

GUIDELINES FOR IMPLEMENTATION OF

10 BAGLESS DAYS

• For Schools of Meghalaya •
(Classes VI to VIII)



Directorate of Educational Research and Training.
Government of Meghalaya
2024

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FOREWORD

The Directorate of Educational Research and Training (DERT) has developed the Guidelines on Bagless Days for Classes VI to VIII as per the recommendations to the National Education Policy (NEP 2020) Para 4.26 which states that, all students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/Block/District/State.

The Guidelines is the result of the extensive workshop with deliberation and discussions involving educators, experts and stakeholders from various fields of work across the state. The guidelines has been developed to give schools the direction on the implementation of the 10 Bagless Days thereby providing the scope for exposure to pre-vocational skills and activities. It may be mentioned that the development of the Guidelines of Bagless Days has been funded by Samagra Shiksha.

Schools are to follow the guidelines to ensure that the various activities are conducted for uniform and successful implementation of the Bagless Days across the State and all learners participate with fun and joy.


State Project Director, Samagra Shiksha &
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PREFACE

The National Education Policy (NEP), 2020 emphasised on the need to reduce the burden of the students and make learning fun. This is possible with the introduction of bagless days alongside curricular activities in schools for the holistic development of the child. Thus, learners will be equipped with the 21st century skills to provide space in the curriculum and beyond.

Introducing pre-vocational skills and activities to learners is important to tap the ability and capacity at an early stage. Also, Para 16.5 of the NEP 2020 highlighted on the need of development of vocational capacities that will go hand in hand with the development of academic capability and other capacities. It may be mentioned Focus has also been made to the inclusions of Vocational Education for Classes IX to XII. So, in order to bridge the gap of learning between Elementary and Secondary level, bagless days are being introduced for Classes VI to VIII.

At present, the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal which is an apex research and development organization in the field of vocational education and also a constituent unit of National Council of Educational Research and Training (NCERT), has come up with the Guidelines for 10 Bagless Days for the Classes VI to VIII. But it is felt that there is a need to contextualise the guidelines with a more focus on local skilling needs and resources on the State.

Director,
Directorate of Educational Research & Training
Meghalaya, Shillong

OPERATIONAL TERMS USED

Bagless days: These are school days where the learners will not be carrying their school bags and are free from the burden of carrying books. These days can be termed as fun days, exploring days, observing days, enriching days, venturing days, engaging days and memorable days in their journey as a learner.

Experiential Learning: It is learning by doing engaging students with hands on experiences

Learning Outcomes: Learning Outcomess provide direction in the planning of a learning activity

Soft toy: A toy made of soft materials which includes, fabric, cloth, paper, cotton, wool

Culinary: Of or relating to cooking and the things done in the kitchen

Hospitality: Act of being friendly towards others and the way people treat others

Etiquette: Showing respect and kindness to others

Performing Arts: Forms of creative activity like dance, drama, acting, storytelling etc

Visual Arts: Creative art whose products are to be appreciated by sight, such as painting, drawing, sculpture etc.

ABBREVIATION

ATM	Automated Teller Machine
CWSN	Children With Special Needs
EMIs	Equated Monthly Instalments
FLIP	Flexible environment, Learning culture shift, Intentional co Professional educator
GIS	Geographic Information System
ICT	Information and Communication Technology
NEP	National Education Policy
LO	Learning Outcomess
MS Office	Microsoft Office
SDG	Sustainable Development Goals
SOP	Standard Operating
VAK	Visual, Auditory and Kinaesthetic

1.0 Background

“Quality in education is what makes learning a pleasure and a joy.” Bagless days in school not only provides a platform to encourage students to participate in extra-curricular activities but also is an attempt to provide a different module of learning for better performance. Fredrickson (2001) affirms that cognitive processes can be enhanced when the topic is relevant or offers “a personally meaningful connection to the individual” (Priniski et al. 2018).

While interest is associated with other factors like meaning-making and motivation, Scheifele (1991) asserts that “feelings of enjoyment and involvement are most typical of interest”. Hidi and Renninger (2006) also found that interest in a topic, especially one that comes from an individual connection, can affect one’s learning enjoyment. In addition to interest, relevance also plays an important role in learning.

