



File No.: NESTS/H-2/12/CAC/2025-26/

Dated:01.06.2026

To,

The State Nodal Officers,

Eklavya Model Residential Schools

(As per list)

Subject: Implementation of “10 Bagless Days” through “Saksham Saturday” in EMRSs and submission of monthly report thereof – reg.

Madam/Sir,

In pursuance of the recommendations of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023 regarding promotion of experiential, joyful, competency-based and holistic learning, the Ministry of Education has envisaged implementation of “10 Bagless Days” for students of Classes VI to VIII during the academic session.

2. The initiative aims to provide students with opportunities for experiential and skill-based learning beyond conventional classroom teaching through vocational exposure, local crafts, arts, sports, environmental awareness, indigenous knowledge systems, community participation and practical life experiences. The programme seeks to strengthen creativity, communication skills, critical thinking, dignity of labour, teamwork, leadership qualities and overall holistic development of learners.

3. In order to facilitate systematic implementation of the initiative in Eklavya Model Residential Schools (EMRSs), the “10 Bagless Days” shall be conducted through a structured monthly activity-based programme titled “**Saksham Saturday**” (सक्षम शनिवार) for students of Classes VI to VIII.

4. “Saksham Saturday” aims to create a learner-centric, inclusive and engaging school environment by integrating experiential learning, vocational education, local tribal culture, indigenous practices, environmental awareness and practical exposure with the teaching-learning process in alignment with the vision of NEP 2020 and *Viksit Bharat @2047*.

5. All EMRSs may organize one Bagless Day on any suitable Saturday every month during the academic session based on local requirements, climatic conditions, examination schedules, academic convenience and availability of resources. Schools may integrate the activities within the existing Annual Academic Calendar or prepare a separate month-wise implementation plan.

6. The activities conducted under “Saksham Saturday” may be aligned with *Kaushal Bodh*, Skill Education curriculum and competency-based learning outcomes prescribed under NCF-SE 2023 for the Middle Stage. The activities planned for Classes VI, VII and VIII shall be age-appropriate, interdisciplinary and designed separately in accordance with prescribed learning outcomes.

7. The schools are encouraged to organize experiential and participatory learning activities by integrating local tribal culture, indigenous knowledge systems, vocational exposure, environmental awareness, arts,

sports, innovation, digital literacy, entrepreneurship and community participation so as to create a vibrant and activity-oriented learning environment.

8. The activities under “Saksham Saturday” may broadly include the following thematic areas and activities:

- i. Literary Arts and Language Enrichment including storytelling, creative writing, debates, poetry recitation, reading activities and language-based learning exercises;
- ii. Tourism, Heritage and Hospitality activities including educational visits to historical monuments, museums, cultural sites, tourist places and interaction with local communities;
- iii. Arts, Crafts and Handicrafts including pottery, bamboo craft, weaving, tribal handicrafts, clay modelling and local artisan-based activities;
- iv. Performing and Visual Arts including music, dance, theatre, painting, drawing, folk arts and cultural presentations;
- v. Technical and Vocational Trades including carpentry, electrical basics, repair activities, entrepreneurship exposure and skill-based demonstrations;
- vi. Allied Agricultural and Horticulture Activities including gardening, kitchen gardening, plantation drives, composting and awareness on sustainable farming practices;
- vii. Craft and Innovation through Reusable/Waste Materials including waste-to-art activities, recycling projects and creative use of locally available materials;
- viii. Information Technology, Digital Literacy and Innovation including coding exposure, cyber safety awareness, robotics, AI awareness and digital learning activities;
- ix. Life Skills, Health and Wellness Education including communication skills, leadership, teamwork, nutrition awareness, mental well-being, yoga and sanitation awareness activities;
- x. Traditional Indigenous Games and Recreational Activities promoting local games, teamwork, fitness and preservation of tribal traditions;
- xi. Educational Exposure Visits and Community Interaction including visits to farms, local industries, public institutions, skill centres and interaction with local artisans, experts and resource persons;
- xii. Sports, Physical Education and Fitness Activities including indoor and outdoor sports, athletics, yoga, wellness and physical fitness programmes; and
- xiii. Environment Conservation, Sustainability and Climate Awareness activities including biodiversity awareness, water conservation, waste management, environmental campaigns and sustainable lifestyle practices.

Schools may plan and conduct the above activities in accordance with local context, tribal culture, indigenous knowledge systems, students’ interests, availability of resources and competency-based learning outcomes prescribed for the Middle Stage under NEP 2020 and NCF-SE 2023.

9. The programme shall be implemented in a flexible, participatory and inclusive manner with active involvement of teachers, vocational trainers, parents, local artisans, community members, institutions and other resource persons wherever feasible. Participation of all students including Children with Special Needs (CWSN) shall be ensured.

10. Schools may prepare an Annual Action Plan indicating month-wise activities, learning objectives, implementation strategy, resource requirements and expected learning outcomes for effective conduct of “Saksham Saturday” activities.
11. Teachers shall undertake appropriate pre-activity planning including orientation of students, identification of learning objectives, arrangement of resources, coordination with resource persons, safety measures and briefing regarding conduct of activities. After completion of activities, schools may undertake post-activity reflection and documentation for assessment of learning outcomes and sharing of best practices.
12. Assessment under “Saksham Saturday” shall be formative, competency-based and participatory in nature with emphasis on creativity, communication skills, teamwork, practical understanding, problem-solving abilities, participation and experiential learning outcomes rather than conventional written examinations.
13. The Principal/Headmaster shall be responsible for overall planning, implementation, coordination, monitoring and review of “Saksham Saturday” activities in the school. Adequate academic, administrative and logistical support may be ensured for effective implementation of the programme.
14. Schools may maintain proper records and documentation including attendance, photographs, activity reports, students’ reflections, creative outputs and learning outcomes for monitoring, reporting and reference purposes.
15. Detailed Guidelines for implementation of “10 Bagless Days” through “Saksham Saturday” along with suggestive activities and an indicative Annual Action Plan are enclosed herewith for reference and necessary implementation by all EMRSs. Schools may also refer to the document titled “*Guidelines for Implementation of 10 Bagless Days in School*” developed by PSSCIVE, NCERT, Ministry of Education, Government of India.
16. Further, all EMRSs are requested to submit a brief monthly report regarding activities conducted under “Saksham Saturday” to NESTS in the prescribed format for monitoring and compilation purposes.
17. In view of the above, all State/UT EMRS Societies are requested to circulate these guidelines to all EMRSs under their jurisdiction and ensure effective implementation of the initiative in a planned and systematic manner.

