life Forms)	53
Project 2: Biodiversity Register (Work with Life Forms)	54
Project 3: Maker Skills (Work with Machines & Materials)	55
Project 4: Animation and Games (Work with Machines & Materials)	45
Project 5: School Museum (Work in Human Services)	51
Project 6: Cooking without Fire (Work in Human Services)	48
Note: *Students undertake* ***ONE project per Form of Work*** *(3 projects per year = 30 hours per project)*	

Part A: Detailed Project-Based Curriculum

In Grade 6, students undertake three projects — one from each Form of Work. The Activity Book provides six illustrative projects (two per Form). Schools may also design their own projects using the Project Template provided in Annexure 1 of the Activity Book. Each project is designed for approximately 30 hours (53-55 periods of 40 minutes each).

Part 1: Work with Life Forms

Project 1: School Kitchen Garden

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work with Life Forms	30 hours / 53 periods	• Identify & use common gardening tools • Prepare soil in beds or pots • Sow seeds / plant seedlings • Taking care of plants using manure, fertilisers • Harvest the produce • Estimate market value of produce	Science (plant life cycle, nutrition) Art Education (garden design, decoration)
Key Activities: 1. Identifying and understanding basic gardening tools 2. Learning safe handling and storage of tools 3. Visit to an agricultural farm / nursery / garden - observe practices & interact with experts			

4. Plan kitchen garden layout (area measurement, sunlight, drainage, spacing)
5. Prepare vermicompost using kitchen / garden waste and earthworms
6. Prepare soil: clear, till, mix manure / compost
7. Sow seeds & plant seedlings; label rows with plant name and date
8. Build a protective fence using locally available materials
9. Track plant growth over multiple weeks (height, flowering, pests)
10. Harvest produce; sort by quality and size
11. Visit local vegetable market; record prices and estimate value of own produce
12. Organise a 'Kaushal Mela' / garden exhibition

Project 2: Biodiversity Register

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work with Life Forms	30 hours / 54 periods	• Systematically record biodiversity around school & locality • Collect information using different survey methods • Analyse & present biodiversity findings through charts, posters, presentations	Science (ecosystems, plant & animal diversity) Art Education (sketching, documentation)

Key Activities:

1. Understanding what biodiversity means through survey of surroundings — list living things, their locations and local names
2. Interaction & Learning from experts (forest officer, farmer, conservationist)
3. Identify locations for biodiversity survey: school premises, water bodies, farms, parks
4. Schedule and conduct multiple field visits across the academic year
5. Fill biodiversity registers tables: crop plants, fruit plants, fodder plants, weed plants, pests
6. Use Google Lens / AI tools to identify unknown species and fill missing information
7. Compile observations and prepare summary presentation
8. Present biodiversity findings to peers, community members and invited guests in Kaushal Mela

Part 2: Work with Machines and Materials

Project 3: Maker Skills

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work with Machines and Materials	30 hours / 55 periods	• Identify simple machines in everyday objects • Make functional toys from waste using simple machines • Identify parts of a bicycle and their functions • Perform basic bicycle maintenance and repair	Science (simple machines, forces)

Key Activities:

1. Identify simple machines in surroundings (knife, peeler, door, bicycle, bus)
2. Make a catapult using ice cream sticks and rubber bands (lever)
3. Make a robotic arm using ice cream sticks, toothpicks and bottle caps (multiple levers)
4. Make an elastic band propeller boat (propeller / wheel and axle)
5. Make a rubber band car and air balloon car (wheel and axle)
6. Make a working model windmill (propeller + wheel and axle combined)
7. Study parts of a bicycle and their functions; fill maintenance checklist
8. Visit to bicycle repair shop / invite mechanic to school
9. Plan and organise a toy exhibition (Kaushal Mela)

Project 4: Animation and Games

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work with Machines and Materials	30 hours / 45 periods	• Understand basic concepts of coding and visual programming • Create a simple Scratch project with block programming • Design animations and games using Scratch	Computer Science

Key Activities:

1. Reflect on favourite games (online and offline); identify rules, characters and challenge elements
2. Make a model of favourite offline game using craft materials (storyboard exercise)
3. Explore and play sample Scratch games and animations online
4. Create a Scratch account; explore interface (sprites, backdrops, code blocks)
5. Build and program characters, objects and backdrop for a game
6. Create an animated birthday card for a peer
7. Design a game storyboard, code the game with rules, sound and interactions
8. Test the game ('debugging'); share with peers for feedback
9. Publish and demonstrate game to class

Part 3: Work in Human Services

Project 5: School Museum

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work in Human Services	30 hours / 51 periods	• Describe how museums preserve history and traditions • Identify artefacts of significance • Create and curate a school museum with peers • Present history of artefacts using diverse formats	Social Science (history, culture, heritage) Language Education (documentation, oral presentation)

Key Activities:

1. Learn about museums: types, purpose and curation; explore virtual museum tour
2. Research local history: origins of village / town, family traditions, local landmarks
3. Identify artefacts (old coins, tools, textiles, utensils, photographs etc.)
4. Select final set of artefacts for exhibition; record details (name, age, history, usage)
5. Conservation of artefacts (polishing brass, dusting wood, pressing photographs)
6. Prepare presentation for each artefact (poster, video, slide show, oral description)
7. Use AI tools (Google Lens, Bhashini Anuvaad) to read old documents and translate presentations
8. Organise school museum exhibition: layout, labelling, invitations to parents and community
9. Collect and record visitor feedback; reflect on learning

Project 6: Cooking without Fire

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work in Human Services	30 hours / 48 periods	• Use basic kitchen tools and equipment safely • Prepare dishes without fire using mixing, spreading and assembling techniques • Present dishes attractively • Dispose of kitchen waste in an environment-friendly manner	Science (nutrition, health & hygiene, food safety)

Key Activities:

1. Learn recipes (ingredients, quantities, steps)
2. Conduct a class survey to decide preferred dishes for the project
3. Measure food ingredients using standard (weighing scale, measuring cups) and non-standard units
4. Practise safe handling of tools: knife, grater, whisk, peeler, chopping board
5. Learn optimal storage conditions for different food items
6. Segregate and dispose of kitchen waste (wet / dry); explore composting options
7. Prepare beverages: Buttermilk, Jaljeera, Kokam Sherbet, Lemonade
8. Prepare dishes: Fruit Chaat, Salad, Bhel Puri, Koshimbir, Sprouts Chaat, Sandwich, Coconut Chocolate Balls
9. Plan and organise a Food Mela: pricing, display, hygiene, invitations and clean-up

Part B: Pedagogy And Teaching Activities

Classroom Activities

Each project involves preparatory activities conducted in the classroom before, during and after field visits and hands-on work. Teachers should use audio-visual materials, charts, models, and AI tools to orient students to project concepts. Interactive discussions, expert talks and reflective questioning are integral to the approach.

Practical Work / Hands-On Activity

Practical work is the heart of Kaushal Bodh. Students must work with actual tools, materials and equipment to complete each project activity. Group work is encouraged. Resource persons and master instructors from the community — farmers, mechanics, craftsperson's, cooks, museum curators, forest officers are an essential part of curriculum delivery.

Field Visits

At least one field visit is built into each project. These include visits to agricultural farms, nurseries, bicycle repair shops, museums, vegetable markets and local biodiversity sites. Students should prepare questions in advance, record observations systematically and present findings upon return.

Safety

Safety precautions must be demonstrated and practised for all tool use, field visits and digital activities. Students must be supervised while using sharp tools. During field visits, appropriate footwear, clothing and supervision protocols must be followed. Internet and AI tool use must be supervised; students must not share personal information online.

Role of AI Tools

The Activity Book integrates suggestions for AI tool use throughout, including Google Lens for plant/pest identification and OCR, ChatGPT for creative ideation, AI image generators for Scratch sprites, and Bhashini Anuvaad / Google Translate for multilingual presentations. These are optional enhancements; projects can be completed without them. Student use of AI must be supervised.