Participatory behaviour of both the teachers and learners are important. Goldman et al. (2016) found that among a list of behaviours, students believe are most important for instructors to engage in, making content relevant was in the top three. In Brazil, specifically, Silva et al. (2017) found that a large majority of students in an engineering course had a positive view of game-based learning after participating in it.

Alongside curricular activities, it is of utmost important to also focus on co-curricular activities. Singh (2017) in her article determined the overall impact of co-curricular activities on students’ academic achievement and personal development. Silva et al. (2018) found that engaging in problem-based learning with management students in Brazil positively contributed to students’ learning motivation and meaningfulness. An exhaustive global literature review of 18 different countries by Subhash and Cudney (2018) found that game-based learning had a positive effect on learning enjoyment.

Ahmad, Rahman, Ali M, Rahman, and Al-Azad conducted a study paper to ascertain the students’ involvement in co-curricular activities and academic performance at a specific medical institution. It was discovered that pupils who engaged in extracurricular activities outperformed those who did not. Additionally, they developed abilities such as collaboration and leadership.

Exposure to different vocations proves to be beneficial to the learners as well as the economy. Sethy (2021) emphasised that, education about local vocations and crafts are important for students to become self-dependent citizen. It can also reduce the unemployment and enhance productivity of individual. The hereditary occupations can be promoted and preserved through educational activities.

The spirit of NEP 2020 such as reduce the burden of students and make learning fun making process can be attended by 10 day bagless periods. The National Education Policy (NEP), 2020 stated that the aim of Education will not only be for cognitive development but also for character building and creating holistic and well-rounded individuals. Learners’ will also be equipped with the 21st century skills to provide space right from the curriculum and beyond. The system of education has to create opportunities for students to develop critical thinking, enquiry –based, discussion-based, discovery based and analysis-based learning.

Further the NEP 2020 emphasized on the need of development of vocational capacities that will go hand in hand with the development of academic or other capacities (Para 16.5). Focus has been made to the inclusion of Vocational Education at the higher level of School Education. So in order to bridge the gap of learning between elementary and secondary level, there is a need for the introduction of 10 Bagless days for classes VI- VIII. These bagless days will help schools to prepare students for their future choice of vocational subjects or vocation in future.

All learners are to participate in the 10 bagless days from Classes VI-VIII including Children with Special Needs (CWSN) where teachers and local vocational experts will be invited to render their service as per the requirements which could be extended till class XII. Opportunities for online courses will also be made available for students.

The Sustainable Developmental Goals (SDGs) promote schools with an opportunity to innovate different activities which are in tandem with these goals. The curriculum needs to be balanced in terms of academic and providing scope for innovative activities to inspire learners to appreciate the culture, traditional knowledge, dignity of labour, value of service and ethics.

2.0 Concept Note:

Bagless days are school days where the learners will be free from the burden of carrying books. The 10 days will be implemented for learners from Classes VI-VIII. These days can be termed as fun days, exploring days, observing days, enriching days, venturing days, engaging days and memorable days in their journey as a learner.

Schools will be provided with the detailed guidelines on the various activities that can be undertaken by teachers/experts from related fields. At the end of each activity, learners will be assessed keeping in mind the acquisition and proficiency of skills hence the question of failure will not arise.

Each activity will have a clear mentioned of the Learning Outcomess (LO) which is expected of a child to learn and perform independently at the end of the task. For every LO, there is a detailed methodology where teachers are expected to plan, design, develop and monitor the required approach, technique and the entire process for successful implementation.

Learners will be involved in Experiential Learning through exploration, hands on activities, integration of art, sports, games, gardening, hospitality, culinary, exposure and many more so as to make the classroom joyful, stress-free, fun, lively and spontaneous.

In the context of Meghalaya, bagless days is yet to be implemented. However, vocational subjects have been offered from Classes IX-XII since 2017 in areas of Agriculture, Tourism, Beauty and wellness, Health Care, Information and Technology, Apparel and Sewing operator, Food production and Automobile.

This guideline is developed with a purpose to introduce the pre-vocational skills to learners as early as Class VI in order to familiarize them with the different types of tools, processes, traditional knowledge, dignity of labour, retention of resilience and to reduce the learners from dropping out of school by tapping off their abilities and talents. This will aspire and encourage learners for the world of work, job provider instead of job seeker, prepare for job-marketing, sustenance of skills and

contribute towards the economy of the State. To vulcanize the ability and talent of the learner, the school is the perfect platform for hand-holding and strengthening such potentialities.

