Curriculum Framework for Skill Education

MIDDLE STAGE (GRADES 6–8) | SESSION 2026–2027
CLASS VII
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 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., plant nursery, habitat garden, biodiversity survey).
- Work with Machines and Materials — working with tools, materials and technology (e.g., tie and dye, AI applications, digital creation).
- Work in Human Services — interacting with people to understand and serve their needs (e.g., puppetry, health handbook, 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 freedom 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 7.

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.
- To build ecological awareness, gender sensitivity and digital proficiency through projects that reflect Grade 7 learning outcomes.

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
Part A: Projects	
Project 1: Plant Nursery (Work with Life Forms)	53
Project 2: School Habitat Garden (Work with Life Forms)	54
Project 3: Tie and Dye (Work with Machines & Materials)	54
Project 4: AI Assistant (Work with Machines & Materials)	55
Project 5: Storytime with Puppets (Work in Human Services)	55
Project 6: Family Health Handbook (Work in Human Services)	44
Note: Students undertake ONE project per Form of Work (3 projects per year = 90 hours total)	

Part A: Project-Based Curriculum

In Grade 7, 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 (55 periods of 40 minutes).

Part 1: Work with Life Forms

Project 1: Plant Nursery

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work with Life Forms	30 hours / 53 periods	• Germinate seeds and plants under essential conditions • Cultivate plants with propagation methods • Monitor growth of plants over (sunlight, temperature, water) • Prepare a plant nursery in the school	Science (plant life cycle, germination, nutrients)
Key Activities: 1. Identify and understand basic gardening tools including safe handling and storage of tools 2. Visit a nearby plant nursery - interact with experts and record observations 3. Plan and set up the nursery layout – selecting site, spacing, drainage and watering arrangements			

4. Identify and understand different methods of plant propagation (seeds, cuttings, layering, grafting)
5. Prepare plants through pricking out seedlings, potting & labelling with name and date
6. Maintain nursery: application of water, manure/organic compost, monitor for pests
7. Observe and record plant growth weekly (height, leaf count, root development)
8. Interact with a local farmer or a gardener
9. Calculate germination rate and estimate market value of materials used and nursery plants
10. Organise a Kaushal Mela / school exhibition, displaying nursery produce

Project 2: School Habitat Garden

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work with Life Forms	30 hours / 54 periods	• Understand the needs of different animal groups (insects, birds, mammals) • Design a habitat garden in the school that includes non-plant elements to support animals • Document the occupants of the habitat garden and develop conservation awareness and environmental stewardship	Science (biodiversity, ecosystems, environmental conservation)

Key Activities:

1. Survey of animals and natural habitats found in and around the school premises
2. Interact with a science/wildlife expert and research the habitat needs of different animals
3. Plan and sketch a habitat garden layout including non-plant elements & measure available space
4. Collect and identify plants that attract butterflies, birds and other animals
5. Create non-plant habitat elements: bird feeder, water bowl, insect hotel or mud patch
6. Maintain the garden - observe the growth over the period & track animals (birds, mammals) visiting or residing in it
7. Use Google Lens or other AI tools to identify species that are not easily recognised
8. Compile observations into a habitat garden report with photographs, sketches, and worksheets.
9. Present findings at Kaushal Mela; invite community members and share conservation learnings with the community

Part 2: Work with Machines and Materials

Project 3: Tie and Dye

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work with Machines and Materials	30 hours / 54 periods	• Understand history & cultural significance of Tie and Dye • Select appropriate fabrics and apply suitable techniques (folding, clamping, pleating, stitching) • Safe use of tools & materials • Design original and traditional patterns with creativity • Estimate cost of materials & calculate investment vs output	Art Education (design, colour pattern, heritage crafts) Science (chemistry of dyes, fabric properties)

Key Activities:

1. Explore the history and cultural significance of tie and dye in India (Bandhani, Shibori, Leheriya)
2. Visit a shop and Identify types of fabric: cotton, silk, synthetic; understand absorbency and dye behaviour
3. Visit a tie & dye workshop or a shop: learn the process followed by interaction with the expert.
4. Learn multiple techniques from preparing fabric to dye solution
5. Conduct colour mixing experiments: primary, secondary, complementary colours on small fabric swatches
6. Plan a design: sketch pattern, choose resist technique and colour palette
7. Make the product with Tie & dye technique once and repeat
8. Create a finished product (e.g., scarf, cushion cover, tote bag) using dyed fabric
9. Calculate cost of materials; compare with market price of similar items
10. Display finished products at Kaushal Mela; discuss design process and heritage connections

Project 4: AI Assistant

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work with Machines and Materials	30 hours / 55 periods	• Understand basic concepts of machine learning and AI • Distinguish between tasks that humans perform better vs machines • Learn to design AI based solutions (chatbots) and evaluate their accuracy • Appreciate ethical dimensions of AI use in everyday life.	Computer Science (algorithms, programming concepts); Mathematics (data sets, observation, probability)

Key Activities:

1. Understand the concept of machine learning – what can humans do that machines cannot and vice versa?
2. Explore everyday applications of AI (voice assistants, face recognition, image search)
3. Design a basic AI Assistant using a computer/smartphone.
4. Test the model using new inputs and record results.
5. Evaluate performance by identifying errors and improving data quality
6. Retrain the model and compare accuracy before and after improvements
7. Discuss responsible AI (fairness, bias, privacy, and impact of error)
8. Design a real-life use- case for AI assistant in school or community
9. Display and present the AI model at Kaushal Mela — demonstrate live AI model and explain how it works

Part 3: Work in Human Services

Project 5: Storytime with Puppets

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links
Work in Human Services	30 hours / 55 periods	• Appreciate India's rich heritage of puppetry arts • Understand the elements of a good story and write an original script for a puppet show • Design and make puppets using locally available materials • Perform a puppet show for an audience • Demonstrate teamwork, creativity, communication, creative expression	Language (script writing, oral communication, storytelling) Art Education (puppet making, stage design, cultural history)

Key Activities:

1. Explore the tradition of storytelling via puppetry in India - view videos or invite a puppeteer
2. Understand different types of puppets used across India (string, rod, shadow, glove, sock)
3. Select or write a story for the puppet show (folktale, social message, local legend, environmental issue)
4. Develop a script: define characters, dialogue, scenes, stage directions and moral/message
5. Design puppet characters: sketch appearance, decide materials (cloth, paper, foam, thermocol, socks)
6. Set up and build the puppet stage/backdrop using cardboard, cloth or available materials
7. Rehearse the show with peers – practice voice modulation, timing, movements; take feedback and make improvements
8. Perform the puppet show for the school or- display puppets and script extracts at Kaushal Mela/school exhibition

Project 6: Family Health Handbook

Form of Work	Suggested Duration	Key Learning Outcomes	Cross-Curricular Links

Work in Human Services	30 hours / 44 periods	• Understand the factors affecting physical health and mental well-being across different age groups • Identify the health needs of people and learn to respond appropriately in cases of common illnesses and emergencies • Learn to prepare a basic First Aid Kit • Create a personalised Family Health Plan • Appreciate the importance of healthy eating, physical activity and social interaction	Science (nutrition, human body, health & well-being)

Key Activities:

1. Understand components of physical health: nutrition, sleep, exercise, hygiene; discuss mental well-being
2. Conduct a family survey on health habits – eating, sleeping, exercise, screentime
3. Study dietary needs for different age groups; create a balanced meal plan
4. Visit a local or primary health centre, interact with health workers
5. Create a basic First Aid kit; identify and assemble essential items - learn
6. Identify common ailments and when to seek medical help vs manage at home
7. Document important family health information: blood group, allergies, vaccination records, emergency contacts
8. Create a section on mental health: signs of stress, ways to relax, importance of social interaction
9. Prepare a physical activity plan for each family member suitable to their age
10. Compile all information into a well-organised Family Health Handbook with sections, headings and visuals
11. Present the handbook at Kaushal Mela; discuss health topics with the community

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

The focus of all projects is on creativity and the process of 'doing', rather than just the final product. 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 — horticulturists, tie and dye artisans, puppeteers, health workers, AI practitioners — are an essential part of curriculum delivery.

Field Visits

At least one field visit is built into each project. These include visits to plant nurseries, wildlife habitats, health centres, local craft workshops, and technology centres. 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, dye chemicals and digital devices. 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 Teachable Machine for training image classification models, Google Lens for species identification, ChatGPT for creative script writing and health research, 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 7 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 Shovel & Spade	Digital Device (Computer/Tablet/Smartphone)	Puppetry Materials (cloth, paper, thermocol, foam)
Pruning Shears & Grafting Knife	Internet Connectivity	Field Notebook & Pen/Pencil
Seedling Trays & Cocopeat	Fabric (white cotton / muslin cloth)	Measuring Scale & Ruler
Shade-Net & Bamboo Poles	Dye Materials (synthetic / natural dyes)	First-aid Supplies (bandages, antiseptic, thermometer)
Watering Can & Hand Cultivator	Resist Materials (thread, rubber bands, clamps)	Health Tracking Charts & Templates
Gardening Gloves	Buckets, Rubber Gloves, Stirrers	Apron & Hair Cover
Compost / Organic Manure	Teachable Machine (AI Tool) – online platform	Weighing Scale & Measuring Cups
Plant Labels & Measuring Tape	Camera / Smartphone (for AI data collection)	Locally Available Ingredients
Sphagnum Moss / Coco Husk	Cardboard, Chart Paper, Markers	Dustbins (wet & dry)
Bricks & PVC Pipe (for raised beds)	Scissors, Cutter, Glue Gun	Community Health Resources

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 Bamboo Products	Food Stall in School / Market
Grow What You Eat	Basic Appliance Repair	Taking Care of Own Health
Small Nursery (local fruits)	Make your own Robot	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 7 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)?
- Will the project help students apply learning to daily life and home situations?
- Does it develop digital literacy, environmental awareness or gender sensitivity relevant to Grade 7?

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.