Part C: Assessment And Evaluation

Kaushal Bodh emphasises continuous, process-oriented assessment. The suggested weightage for theoretical aspects is 20% and for practical aspects 80%. The mode-wise weightage is as follows:

Mode of Assessment	Weightage
Written Test (paper-pencil, situational Qs)	10%

Oral Presentation / Viva Voce	30%
Activity Book (in-text responses & tables)	30%
Portfolio (photographs, sketches, records)	10%
Teacher's Observation (work values)	20%
TOTAL	**100%**

Each project focuses on developing specific skills, knowledge and capacities, along with essential values related to work. The Annexure 2 of the textbook details the Competencies (C) and Learning Outcomes (LOs) defined for Grade 6 for the attainment of each Curricular Goal (CG)

List Of Tools, Equipment And Materials

The list provided below is indicative. Schools are encouraged to procure tools and materials based on the projects they select (as detailed in the textbook) and may adapt this list according to local availability. Only basic tools and materials need to be procured; priority should be given to leveraging community resources and locally available items.

Work with Life Forms	Work with Machines & Materials	Work in Human Services
Garden Trowel	Digital Device (Computer/Tablet/Smartphone)	Magnifying Lens
Hand Cultivator	Scratch (visual programming software)	Field Notebook & Pen/Pencil
Watering Can / Hose Pipe	Internet Connectivity	Measuring Scale & Ruler
Gardening Gloves & Shears	Cardboard, Chart Paper, Markers	Storage Containers & Labels
Seeds, Seedlings, Soil	Ice Cream Sticks, Rubber Bands, Bottle Caps	Chopping Board & Knife
Organic Mulching Materials	Scissors, Cutter, Glue Gun	Measuring Cups & Spoons
Compost / Vermicompost Bin	Old Plastic Bottles, Straws, Balloons	Kitchen Weighing Scale
Spray Bottle & Spade	Spanner Set, Oil/Grease, Air Pump	Apron & Hair Cover
Plant Labels	Artefacts (old objects) / Photographs	Dustbins (wet & dry)
Fencing Materials (bamboo/poles)	Drawing & Craft Materials	Locally Available Ingredients

EXEMPLAR PROJECT LIST — GRADES 6 TO 8

Schools may select from the six illustrative project options across the three Forms of Work for each grade, as detailed in the textbook. Further, Annexure 3 presents an indicative list of exemplar projects to support schools in designing new projects.

Work with Life Forms	Work with Machines & Materials	Work in Human Services
School Kitchen Garden	Maker Skills (Simple Machines)	Cooking without Fire
Biodiversity Register	Animation and Games (Scratch)	School / Class Museum
Hydroponics / Keyhole Garden	Making a Tree Guard	Food Stall in School / Market
Grow What You Eat	Products from Bamboo / Wood	Taking Care of Own Health
Small Nursery (local fruits)	Working with Electronics	Family Budget Navigator
Making a Terrarium	Pottery	Making a Comic Book
Surveying Medicinal Plants	Stitch and Sew	Podcasts / Audio Broadcasts
Using AI to Identify Pests	School Band from Waste	Mehndi / Basic Grooming
Understanding Animal Behaviour	3D Printing	Visit to Heritage Sites
Image Recognition AI Model	Food Preservation (organic)	Healthy Mind & Healthy Body

Criteria For Project Selection

When designing or selecting a project beyond those illustrated in the Activity Book, the following criteria should be considered:

- Is the project age-appropriate and achievable for Grade 6 students?
- Does it draw on learning from other subjects?
- Is it connected to work students can observe in their surroundings?
- Will students be able to interact with community experts in the relevant field?
- Does it provide genuine hands-on experience with tools, materials or digital media?
- Will students find it challenging, interesting and relevant to their lives?
- Does it develop values related to work, especially the dignity of labour?
- Can it be completed in 30 hours (approximately 55 periods of 40 minutes each)?

Who Will Teach

Any existing teacher with relevant knowledge, understanding and expertise may lead Kaushal Bodh at the Middle Stage, supported by resource persons and master instructors from the community. The Head of School may nominate a Teacher Coordinator to schedule and oversee project activities. Schools may also invite parents, artisans, mechanics, farmers and other community members as resource persons.