3.0 Implementation of Bagless Days

To implement the 10 bagless days in schools, the teachers can refer to the various themes given in the guidelines. The following are the general recommendations to carry out the bagless days in schools:

- i. Schools are to carry out the different activities under each theme not less than 10 days in one academic year.
- ii. During the 10 bagless days the students will be free from the burden of carrying books.
- iii. The suggested activities can be carried out by the teachers or experts from relevant fields. At the end of each activity, the teachers are to assess and record the learners' performance. Documentation of the performance to be reflected in the learners' Report card.
- iv. The activities are not exhaustive, teachers and schools can conduct relevant prevocational activities in addition to the activities given here.

4.0 List of Themes for the 10 Bagless Days:

- i. Literary Art
- ii. Tourism and Hospitality
- iii. Arts and Craft
- iv. Performing Arts and Visual Arts
- v. Technical trades
- vi. Allied Agricultural Sectors
- vii. Craft through reusable materials
- viii. Information Technology
- ix. Life Skills
- x. Traditional Games
- xi. Exposure Trips
- xii. Sports and Games
- xiii. Environment - Conservation and Sustainability

5.0 Objectives:

- i. To develop confidence and be self-reliant.
- ii. To enhance leadership skills.
- iii. To develop ideation skill and creativity.
- iv. To teach them through learning by doing.
- v. To create awareness of the surrounding.
- vi. To guide students to career path.
- vii. To inculcate life skills to be a responsible citizen.
- viii. To promote dignity of labour through hands on activities and existing local vocations.
- ix. To interact with local artisans, craftsmen and experts to develop and popularise the concept of vocal-with-local.

6.0 Methodology:

- i. Project-Based Learning/Inquiry Based Learning
- ii. Flipped Classroom
- iii. Cooperative Learning
- iv. Tactile Learning
- v. Role Play
- vi. VAK Learning
- vii. Collaborative Learning
- viii. Game-Based Learning
- ix. Field Trips/Observation
- x. Case Studies and Surveys
- xi. Interview
- xii. Experiments
- xiii. Explorations
- xiv. Discussion
- xv. Analytical

6.1 Methodology

A brief description of the methodology required to be employed or used for undertaking the various activities are as follows:

6.1.1 Project-Based Learning/Inquiry Based Learning

As the name suggests, in project-based learning students complete simple projects. The students acquire knowledge by doing their own research, they can think of the answers, evaluate the situation, analyse the outcomes of the questions asked and make decisions when they give their suggestions.

Typically, projects are created in response to an open-ended question such as “How can we make our school environment cleaner?” or “How can we help our friends who are weaker in Mathematics?” Another important part of the projects is that they **relate to real-world problems**. The projects shouldn’t just apply to the classroom but have an impact too in the overall development of the child.

Example: Students can find out what is the best way for them to learn and understand better - visual (videos), audio (listening), teaching aids (models), group/individual works (group discussion or individualized learning) or via practical (by doing things)

6.1.2 Flipped Classroom

The concept of delivering **online lectures** that students can view from home to **substitute lecturing** in the classroom is known as flipped learning. The letters FLIP represent the four pillars included in this type of learning: Flexible environment, Learning culture shift, Intentional content, and Professional educator. This technique, in theory, allows for more time in class to be devoted to active learning rather than instruction.

Example: A teacher can show the summary of a poetry, how to solve a mathematical problem or an event from a history topic via videos, cartoon versions, movie etc. via WhatsApp during the weekend. The topic is then discussed and debated upon in the upcoming class.

6.1.3 Cooperative Learning

Co-operative learning involves a lot of **group work**. Some commonly used cooperative learning strategies include “think-pair-share.” Discussions in small groups or pairs where students are broken into small groups to read or learn from a certain perspective. Then, changing their groups, **members spread the information** and share it with others.

Example: Students are divided into three groups and each group is shown one picture. They are then asked to find out about the details of the picture. The next step is for Group 1 to share what they have seen in the picture to group 2 and so on. This helps develop their social skills, their curiosity and to build their confidence while explaining.