Encl.: As above

-sd-

(Kumud Kushwaha)
Deputy Commissioner, NESTS

Copy to:

1. The Principal, EMRSs (As per list), for necessary action.
2. The Consultant State EMRS society, for monitoring and coordination.
3. IT Division- for uploading on NESTS Website

Guidelines for Implementation of “10 Bagless Days” through “Saksham Saturday” in EMRSs

1. Background

The National Education Policy (NEP) 2020 emphasizes experiential, joyful, skill-based, and holistic learning for students. As envisaged under NEP 2020, students of Classes VI to VIII are to participate in “10 Bagless Days” during the academic year to gain exposure to vocational education, local crafts, practical learning, arts, sports, community engagement, and real-life experiences beyond classroom teaching.

The initiative aims to reduce the boundaries between theoretical learning and practical application while promoting creativity, critical thinking, communication skills, dignity of labour, vocational awareness, and experiential learning among students. It also seeks to connect students with local knowledge systems, indigenous practices, culture, environment, and community resources.

In this regard, EMRSs may implement the “10 Bagless Days” initiative through a monthly activity-based programme titled:

“Saksham Saturday” (सक्षम शनिवार)

The term “Saksham” reflects empowerment, capability, self-reliance, creativity, skill development, and holistic growth of learners.

2. Importance of Skill Initiatives in School at the Middle Stage

The implementation of 10 Bagless Days and *Kaushal Bodh* is an important initiative envisaged under NEP 2020 and NCF-SE 2023 for promoting experiential, joyful, and competency-based learning among students at the Middle Stage. The initiative helps students connect classroom learning with practical experiences, vocational exposure, local knowledge systems, and real-life situations.

The importance of these initiatives is reflected in the following aspects:

a) Bridges Theory and Practice: Helps students connect textbook learning with real-life experiences through hands-on and activity-based learning.

b) Enhances Skill Development: Provides exposure to vocational and life skills while promoting creativity, confidence, and dignity of labour.

c) Promotes Joyful Learning: Encourages participation, curiosity, and experiential learning through engaging activities beyond conventional classroom practices.

d) Encourages Interdisciplinary Learning: Integrates multiple subject areas and strengthens critical thinking, observation, and problem-solving abilities.

e) Strengthens Community Participation: Promotes interaction with local artisans, experts, and community members while encouraging respect for indigenous knowledge systems and local occupations.

f) Promotes Career Awareness: Provides early exposure to various occupations, skills, and educational pathways to support informed career awareness among students.

g) Supports Holistic Development: Enhances communication skills, teamwork, leadership, environmental awareness, social responsibility, and overall personality development of learners.

3. Implementation of Saksham Saturday in EMRSs

1. EMRSs may organize one “Saksham Saturday” in a month during the academic session for students of Classes VI to VIII in order to complete the recommended 10 Bagless Days in a systematic and planned manner.
2. Schools may conduct the activities on any Saturday of the month as per their academic convenience, local requirements, climatic conditions, examination schedule, and availability of resources.
3. The activities may be incorporated within the existing Annual Academic Calendar of the school or schools may prepare a separate calendar for Saksham Saturday activities.
4. The programme shall include both indoor and outdoor experiential learning activities based on local context, available resources, community participation, and students’ interests.
5. Schools are encouraged to integrate local tribal culture, indigenous knowledge systems, traditional crafts, environmental practices, folk arts, local vocations, and community-based learning experiences while planning the activities.
6. The programme may be implemented in a flexible and participatory manner by involving teachers, local artisans, vocational experts, parents, community members, resource persons, institutions, and organizations wherever feasible.

7. The focus of the programme shall remain on joyful learning, experiential education, skill exposure, participation, creativity, teamwork, communication, and holistic development of students rather than only event-based activities.
8. Schools may prepare an Annual Action Plan for Saksham Saturday activities indicating month-wise activities, learning objectives, resource requirements, pre-activity planning, expected learning outcomes, and post-activity reflection for Classes VI to VIII.
9. The implementation of Saksham Saturday activities may be aligned with Kaushal Bodh and Skill Education curriculum in order to strengthen experiential learning, vocational exposure, and practical understanding among students. Activities planned for Classes VI, VII, and VIII shall be age-appropriate, competency-based, and aligned with the learning outcomes prescribed for the Middle Stage under NCF-SE 2023.

4. Suggestive Activities

The schools may organize various experiential and enrichment activities including field visits, surveys, interaction with local artisans and experts, science and skill-based activities, art and craft, environmental awareness activities, community interaction, vocational exposure visits, cultural activities, sports, storytelling, creative writing, gardening, robotics/AI awareness sessions, cyber safety sessions, nature exploration, waste-to-art activities, book fairs, health and wellness awareness activities, and other locally relevant activities.

Detailed suggestive activities, planning formats, methodologies, and implementation modalities may be referred from the document titled “Guidelines for Implementation of 10 Bagless Days in School” issued by PSSCIVE, NCERT, Ministry of Education, Government of India.

5. Developing an Annual Action Plan

Planning is one of the essential components for effective implementation of Saksham Saturday in EMRSs. Each school may prepare an Annual Action Plan for indoor and outdoor experiential and skill-based activities for Classes VI to VIII in accordance with the objectives of 10 Bagless Days and Kaushal Bodh.

While preparing the Annual Action Plan, the following points may be considered as guidelines:

- i) Saksham Saturday activities may be integrated within the Annual Academic Calendar of the school with flexibility to distribute activities across the academic session.
- ii) Activities planned for Classes VI, VII, and VIII shall be age-appropriate and aligned with the learning outcomes prescribed under Kaushal Bodh and Skill Education curriculum.
- iii) While developing the Annual Action Plan, all subject teachers may be involved in planning and implementation of activities related to their respective domains.
- iv) Indoor and outdoor experiential learning activities may be balanced across the academic session based on local context, available resources, climatic conditions, and community participation.
- v) Activities may be planned in such a manner that students receive exposure to vocational skills, life skills, environmental awareness, local culture, indigenous knowledge systems, arts, sports, and community engagement.
- vi) The teacher implementing the activity shall also ensure achievement of intended learning outcomes through proper planning, facilitation, and reflection activities.
- vii) Schools may ensure inclusion and active participation of Children with Special Needs (CWSN) while planning and conducting Saksham Saturday activities.
- viii) Pre-activity and post-activity processes may be incorporated for each activity to ensure meaningful participation and experiential learning outcomes.

5.1 Pre-Activity Planning

Teachers may undertake pre-activity planning prior to conduct of the activities. Pre-activity preparation may include orientation of students, identification of learning objectives, arrangement of resources, interaction with resource persons, preparation of materials, safety measures, and briefing of students regarding the activity.

Pre-activity planning shall help students and teachers prepare themselves for effective participation and achievement of learning outcomes during Saksham Saturday activities.

5.2 Post-Activity Report

After completion of the activities, teachers may prepare a brief post-activity report along with students. The report may include participation details,

photographs, reflections, learning outcomes, observations, challenges, creative outputs, and overall outcomes of the activity for documentation and reporting purposes.