6.1.4 Tactile Learning

Also known as kinaesthetic learning, tactile learning takes place through **demonstrations and hands-on activities**. This teaching method also applies to online classrooms, with the teacher demonstrating an activity and learners practicing simultaneously. It’s best suited for practical subjects and skills

where learners need to develop or construct things. The term tactile learning refers to active and Collaborative learning. By working at the same pace as the teacher, mistakes can be spotted and corrected immediately, preventing the learner from developing a wrong technique.

Example: The students are asked to make charts, models, use waste materials to create useful objects like pencil holders

6.1.5 Role Play

Role play is the act of imitating the character and behaviour of someone who is different from yourself, for example as a training exercise. Group members have to communicate with each other through role-play.

6.1.6 VAK Learning

VAK learning is broader than the above-mentioned tactile method, as it involves all three different types of learners: visual, auditory, and kinaesthetic. **Visual learners** absorb information better when they view the material (textbooks, presentations, diagrams, charts), **Auditory learners** when they hear it (podcasts, videos, discussions), and **Kinaesthetic learners** as they act out the content. VAK learning has something for everyone – by using different types of learning material, you can be sure your students will always anticipate what's coming next!

Example: The students are shown a video while explaining and then they are asked to perform

6.1.7 Collaborative Learning

Collaborative learning is an umbrella term that includes **any project or activity that learners work together on**. A lesson plan based on Collaborative learning helps build valuable soft skills like teamwork, delegation, time management, collaboration, decision-making, and social skills. Through Collaborative learning activities, learners also start to work on their self-awareness, as they need to **evaluate their strengths** and choose their part in the project depending on their skills. The fact that all group members are accountable for the outcome teaches them how their actions can affect the whole group as well.

Example: They children are asked to play a game of their choice and they can create the rules of the game. While playing they find out if the rules are suitable for the game.

6.1.8 Game-Based Learning

Game-based learning is pretty much what the term describes – using games as part of the instruction process. Games have an element of active learning and are particularly engaging as they are a sort of **“distraction” of their own from typical learning**. The online, group, or role-playing games can all be part of the syllabus. Games automatically make the learning environment entertaining, and learning becomes an adventure.

Games usually involve a sense of **reward and accomplishment**, which is why they can be very motivating for learners. Game-based learning which **involves game mechanics**.

Example: In geography class, the children are asked to put a pin on any place that they wish to travel in the future in the world map which is hung on the wall. It teaches them about the countries in the world and they get the joy of choosing their favourite place.

6.1.9 Field Trips/Observation:

Field trips describe opportunities for incorporating outside experiences into a particular course. This may take the form of field trips to relevant locations, or it may be more project-based field work with students regularly visiting or working at one site as part of a course project. They are effective means of **breaking down the barriers of the four walls of the classroom.**

Example: In Environmental Science, they may have a demonstration plot at a community garden that students visit regularly as a hands-on learning technique, or in geography class, they may visit with waterfalls or caves.

The other methods that the teachers can use are as follows:

6.2.1 Case Studies and Surveys - The case study method uses a smaller sample, a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. (e.g., several clinical cases, or one organization) but can provide more in-depth information about the phenomenon/problem studied. The survey method uses larger samples, typically samples that can represent the population of interest. It is a research approach where subjective opinions are collected from a sample of subjects and analysed for some aspects of the study population that they represent.

6.2.2 Interview - An interview is a structured conversation where one participant asks questions, and the other provides answers. The word "interview" refers to a one-on-one conversation between an interviewer (One who asks the questions) and an interviewee (One who answers the questions).

6.2.3 Experiments - An experiment is a data collection method where you as a researcher change some variables and observe their effect on other variables. It is to perform a scientific procedure, especially in a laboratory, to determine something.

6.2.4 Explorations - Exploration encourages sharing and further discovery. It's a great way to intentionally structure your instruction for your students. Exploration-based learning is an active learning approach which helps children learn through curiosity and inquiry. Learning through exploration as a process that changes the way one approaches a particular situation.

6.2.5 Discussion - Discussion is to consider or examine by argument, comment or talk over, especially to explore solutions or to add knowledge about a specific subject. For example, debate, peer discussion, classroom discussion.

6.2.6 Analytical - Analytical thinking is breaking something down and taking a closer look at each of its parts while looking for themes, patterns, and assumptions. Critical thinking skill analysis is the process of methodically breaking something down to gain a better understanding of it.

7.0 Detailed list of activities:

The teacher will select the activities according to the age and abilities of the children from below:

7.1 Literary Art:

Activity type	Story writing, Letter Writing, Resume Making, Extempore Speech, Elocution, Recitation, Essay writing, Poetry Writing, Personal diary Writing, Log book writing, Form Filling
Time Duration	5 hours
Skills to be developed	Creativity, reasoning, listening, reading, writing, speaking organisation, punctuation
Learning Outcomes	<ul style="list-style-type: none"> i. Project creativity in reasoning, writing, reading and speaking ii. Exhibit confidence iii. Enrich Vocabulary iv. Communicate effectively v. Fill any kinds of forms correctly forms correctly
Methodology	Tactile Learning, Cooperative Learning, Observation, Analytical, Demonstration
Materials required	Library, sample forms, diary, exercise books, etc
Career Opportunities	Authors Editor Clerical Assistant Manager Poet Script Writer Orator Base of other professions

Figure 1. Sample form

Don't Give Up

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A long time ago, there was lived a boy named Rodney in a village. He was very happy with his family. But his happiness could not last for long. Rodney and his fellow villagers faced a severe drought. They desperately waited for rains but with no luck. All the crops, land and even trees dried up. The cattle started dying. As there was no rain, the stream was drying up slowly.

One night, during a meet with the villagers, Rodney said, "Friends, we all have heard tales from our grandparents about an underground river flowing through our village. Why don't we dig and see?" The villagers agreed and started digging. They dug for some days but gave up soon. However, Rodney kept on digging. When people told him to give up, he said, "God is helping and guiding my way."

One day, when he had dug deep enough, Rodney saw water. His attitude of not giving up saved the whole village. "Never give up so easily," Rodney advised all the villagers. Now, they are never short of water. And whenever any problem arises, all the villagers came up together and find a solution.

Figure 2. Sample story

7.2 Tourism and Hospitality:

Activity type	Cooking/ Baking/Food processing/Housekeeping/Tour guide
Time Duration	3 hours
Skills to be developed	Cleanliness, Food safety, Teamwork, Adaptability, Decision making, Creativity and Observation, Cooking Skill, presentation, analytical, estimation, motor skills
Learning Outcomes	<ol style="list-style-type: none"> Use the sense organs to identify flavours, aroma, textures and presentation of food. Demonstrate cultural awareness by appreciating the diversity in cultures through food, style of living, customs and dress/attire/places. Exhibit social skills by working together and communicating with each other. Analyse food choices. Apply estimation for accuracy in finance and commodities Applies the different processes involved in cooking by assisting the cooks during the mid-day meal preparation. Exhibit proficiency in skill in bed making, cleaning activities, dressing oneself and personal care & cleanliness
Methodology	Tactile Learning, Cooperative Learning, Observation, Analysis
Materials required	The teacher will consider the equipment required according to the activities.
Career Opportunities	Chef Food and beverage Manager Hotel/Restaurant Manager Housekeeper Tour guide



Figure 3-4. Cooking/Food processing



Figure 5-6. Cooking/Food processing

7.3 Art and Craft:

Activity type	Sewing/Knitting/ Crocheting/Soft Toy making/Traditional toy making/ Weaving/Pottery/Face painting
Time Duration	5 hours
Skills to be developed	Creativity, Innovation, Motor skills, Problem solving, Self-expression, observation skills, Building self-confidence, Perseverance,
Learning Outcomes	<ol style="list-style-type: none"> Apply the basic skills of sewing, knitting, crochet Estimate and measure clothing material etc. Use of scraps (clothes/carton/paper/wool/rope) to make dolls, scrunches, blankets, mats with a focus on recycling and reusing of materials. Identify various shapes, colour and texture for making traditional and soft toys Develop and appreciate the history of the games and toys Learn and imbibe traditional knowledge.
Methodology	Learning by Doing/Hands On, Cooperative Learning, Observation Method
Materials required	Low cost/reusable materials, any other materials
Career Opportunities	Tailor Fashion Designer Manufacturing Technician Draper Merchandiser Product Designer Textile design Make-up artist