5.3 Suggestive Format for Post-Activity Report

(Grade- 6,7,8)

Month / Week	Class	Name of Activity	Learning Objectives	Resources / Resource Persons Required	Pre- Activity Planning	Execution During Activity	Learning Outcomes / Assessment	Post- Activity Report / Reflection

6. Assessment

Assessment under Saksham Saturday shall be formative, participatory, and competency-based with emphasis on qualitative learning outcomes rather than traditional written examinations.

The assessment process may include observation of participation, creativity, communication skills, teamwork, practical understanding, problem-solving abilities, and application of learning during activities and projects.

Schools are encouraged to adopt reflective and participatory assessment practices including portfolios, journals, presentations, exhibitions, creative outputs, peer learning, self-assessment, teacher observations, and group activities.

Students may also be provided opportunities for reflection and documentation of their learning experiences through reports, presentations, portfolios, photographs, and activity records.

7. Planning and Documentation

Schools shall ensure proper planning and documentation of Saksham Saturday activities. The schools may maintain records including photographs, short reports, attendance, videos, students' creative outputs, reflections, and activity outcomes for reference and reporting purposes.

Schools are encouraged to undertake pre-activity preparation and post-activity reflection to ensure meaningful and outcome-based learning experiences for students.

8. Roles and Responsibilities of Principal / Headmaster of the School

The Principal / Headmaster, being the head and leader of the school, shall be responsible for effective planning, coordination, implementation, and monitoring of Saksham Saturday activities in the school. The Principal / Headmaster may ensure integration of Saksham Saturday within the Annual Academic Calendar and provide necessary academic, administrative, physical, and financial support required for implementation of activities.

While implementing the programme, the Principal / Headmaster may:

1. Guide, motivate, and monitor implementation of Saksham Saturday activities in the school.
2. Ensure preparation of an annual implementation plan indicating activities, learning objectives, timelines, resource requirements, and expected learning outcomes for Classes VI to VIII.
3. Facilitate participation of teachers, vocational trainers, local artisans, community members, institutions, and resource persons for effective conduct of experiential and skill-based activities.
4. Ensure that the activities are aligned with Kaushal Bodh, Skill Education curriculum, and the objectives of experiential learning envisaged under NEP 2020 and NCF-SE 2023.
5. Provide supportive and conducive learning environment for implementation of indoor and outdoor experiential activities.
6. Review implementation progress periodically and undertake corrective measures wherever required for effective achievement of learning outcomes.

9. Roles and Responsibilities of Teachers

Teachers shall play an important role in planning, organizing, facilitating, guiding, and documenting Saksham Saturday activities. All teachers may actively participate in the programme and contribute according to their respective subject areas and expertise.

The teachers teaching Languages, Mathematics, Science, Social Science, Art Education, Physical Education, Vocational Education, Music, and other subjects may be involved in organizing interdisciplinary and experiential learning activities related to their domains.

In specific terms, teachers may be expected to perform the following functions:

1. Orient students regarding the objectives and importance of Saksham Saturday activities.

2. Plan and conduct age-appropriate, competency-based, and experiential activities aligned with learning outcomes prescribed under Kaushal Bodh and Skill Education curriculum.
3. Prepare activity plans including pre-activity preparation, resource requirements, execution process, and post-activity reflection.
4. Organize indoor and outdoor experiential activities including field visits, projects, demonstrations, interaction sessions, surveys, practical activities, and community-based learning experiences.
5. Guide, mentor, motivate, and support students during implementation of activities.
6. Promote participation, creativity, teamwork, communication skills, observation, problem-solving, and experiential learning among students.
7. Ensure inclusion and active participation of Children with Special Needs (CWSN) during activities.
8. Coordinate with local artisans, vocational experts, community members, institutions, and other resource persons wherever feasible.
9. Observe, assess, and document students' participation and learning outcomes through portfolios, presentations, projects, reflections, creative outputs, and teacher observations.
10. Maintain records including attendance, photographs, activity reports, videos, student reflections, portfolios, and best practices for monitoring and reporting purposes.

10. Expected Outcomes

The implementation of Saksham Saturday is expected to promote experiential and joyful learning, strengthen practical understanding and vocational awareness, encourage dignity of labour and life skills, foster creativity and communication skills, provide exposure to local culture and indigenous knowledge, and create a stress-free, engaging, and inclusive learning environment for students.

11. Reference

For detailed guidelines, schools may refer to: "Guidelines for Implementation of 10 Bagless Days in School" developed by PSS Central Institute of Vocational Education (PSSCIVE), NCERT, Ministry of Education, Government of India.

12.Conclusion

“Saksham Saturday” aims to provide students with opportunities for joyful, experiential, and skill-oriented learning beyond the conventional classroom environment. The initiative seeks to create meaningful learning experiences by connecting education with practical life skills, local knowledge systems, vocational exposure, creativity, culture, environment, and community participation.

Through systematic implementation of one Bagless Day every month, EMRSs can promote holistic development, enhance student engagement, encourage dignity of labour, and strengthen experiential learning among students of Classes VI to VIII in alignment with the vision and recommendations of NEP 2020.

All EMRSs are encouraged to implement the initiative in an innovative, inclusive, and locally contextualized manner to create a vibrant and learner-centric school environment.

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एन सी ई आर टी
NCERT

GUIDELINES FOR

Implementation of 10 bagless days in school



PSS Central Institute of Vocational Education
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Guidelines for

Implementation of 10 Bagless days in school

विद्यया ऽ मृतमश्नुते



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FOREWORD

The purpose of this document “Guidelines for Implementation of 10 Bagless days in school” is to make learning at school a joyful and stress-free experience for students. The idea of bagless days at school is a landmark step towards easing the burden of the bag for the students, but more importantly to inculcate in them a feeling of love for going to school every day. As a matter of fact,



education must be an engaging, fun-filled, and enjoyable activity for all students. The beauty of the bagless days lies in how it exemplifies the light touch of vocationalisation of education in the context of meaningful physical participation of all students through experiential activities using all 3Hs –head, hand and heart. They create a space for channelising the energy of students by providing them adequate opportunity to express themselves fully in an all-inclusive, equitable environment.

This guideline covers all the important aspects of the implementation including the suggestive section, which deals with the various dimensions to be considered for bagless days' activities. The suggestive activities have been carefully designed to cover all aspects, like learning outcomes, skills that could develop, methodology, etc. Each activity has a vocabulary list woven around it to enhance language skills. There are specific instructions for teachers as well as students to enable them to understand their roles as they play out the activities. The teachers must appreciate the ingenuity of children and have faith in their creative instincts and capacity to construct knowledge out of their experiences.