Figure 7. Sewing and Knitting



Figure 8. Arts and Crafts

7.4 Performing Arts and Visual Arts:

Activity type	Dance/music/singing/storytelling/ magic/ puppetry/ stand-up comedy/ Painting/ Drawing/ Sculpture (Clay modelling/ Wood carving) Theatre/ Photography/ Videography
Time Duration	5 hours
Skills to be developed	Problem solving, Self-expression, Observation, Creativity, Building self-confidence, Perseverance, Motivation
Learning Outcomes	<ol style="list-style-type: none"> Identify tools, equipment and materials used in different art forms under visual art. Demonstrate social skills Apply artistic and aesthetic sensibility in day-to-day life. Explore with different methods and materials, such as, clay, water colours and poster colour paints, coloured pencils and crayons, etc. Joyful learning engagement
Methodology	Role Play, Observation Method, Tactile learning, Cooperative Learning, Team Building
Materials	Musical Instruments, Low cost or reusable materials , paints and colours, paper/wall/ surroundings, wood/clay/dough, photography and videography equipment/ devices
Career opportunities	Creative Art director Actor Professional Visual Artist Dancer Musician Composer Professional Storyteller Book Author Magician Ventriloquist Professional Photographer/Videographer Stand-up Comedian Singer Musician



Figure 9. Art work



Figure 10. Craft work



Figure 11. Story telling

7.5 Technical trades:

Activity type	Basic Carpentry, Basic Electrical Skills
Time Duration	5 hours (approx.)
Skills to be developed	Math and science skills, Gross motor, Problem-solving, Dexterity, Mechanical skills, Decision making
Learning Outcomes	<ul style="list-style-type: none"> i. Demonstrate the understanding of shapes and forms ii. Safely use of appropriate tools with specificity and accuracy iii. Estimate materials and cost efficiency iv. Demonstrate design in terms of functionality and utility
Methodology	Hands on Activities, Survey, Observation Method, Cooperative Learning, SOPs of safety use
Materials required	Carpentry and electrical tools along with necessary resources
Career Opportunities	Foreman Lineman Electrician Carpenter Construction Estimator Frame maker



Figure 11-12. Basic Carpentry Skills

7.6 Allied Agricultural Sectors:

Activity type	Kitchen gardening/Floriculture/Horticulture
Time Duration	5 hours (approx.)
Skills to be developed	Gardening, Estimation, Accountability and responsibility, Environmental Awareness, Critical Thinking and Problem-Solving,
Learning Outcomes	<ol style="list-style-type: none"> Identify gardening tools and equipment, components of farming, crops, plants, soils, vermicompost etc. Demonstrate the practice of agricultural processes (mixed - farming, planting, cultivating, harvesting) Differentiate between Organic farming and Inorganic farming. Explain the nutritional value of different crops and the importance of a balanced diet. Cultivate a sense of responsibility through caring for plants and develop a strong work ethic by participating in ongoing agricultural activities. Practice organic agricultural sustenance
Materials required	Gardening tools, pots, reusable material, soil, saplings
Methodology	Tactile learning, Teamwork and collaboration, Demonstration, Observation, Seasonal Calendar (fruits, flowers, vegetables)
Career Opportunities	Agriculturist Agronomist Food Scientist Horticulturist Horticulturist



Figure 13-14 Gardening/Kitchen gardening

7.7 Craft through reusable materials:

Activity type	Making - Door mat, Paper bag, Envelope, pen stand, Duster, Chalk holder, toothpick, book mark, toys, cards, home decor and others
Time Duration	5 hours (approx.)
Skills to be developed	Observation skills, creativity, innovation, fine motor skills, Focus and concentration, self-expression
Learning Outcomes	<ul style="list-style-type: none"> i. Demonstrate creativity and innovation ii. Exhibit fine motor skills iii. Use waste materials to develop objects of utility and functionality
Methodology	Tactile learning, locating and collection of reusable materials, and collaboration
Materials required	Reusable materials (clothes, carton box, plastic bottles, bamboo stick, ice cream stick, containers, glass bottles, and others), cutting tools, binding tools,
Career Opportunities	Entrepreneurship Product Designer Packaging Designer Waste-to-Energy Engineer



Figure 15. Craft (Envelope making)

7.8 Information Technology:

Activity type	MS Office (Word, Excel and PowerPoint), Basic Image and Video Editing, Virtual classrooms (Google Meet, Zoom etc.) Awareness program on Cyber Security and Safety.
Time Duration	5 hours (approx.)
Skills to be developed	Observation and exploration, Creativity, Cyber Safety, Safe use of internet, proper use of social media.
Learning Outcomes	<ul style="list-style-type: none"> i. Identify the components of digital devices and their functions ii. Develop proficiency on identification and use of appropriate software application to complete a particular task iii. Demonstrate procedures for use of different operating systems (creating, viewing, and managing files, and folders). iv. Apply safety measures while using the internet through electronic devices (smart phones, computers etc). v. Develop proficiency in implementing security measures to protect information systems and data such as One Time Passwords, Links, Phishing, Online Scam, and Safety of sharing pictures online, fake news, cyber bullying etc. vi. Demonstrate the ability to troubleshoot basic hardware and software problems effectively. vii. Learn to operate applications for virtual classroom learning.
Methodology	Role Play, Demonstration, observation, netiquette
Materials required	Desktop/ Laptop, Smartboard, Projectors, Internet, Smartphones.
Career Opportunities	Data Analyst Information Security Analyst Computer Support Specialists Computer Repair Technician Application/Software Developer Graphic Designer Ethical Hacker Online Instructor



Figure 16. MS Office



Figure 17. Sample Desktop

7.9 Life Skills:

Activity type	<p>Drama games (Dumb charades, Mirror mirror, Pass the Sound, Simon Says)</p> <p>Financial literacy:</p> <ol style="list-style-type: none"> Savings (maintaining piggy bank, opening a minor Bank account) Basic use of Cash Book (how to track expenses, records of buying and selling with examples from school fete, exhibitions, canteen, etc.) First Aid, Personal grooming.
Time Duration	5 hours (approx.)
Skills to be developed	Problem solving, observation, financial management, communication, etiquette, interpersonal relationship, decision making, Self - awareness and Self - management.
Learning Outcomes	<ol style="list-style-type: none"> Demonstrate first aids procedure for different injuries Develop awareness of personal safety and emergency procedures. Exhibit life skills in day to day activities/situations Demonstrate proper ways of proper cleanliness, eating habits, attire, and etiquette. Aware of basic financial instruments (bank account, transaction), institutions, currencies, career options etc. Develop understanding of financial planning and management (credit, debit, receipt, expenditure, balance) Learn about safety protocols and risk management during outdoor activities.
Methodology	Role play, games, demonstration, group discussion, hands on, piggy bank
Materials required	Piggy bank, first aid box, sample banking - passbook, ATM card, bank notes
Career Opportunities	<p>Soft Skills Trainer</p> <p>Public Speaking Coach</p> <p>Communication Coach</p> <p>Banker</p> <p>Financial Analyst</p> <p>Accountant</p> <p>Caregivers</p> <p>Emergency responders</p> <p>First Aid Instructors</p>



Figure 18. Life Skills



Fig. 19. First aid and safety measures



Figure 20. Sample Passbook



Figure 21. Bank notes

7.10 Traditional Games :

Activity type (For Khasi & Jaintia Regions)	Mawpoin/Mawkynting/ Pynshad latom/ Hai-ii/ Puh syiar/ Sohtyngkoh/ Shut tin lane kawang tin/ Lehkai marbul (playing with marbles)/ Pynher kot kudi
Activity type (For Garo region)	Anding Oka, Wapong Sika, Sue Goa, Gando Makar
Time Duration	5 hours (approx.)
Skills to be developed	Problem solving, observation, planning, Perseverance, Appreciation, Coordination and Team work
Learning Outcomes	<ul style="list-style-type: none"> i. Develop an appreciation of one's culture and tradition. ii. Practice and promote traditional games iii. Actively participate in outdoor games and activities
Methodology	Collaborative learning through games
Materials required	Locally available materials
Career Opportunities	Game Designer Game Developer Production Manager Retailer/Store Owner Event Coordinator/ Manager Coach PT instructor