For the education ecosystem to realise the intent of NEP 2020, it is important to incorporate local knowledge and traditional skills, when performing the activities. The teachers are invited to freely use the ideas expounded in the guidelines and happily make changes as flexibly as they can. It is suggested that teachers may add their local flavours and take a cue from their respective stimulating school environment that responds to the child's home and community environment to inculcate cultural values.

This guideline will help schools to implement the activities in a systematic way. A variety of creative learning experiences add more colours to students' learning. Children will find their own voices, as teachers nurture their curiosity and give them opportunities to take initiative. All users of this document, the schools of States/UTs are encouraged to share their feedback and write to us about how the activities played out and also share with us the innovative ways in which the prevalent indigenous Lok Vidya and the local languages are used to create space for students to share their creative work and spread the joy of having a happy school learning environment.

Prof. Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training
New Delhi

PREFACE

The National Education Policy 2020 states that every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making etc., as decided by States and local communities and as mapped by local skilling needs. A practice-based curriculum for Grades 6-8 will be appropriately designed by National Council of Educational Research and Training (NCERT) while framing the National Curriculum Framework for School Education (NCFSE) 2020-21. All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods.



This document “Guidelines for implementation of 10 Bagless days in school” has been developed by faculty members of PSS Central Institute of Vocational Education and various other organisations and institutions. The names of the faculty members and resource persons have been duly acknowledged. The utility of this document could be judged by its users only. The comments and feedback by users will be greatly valued by us and will go a long way in bringing out a revised version at an appropriate time in future.

Dr. Deepak Paliwal
Joint Director
PSS Central Institute of Vocational Education
Bhopal, Madhya Pradesh

ABOUT THE GUIDELINE

The National Education Policy (NEP) 2020 proposes exposing at least 50 per cent learners to the vocational education. The policy says that students would be exposed to vocational subjects as early as grade 6. NCERT will also frame a practice-based curriculum for Grades 6 to 8. All students will take a fun course and participate in a 10-day bagless period sometime during Grades 6-8 where they will intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. 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/Tehsil/District/State as decided by States and local communities and as mapped by local skilling needs chalks out the policy.



A practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT while framing the NCFSE 2020-22. Hence efforts have been made in this direction. This document has been divided into two sections; part one deals with the guideline of bagless days and part two deals with the modules of suggestive activities. Suggestion for improvement in this guideline will be highly appreciated.

Dr. Saurabh Prakash
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TERMINOLOGY

Assessment : Assessment is the systematic basis for making inferences about the learning and development of students during and at the end of the course of study.

Internship : Internship is a form of apprenticeship training that covers a limited set of skills relevant for an occupation.

Modalities : A set of understanding among the school teachers for implementing and strengthening the 10 bagless days activities.

Museum : Museum is an institution in the society open to public, which acquires, conserves, researches, communicates, and exhibits the tangible and intangible heritage of humanities and its environment for the purpose of education, study and enjoyment.

Teacher : Teacher is an individual with pedagogical and professional skills, as well as experience, who teaches students.

Teacher Coordinator : Person responsible for implementing and carrying out the activities related to a task.

Trainer : Trainer is a person with pedagogical and professional skills, as well as experience, who imparts practical and theoretical training in an education and training institution or enterprise.

Vocational Education and Training : Vocational Education and Training is the education and training for a specific occupation in a trade, or industry given through a combination of theoretical teaching and practical experience.

Vocational pedagogy : Vocational pedagogy is the science, art and craft of teaching and learning vocational education.

ABBREVIATION

SS	: Samagra Shiksha
GER	: Gross Enrolment Ratio
MoE	: Ministry of Education
ASER	: Annual Survey of Education Report
MSDE	: Ministry of Skill Development and Entrepreneurship
PMKVY	: Pradhan Mantri Kaushal Vikas Yojana
NSDC	: National Skill Development Corporation
NEP	: National Education Policy
NCERT	: National Council of Educational Research and Training
NCFSE	: National Curriculum Framework for School Education
ITI	: Industrial Training Institutes
PMKK	: Pradhan Mantri Kaushal Kendras
VET	: Vocational Education and Training
NSQF	: National Skill Qualification Framework
UT	: Union Territories
NGO	: Non-Government Organisations
MoU	: Memorandum of Understanding
HEIs	: Higher Education Institutions
CwSN	: Children with Special Needs
GoI	: Government of India
SCERT	: State Council for Educational Research and Training

EXECUTIVE SUMMARY

The National Education Policy (NEP) 2020 has recommended that 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 visit to places/monuments of historical, cultural and tourist importance, meeting local artists and crafts man and visits to higher educational institutions in their Village/Tehsil/District/State (NEP 2020; para 4.26).

All students will participate in a 10-days bagless period, sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. (NEP 2020; para 4.26)

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/Tehsil/District/State as decided by States and local communities and as mapped by local skilling needs chalks out the policy.

This guideline covers all the important aspect of implementation of the 10 bagless days. The guideline section deals with the various dimensions to be considered for effective implementation of guidelines for 10 bags less days as well as suggestive activities have also been added to give an exposure to teachers to plan and carry out the activities. This guideline will help schools to implement the activities in a systematic way.

1. Introduction

The National Education Policy (NEP) 2020 aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all the educational institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into the higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing on skill building, dignity of labour and importance of various vocations involving Indian arts and artisanship (Para 16.4, NEP 2020). A practice-based curriculum for class 6 to 8 will be appropriately designed by NCERT while framing the NCFSE 2020-21. This programme may be made in blended mode, offline or online mode.



The National Education Policy 2020 proposes exposing at least 50 per cent learners to vocational education. The policy says that students would be exposed to vocational subjects as early as class 6. Similarly, children of class 6 to 8 will be encouraged to acquire knowledge, skills of various vocations through 10 bagless days activities.

Concept of 10 Bagless days

The underlying idea behind 10 bagless day is to make them as an integral part of the teaching-learning process rather than as an add-on to the existing scheme of studies of education from Class VI to VIII. It will not only reduce the boundaries between the bookish knowledge and application of knowledge but will also expose children to the skill requirements in the work areas, thus helping them to decide the in future career path. These multi-skill activities, inter alia, would also foster the development of soft skills, such as aesthetic values, cooperation, team work, judicious use of raw materials, creativity, quality consciousness, etc.



Every student will take a fun course, during class 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs.

All students will participate in a 10-day bagless period sometime during class 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, etc.

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 to the higher educational institutions in their village/Tehsil/District/State as decided by States and local communities and as mapped by local skilling needs chalks out the policy.



It also helps in connecting skill-based activities with general academic subjects, like science, language, social science, mathematics, etc. It will be useful in providing opportunities to the children to explore the basic skill requirements for the various productive tasks in the world of work. Children should be able to integrate work with various academic subjects to learn the various concepts and scientific principles and the basic skills that relate closely to the occupations and career opportunities in the world of work.