Figure 22. Mawkynting



Figure 23. Cock fight



Figure 24 Mawpoin



Figure 25 Kot sikret



Figure 26 Marbles



Figure 27 Shells

7.11 Exposure trips:

Activity type	Field trips (historical, heritage sites), educational tour (museums, science centre, small scale industries, institutions, firms, farms)
Time Duration	6 hours
Skills to be developed	Observation, exploration, appreciation, dignity of labour,
Learning Outcomes	<ul style="list-style-type: none"> i. Engage in activities that connect academic knowledge to practical experiences ii. Appreciate diversity in terms of cultures, historical sites, landmarks, sacred forests iii. Practice civic sense responsibly by participating in community service projects. iv. Promote a healthy and active lifestyle through outdoor participation. v. Develop reflective practices and group discussions to share their insights, lessons learnt and personal growth vi. Gain insights to new experiences
Methodology	Survey of different institutes, industries, Nature exploration, Collaborative learning, Group Discussion, Project work, Reflective journaling
Materials required	Funds, Transport, Information brochures/ pamphlets
Career choices	Tour guide Journalist Photographer Blogger As per the activity undertaken



Figure 28. Don Bosco Museum



Figure 29. RVTI Tura

7.12 Sports & Games:

Activity type	Different sports and games (outdoor & indoor)
Time Duration	5 hours
Skills to be developed	Physical Fitness, Teamwork, Social Skills, Leadership, Responsibility, Healthy Lifestyle, Problem solving, decision making, specificity, accuracy, analytical
Learning Outcomes	<ul style="list-style-type: none"> i. Participate in sports activities for overall fitness ii. Develop specific sports-related skills iii. Exhibit leadership roles iv. Demonstrate benefits of exercise, proper nutrition, and the impact of the activities on the overall well-being v. Exhibit self-initiative and sportsmanship. vi. Demonstrate inclusiveness and sense of value.
Methodology	Teamwork, Collaboration, Observation, Cooperation, Demonstration
Materials required	As per sports and games related
Career Opportunities	Coach/Manager Umpire and Referee Physical Therapist Sports Commentator Sports Management Physical Education Teacher/Educator Sports person/Athlete Physical Trainer



Figure 30. Sports



Figure 31. Outdoor Games

7.13 Environment - Conservation and Sustainability

Activity type	Waste management/Rain water management
Time Duration	5 hours
Skills to be developed	Identification, Segregation, Conservation <ul style="list-style-type: none"> i. Differentiate between biodegradable and non-biodegradable waste ii. Prepare manure from biodegradable waste iii. Demonstrate civic sense towards self, surrounding and community
Learning Outcomes	<ul style="list-style-type: none"> iv. Conservation of environmental resources for sustainability v. Make efforts to protect the environment by minimising wastage of food, water, electricity and generation and segregation of waste, spread awareness to adopt rain water harvesting
Methodology	Cleaning drive, plantation (grass, herbs) for water recharge, demonstration, observation, learning by doing, composting
Materials required	Self-made/Low-cost materials, saplings, biodegradable waste, gardening tools
Career Opportunities	Organic Farming Expert Waste Management Specialist Waste-to-Energy Engineer Rain Water Harvesting Specialist Geographic Information Systems (GIS) specialist Environmentalist Gardener Landscape designer



Figure 32. Environmental Awareness



Fig. 33. Rain water management



Figure 34. Water Conservation



Figure 35. Cleaning drive



Figure 36. Herb Plantation

8.0 Annexure

Tool for Assessment: Teachers can use the sample tool/rubric for assessing the learners. The skills to be assessed can be chosen from the listed skills below depending on the activities.

Name of the learner					
School					
Grade/Class					
Name of the activity					
Skills	Participation, Adaptability, Collaboration, Innovation, Leadership, Problem Solving, Management, Creativity, Confidence, Decision Making, Perseverance, Mechanical, Flexibility, Presentation, Analytical, Resilience, Cleanliness, Dexterity, Accountability, Sensitivity, Communication, Concentration, Etiquette, Planning, Appreciation				
Skills	Need Improvement	Reaching Expectations	Met all expectations	Exceeds Expectancy	
Over all suggestion by Teacher/ Instructor					

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