The orientation of children about various tasks involved in different fields or sectors would help them in making the right career choice. For those students who would continue beyond Class VIII, skill-based activities would enable them to visualize the career path that they might like to tread.

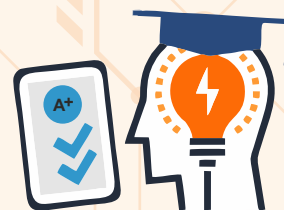
Thus, 10-day bagless education programme for 6- 8 class students will be helpful not only in knowledge acquisition but also in developing values and multiple-skill formation.

As the child matures, there is a need for the curriculum to recognise the child's need to be prepared for the world of work, and a work-centred pedagogy can be pursued with increasing complexity while always being enriched with the required flexibility and contextuality.



2. Objectives of 10 Bagless days

The general objective of the 10 bagless days is to help the children to experience joyful learning with fun. In specific term the objectives of 10 Bagless days are:



- To build observation-based learning capacity and scope for practice.
- Develop understanding of connectedness of community and interdependence.
- Interdependence of classroom with theoretical as well as practical application.
- To promote dignity of labour through hands on activity and existing local vocations like carpentry, electrical work, gardening, pottery etc.
- To interact with local artisans, craftsmen to develop and popularise concept of vocal-with-local.
- To give exposure to possible career, higher education avenues.

3. Methodology

To meet with the above desired objectives during 10 bagless days in the school, the teacher will conduct outdoor as well as indoor activities. Important activities may include

- Educational Tours/Field Visits
- Experiments
- Natural Explorations
- Surveys and case studies
- Interviews involving community/ parents etc.



Education Tours/Field Visits

Visits are often considered fun activities for underlying. We need to plan and organise them in a manner that help children learn concepts and be sensitised to social and environmental issues. Schools need to identify some fun activities and integrate them with mathematics, science, etc. For example, while teaching history, we often learn about museums and monuments. Teachers can introduce the idea of travel and tourism as one of the vocational education sectors while teaching this.



Educational tours and visits to Agriculture farms, Dairy farms, Research organizations, specialized institutions, Industrial Training Institute (ITI), Polytechnic, Industry, Hospitals, Higher education institution and other places shall be organized by the school to expose students to the different occupations in the world of work and for insight into the knowledge and skills needed to perform by the people engaged in various occupations and potential areas of future employment.

Experiments

Practical orientation and explorations encourage children to investigate, observe, create, discuss, critically think, categorise, analyse, reason out and draw conclusions.



Natural Explorations

Activities can be focused on observing and learning more about the natural world. Natural include visiting national parks, hiking, sleeping under the stars, go climbing, mountain biking, observing the world around, watching wildlife. By exploring these places students can develop a variety of skills and enjoy experiencing real life situations. Besides, these activities can also develop a feel of a variety of new vocations. Which children can choose from.



Surveys and Interviews

Surveys help to involve children to seek, collect and use information to draw meaningful insights. In most of the exploration and survey activities children seek information from people through interviews. Children may be encouraged to talk to people in their surroundings and collect data related to the problem or the task given. This helps them acquire first-hand experience of the problems around. It also helps them learn more about the problems around them. Children may be encouraged to frame questions on their own for interviews and use the data gathered to prepare a report. Interacting with people and interviewing them helps in developing communication skills, framing and asking questions, recording the responses and preparing reports, etc.



4. Developing an Annual Work Plan

Planning is one of the essential parts of the implementation of the 10 Bagless days. Each school is supposed to prepare an annual work plan of indoor and outdoor activities to properly implement the activities in the school. While preparing annual work plan of the school, following points will serve as guidelines:



- i) 10 Bagless days activities can be accommodated in any number of slots in an annual calendar. But it is advisable to keep 2 or 3 slots
- ii) While developing an annual work plan, all the subject teachers may be involved
- iii) If necessary, indoor and outdoor activities may be clubbed in a day
- iv) As different activities are classified for attainment of a specific objective, it is advisable not to organize two activities with same objective together
- v) While implementing a specific activity, specific subject teacher may be involved. One teacher should not be bounded with all the activities or a few activities. For example, social studies teacher may plan and implement a visit to a museum. Likewise, science teacher may plan and implement experiments and field visits
- vi) The teacher who is implementing the activities will also ensure achievement of learning outcomes in the activities

Teachers will make an annual plan for outdoor and indoor activities in the schools in their academic calendar. While preparing

5. Implementation of Annual Plan

To properly implement and get the desired outcomes, different functionaries need to be involved with their appropriate roles. The main functionaries may include



1. Principal / Headmaster of the school
2. Teachers of different subjects
3. Students from classes 6th to 8th
4. Parents / guardians of the students studying in the school
5. Community at large

1. Roles and Responsibilities of Principal / Headmaster of the school

The Principal / Head master being head and leader of the school is responsible for providing physical facilities/ resources for implementation of activities envisaged under annual work plan of the 10 bagless days. While implementing the plan in his/her school principal/ headmaster is supposed to:

1. Guide, motivate and monitor implementation of annual work plan in the school
2. Make provisions to provide physical as well as financial resources appropriately needed for implementing the desired activities under the plan
3. Take appropriate feedback from different stakeholders of the plan and implement corrective measures if required from time to time
4. Guide and support teachers of different subjects to properly implement of desired objectives as envisaged in the guideline document of 10 bagless days
5. Provide supportive and conducive learning environment

2. Roles and Responsibilities of Teachers of different subjects

All the teachers of the school should participate in this programme. Teachers may identify the activities related to their subject on the objectives suggested above. The teachers who are teaching subjects like languages, mathematics, science, social science, physical education, art, music, and vocational - work experience teachers shall be involved in the process of organising these visits and skill-based activities. They would provide student support services, which include guidance to students, arrangement of learning materials, conducting regular guidance and counselling sessions, transparent evaluation, provision of continuous feedback on the performance. The teacher will plan the schedule of activity with learning outcome to be achieved during this programme.

In specific terms, teachers are expected to perform the following functions:

- Educate parents regarding the importance of 10-day bagless day activities
- Orient students about the importance of this programme
- Select or additionally design activities based on the given activities in the guidelines or prepare lesson plans for conducting the activities
- Arrange materials and resources
- Develop linkages with expert institutions and community
- Organize activities and relate them with real-life situations
- Explain the underlying concept, importance, relevance with related subject areas

- Guide mentor, motivate and advice students during implementation of activities
- Involve, observe and evaluate students in each activity
- Provide time to time feedback to students and administration
- Arrange for necessary resources including finance, transport and other formalities
- Assess the attainment of objectives

3. Roles and Responsibilities of Students from class 6th to 8th

Students are the backbone of any teaching learning process and also the main focus of the teaching learning process. Their actual involvement in different activities is a must. National Education Policy 2020 also stresses upon experiential learning by creating inside and outside class room experiences with learning environment full of fun and through involving students in their own learning process.

This will not only develop various skills but also deep understanding of the subject. Students should-

- Undertake activities involving themselves
- Interact with local artisans, craftsmen etc.
- Handle modern tools like work table, hammer, wire cutter, pliers etc.
- Explore natural phenomena
- Visualise different avenues of vocational skills with focus on specific vocation
- Use material and equipment in the ways that best suit their personal curiosity and creativity

4. Roles and responsibilities of Parents / Guardians of the students studying in the school

Parents are important stakeholders for the success of the scheme of 10 Bagless days. Their continuous support and involvement are solicited through:

- Encouraging and supporting their wards for undertaking different activities under 10 Bagless days
- Developing appropriate attitude towards dignity of labour in their wards
- Supporting the school administration and management through parent teacher association (PTA)
- Involving themselves by providing appropriate and timely support whenever required
- Parents of the Children with Special Needs (CwSN)/ Divyang wards are supposed to prepare and motivate their wards to involve themselves in such activities

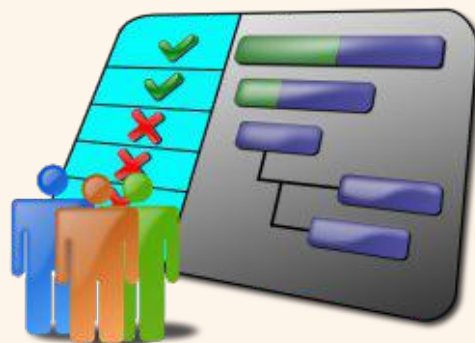
5. Roles and responsibilities of Community at large

Community participation is a must for creating holistic ethos. Support and involvement of the community in the implementation of the activity is one of the prime requirements for the success of the 10 bagless days

- Provide activity related presentations and demonstrations in their specific areas of work
- Allow students of the school to provide opportunity to interact with persons during village fair, *mela*, *haats* etc.
- Provide support in the form of material and manpower resources in case of need
- Provide logistic support to organise activities under the 10 Bagless days

6. Resources Required

Implementation of indoor and outdoor activities planned under 10 Bagless days requires generic as well as activity specific resources. For example, vocational/ skill labs developed within the campus may be used for implementing indoor activities under 10 Bagless days for the development of vocational education components at 6 to 8 level.



Generic resources

These resources may include

- Physical /material resources – required space, subject labs, vocational/skill labs, park, gardens; computers/laptops, speakers, portable mics, projectors, video resources, banners, posters, models, charts; first aid box, consumable and non-consumable equipment and gadgets etc.
- Financial resources- allocation of funds for activities, transportation, petty arrangements etc.
- Manpower resources – locally available craft persons and skilled resource persons

Activity based resources

These resources may include specific requirement of the activity under implementation. Details of each of these resources required is given along with the activity under example.

7. Time Allocation

On an average, teachers and children spend around 6 hours a day, and over 1,000 hours a year, in school. Minimum 10 days or 60 hours of the school time should be allocated to the activities for this programme. It is suggestive that school can plan activities in two parts of five days each.



8. Assessment and Evaluation of the student



Aim of the programme is to expose students to various activities in fun mode. Teachers may observe the interest and attitude of the students in learning during this programme. Although, no marks or grades will be awarded to the student,

teachers may undertake internal and informal assessment to help them to achieve desired objectives by providing time to time feedback for improvement in learning. Self-assessment /appraisal will also be encouraged for the learner to promote self-learning

9. Care for Children with Special Needs (CwSN) or Divyang

In our school system Children with Special Needs (CWSN) or Divyang are also enrolled. Generally, a special education teacher is appointed to take care of these children.

During Bagless days activities, special education teacher will accompany these children and guide and explain all the concepts related to the activities. This will help students to understand all the relevant activities.

In case special education teacher(s) are not available in the school then parents of these children may be asked to accompany their child. Trained teachers for Children with special needs may be also be involved in these activities. These teachers with the help of teacher coordinator should plan well in advance and prepare children mentally for each activity.



10. Suggestive list of the activities with examples

Directorate of school education/ teacher may identify various bagless days activities as per local situations after understanding the objectives of the programme. Important activities related to 10 Bagless day have been prepared by the teachers. For practical exposure, details of the activities are also explained here with examples.

- Visit to national monuments, museums
- Handicrafts: jute making, bamboo work, craft
- "Best out of waste"
- Educational Games/Sports
- Hygiene and Cleanliness
- Environment & Greening Activities
- Music and Cultural activities
- Activities related to information and Communications Technology (ICT)
- Value and peace education
- Celebration of national festivals
- Interaction with local craftsman/ artisan
- Project based activities
- Animation, Graphic, Fashion designing
- Kite making, Dramatics, Scrapbook creation etc.
- Sector wise activities Information technology Enabled services (ITeS), Internet of Things (IoT), Networking, Artificial Intelligence (AI), Robotics and Doodling

Activity: 01

Name of the Activity:

Visit to a Bird Sanctuary – Field trip bird watching

Activity Type : Outdoor

Time Duration : 4 Hours

Skill to be developed: Observation skill, reasoning and thinking skill, developing self in harmony with nature, communication skills, interpersonal skill.



Learning Outcome:

- To elaborate information about birds.
- To explain about the movements of birds from place to place.
- To describe the connection between people and their natural environment.
- To discuss about protection and preservation of bird sanctuaries

Material Needed:

- Binocular
- Comfortable footwear
- Brimmed Hat
- Bird Song – CDs
- Notebook

Instructions for Teachers:

- Make the students to interact and ask queries.
- To create interest among the children for observation.
- Guide the children to get involved freely.
- Encourage the children to write small memorable note on Bird watching field trip.

Instructions for Students:

- Study the history of the place
- Maintain silence
- Watch carefully
- Stay in groups
- Data collection



Methodology:

- Inform students about their visit in advance
- Explain the students about the importance of bird sanctuary
- Sanctuary visit.
- Motivate the students to interact with the workers and know about the various raw materials used for development of bird sanctuary
- Discuss with students about the birds and their behaviour
- Encourage them to write notes on this visit and prepare a report



Assessment:

- Time management
- Creativity
- Imagination
- Team Work
- Language competency
- Questioning Skill
- Discipline



Career Opportunities

- Wild life photographer
- Naturalist
- Reporter
- Scientist
- Journalist

Activity: 02

Name of the Activity:

Visit to a construction site

Activity Type : Outdoor

Time Duration : 2 Hours

Skill to be developed: Observation skill, thinking skill, cognitive skill, interpersonal skill.



Learning Outcome:

- To identify and discuss the different components of a building
- To describe about different tools and equipment etc. used on a construction site
- To explain about the various activities involved in construction of building
- To discuss various profession involved with the construction work

Material Needed:

- Note Book and Pen
- Safety cap

Instructions for Teacher:

- Teacher should plan a visit to a construction site and get their permission and fix a date
- Make the students to ask questions
- To create interest in the children to know about various profession in the construction field
- Guide them to take notes while they interact and write a report

Instructions for Students:

- Note down the various type of material used in construction activities
- Make a list of tools used in site
- Interact with worker about use of material and tools
- Maintain silence
- Watch carefully without interrupting
- Never leave alone

Methodology:

- Inform the students about their visit in advance
- Students can be taken to the construction site
- Make the students interact with the workers and know about the various raw materials used for construction
- Discuss with student about the various raw materials being used at construction site
- Explain the students about the construction process
- Guide them to take notes on the visit and write a report

Assessment:

- Observation skill
- Questioning skill
- Language competency
- Punctuality
- Team work

Career Opportunities:

- Architect
- Building material supplier
- Maintenance Agent
- Interior Designer
- Carpenter
- Mason
- Plumber
- Supervisor

Activity: 03

Name of the Activity:

Visit to the Dairy Farm

Activity Type : Outdoor

Time Duration : 3 - 4 Hours

Skill to be developed: Observation skills, thinking skill, communication skills and interpersonal skill.



Learning Outcome:

- To discuss the functions and activities of Dairy Farm
- To identify and differentiate between types of cattle in the farm

Material Needed:

- Pen
- pencil
- Note book
- Camera

Instructions for Teacher:

- Encourage students to ask questions
- To create interest in going for the field visit
- Guide them to take notes while they interact

Instructions for Students:

- Note down the various type of cattle and material used in dairy farm
- Make a list of tools used in site
- Interact with worker about use of material, tools and animals

Methodology:

- Get permission from a Dairy farm and arrange transport
- Visit to dairy farm
- Identify the various activities of dairy farm
- Watch the process of milk pasteurization, packing and distribution etc, if available
- Interact with the people and ask questions for better understanding
- Write a report on Dairy Farm visit

Assessment:

- Interest
- Participation
- Team work
- Inter Personal Skill
- Report preparation

Career Opportunities:

- Dairy farm supervisor
- Dairy Chemistry technician
- Dairy Engineering technician
- Milker
- Nutritionist
- Dairy Farm Manager
- Dairy Technologist

Activity: 04

Name of the Activity:

Visit and Survey of vegetable market.

Activity Type : Outdoor

Time Duration : 2 Hours

Skill to be developed: Observation skills Team work, Interpersonal skill, Marketing skill, Quality consciousness.



Learning Outcome:

- To discuss about the importance of vegetable market in the society
- To identify and differentiate between types of vegetable available in the market
- To discuss about selling price of vegetables

Material Needed:

- Note book
- Pen
- Carry bag

Instructions to Teachers:

- The Teacher should plan for the place (Nearby Market)
- Fix a date
- The teacher should arrange for the transportation and take care of students' safety
- Observe and assess the students

Instructions to Students:

- The student will observe the market activities
- Note down the vegetable prices prevailing in the market
- Discuss and identify the vegetable. Interact with vegetable sellers

Methodology:

- Informing the students about the market visit and other details in advance
- Student will bring their notebook and pen to collect information about the price list
- Students can be taken to the market
- Student will interact with vegetable seller and note down the price of the vegetable and fruits
- Students will write a report about the activity seen in vegetable market,

Assessment:

- Leadership Quality
- Inter Personal skill
- Involvement and Voluntary

Career Opportunities:

- Vegetable vendors
- Vegetable stockist trader
- Quality checker
- Vegetable sales and purchase operators
- Vegetable shop keeper

Activity: 05

Name of the Activity:

FIELD VISIT-Excavation site of Keezhadi (Sivaganga district) National Museum

Activity Type : Outdoor

Time Duration : 3 hours

Skill to be developed: Sensitivity to Indian culture, Observation Skill, Communication Skill, Differentiating different cultures etc.



Learning Outcome:

- To discuss the information provided by visualising and experiencing on field
- To appreciate the skill and knowledge our ancestors had
- To analyse the quality of work
- To discuss about various opportunities in this field
- To discuss the tradition of the visited site

Material Needed: Note book, Pen, pencil, rubber and cap

Instructions for Teachers:

- Select the site to be visited
- Contact the educational coordinator for the site and arrange the date and time
- Record addresses, directions, contact persons, phone numbers, email addresses, etc.
- Conduct a pre-visit to get familiarize with the major features of the field trip. Purchase postcards and posters

- Take digital photographs to share with students prior to the visit
- Apply for an administrative approval from Principal
- File requisition for bus transportation reservation
- Make arrangements for meal or sack lunch if needed
- Develop schedule for the day
- Prepare name tags for students
- Collect money for admission fees (if any)
- Compose parent permission letter
- Collect contact number of students
- Preparing Students before the trip

Instructions for Students:

- Discuss the purpose of the field trip and how it relates with the current unit of study
- Show photographs or posters of the field trip site or related to exhibits that will be viewed
- Discuss with the students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit. Record questions on chart paper or in student field trip note books.
- Safety measures to be explained
- Importance of wearing school uniform and ID card is to be explained
- Rules and Regulations should be followed while visiting excavation sites.



Methodology:

- Meeting the Archaeologist (Questionnaire to be prepared)
- Interview the experts
- Discussion with Potters (about ancient pottery designs etc)
- Questions to ask the Archaeologist
 1. How interesting is it to be an archaeologist?
 2. Who were the people living here?
 3. What kind of challenges do you face during excavation?
 4. What food did they eat?
 5. What kind of tools were used?
 6. What contact did they have with other people?
 7. How was over sea trade possible?
 8. What kind of things do Archaeologists explore?
 9. What happened to the people who lived here?
 10. How did people get resources?
 11. What skills did the people possess?
 12. Is the excavation process complete or yet to be done?

Assessment:

- Interest
- Participation
- Team work
- Interpersonal skill
- Report preparation

Career Opportunities:

- Archaeologist
- Scientist
- Guide
- Museum technician
- Museum Art Gallery record keeper etc
- Excavation Director
- Site Manager
- Organizer
- Tour Guide
- Pleistocene Geologists
- Archaeologists
- Investigators



Activity: 06

Name of the Activity: **Charity Visit**

Activity Type : Outdoor

Time Duration : 3 Hours

Skill to be developed: Observation skill, Feeling of responsibility towards community and its issues, inter personal skill, communication skill, respect to humanity



Learning Outcome:

- To discuss the responsibilities towards community
- To describe the importance of the community service

Material Needed: Copy, pen and gifts

Instructions to Teachers:

- The teacher should plan for the place like orphanage or old age home and get their permission and fix a date
- The teacher should inform the students to bring any gift prior, also collect gifts
- The teacher should arrange for the transportation and take care of students' safety
- Observe and assess the students

Instructions for the Students:

- Student with smiling face shall greet the people at the orphanage/old age home
- Interact with the people
- Follow the teacher's instructions

Methodology:

- Informing the students about charity and others details before the visit
- Students can prepare or buy any gifts and bring to school or collect
- Students can be taken for charity to either orphanage or old age home
- They can share their gifts and perform any dance or sing and entertain the people.
- When they return to school, students can write a note book about the activity



Assessment:

- Leadership quality
- Respect for elder
- Discipline
- Listening skill

Career Opportunities:

- Volunteer for old age home
- Dieticians
- Old house health worker

Activity: 07

Name of the Activity: **Puppetry**

Activity Type : Indoor group activity

Time Duration : 3 - 4 Hours

Skill to be developed: Observation skill, communication skills, interpersonal skills, creativity and innovation, aesthetics sense, imagination skill, knowledge of indigenous toys of India, team work, collaboration and script writing etc.



Learning Outcome:

- To discuss the importance of puppetry in education
- To explore the fun in handling a puppet

Material Needed:

- Colour papers
- Glue
- Scissors
- Ice-cream sticks
- Cello tap
- Sketch pens
- Paper
- Thread

Instructions for Teacher:

- The teacher should inform the students about the materials required in advance for puppet making
- The teacher should divide the students into teams
- Teacher will invite expert teacher or puppet expert and demonstrate the making of puppets
- The teacher should help the students in making the puppets

Instructions for Students:

- Students will follow the instruction given by experts
- Will note down the steps of making the puppets
- Will prepare the script and characters of puppet

Methodology:

- Divide the students into groups
- As a group students should create their own stories and prepare the puppets
- Prepare the dialogues of each character of the story
- They have to present their story and narrate it using their puppets

Assessment:

- Speaking/narrating
- Creative thinking
- Creativity
- Teamwork
- Presentation

Career Opportunities:

- Puppeteer/Theatre Artist
- Creative Director
- Editor
- Story Teller

Activity: 08

Name of the Activity:

Survey and Report writing on petcare

Activity Type : Indoor/Outdoor

Time Duration : 1 Hours

Skill to be developed: Observation skill, communication skills, Feeling of responsibility towards animals.



Learning Outcome:

- To identify and discuss the terms related to survey and polls
- To become sceptical during interaction with community
- To detail out the survey report
- To discuss about various types of pets adopted in the society

Material Needed:

- Paper
- Pen

Instructions for teacher:

- Teacher will discuss with students about the role of pets adopted in the society
- How survey help in collection of data for any study
- Discuss about importance of doing with students
- Discuss how they are used by media and companies to gather information
- Discuss with students about procedure of survey to be conducted
- Give each student a copy of a brief survey details to complete
- Put the students in pair to discuss their response and review the proper formatting of a question
- Encourage them to write a final report on the same

Instructions for the Students:

- Discuss the survey form and all the points with teacher and friends
- Interact with community on pets adopted by the society

Methodology:

- Using all the information, prepare a survey questionnaire
- Do a survey to your classmates/ neighbours using the survey sheet
- After completing the survey, write a final report writing for the same information

Assessment:

- Planning
- Organization skill
- Participation
- Analysing skill
- Reporting

Career Opportunities:

- Pet Groomer
- Wildlife Photographer
- Veterinary Doctor
- Oceanographer
- Aquarists
- Animal Scientist
- Animal Trainer
- Zoo Manager

Activity: 09

Name of the Activity: **Cycle Rally on Go Green**

Activity Type : Outdoor

Time Duration : 1 Hours

Skill to be developed: Observation skills, Hard work, Responsibility towards community, Environment awareness, communication skill and leadership skills.



Learning Outcome:

- To discuss the responsibility towards community
- To describe the importance of environmental awareness

Material Needed:

- Placards with slogans
- Cycles

Description of the Activity:

- Students will Create an awareness on GO-GREEN while going on a cycle rally
- Students will explain the importance of growing trees to the public at common places
- Placards and slogans are used for communicating to the Public

Instructions for Teachers:

- Understand the safety rules while going on bicycling
- Identify the path for cycle tour

Instructions for students:

- Understand the safety rules while going on bicycling
- Identify the path for cycle tour

Methodology:

- Prepare placards with slogans for Go-Green.
- Go on a cycle rally
- Create awareness for the good cause

Assessment:

- Participation
- Confidence
- Discipline
- Usage of words

Career Opportunities:

- Environmentalist
- Conservator NGO's
- Manure supplier
- Poster designer
- Nursery owner

Activity: 10

Name of the Activity: **Art From waste – Doll making**

Activity Type : Indoor

Time Duration : 1 Hours

Skill to be developed: Creativity and innovation, imagination skill, psychomotor skills and aesthetic skills etc.



Learning Outcome:

- To discuss the different ways to create a doll
- To explore the environment and discuss the utilization of waste

Material Needed:

- Coconut shell
- Paint
- Brush
- Fevicol
- Chart paper

Instructions for Teacher:

- Make students sit in group
- Make students to get ready with the materials required for the craft
- Encourage students to make their best out of waste

Instructions for Students:

- Follow the instructions
- Collect the raw materials
- Discuss about the use of different raw material and tools
- Prepare the doll as per procedure

Methodology:

- Students are made to sit in group
- Scrape the unwanted coir in the coconut shell
- Paint the coconut shell with white colour acrylic paint
- Cut black chart into different shapes to represent the eyes, nose and ears of cat

Assessment:

- Understanding and applying the waste material.
- Creativity
- Team work
- Cleanliness
- Cutting skill
- Craftsmanship
- Presentation

Career Opportunities:

- Doll Shop
- Shopkeeper
- Doll Designer
- Artist
- Puppet maker

Activity: 11

Name of the Activity: **Doodling**

Activity Type : Indoor/Outdoor

Time Duration : 2 Hours

Skill to be developed: Psychomotor Skills, Imagination skills and Visual and spatial skills etc.



Learning Outcome:

- To organise the thoughts to create something out of doodle
- To present the created doodle

Material Needed:

- Pencils,
- Colour pens/ pencils,
- Paper
- Computer

Instructions for Teacher:

- Indulge the students into an extra-curricular activity
- Explain to them doodling as a career prospect
- Encourage the student to think and process information
- Motivate students to get ready with the materials required for the craft
- Discuss about how a fun way of drawing and designing can be a great way to create excellent visuals.

Instructions for Students:

- Follow instructions Hone your creative skills
- Prepare the doodles

Methodology:

- Students sit in a group
- They are asked to organize the materials required

Assessment:

- Creativity
- Team Work
- Efforts
- Presentation

Career Opportunities:

- Creative Director
- Story Writer
- Graphic Designer
- Graphic Artist

Activity: 12

Name of the Activity:

Expert lecture on Artificial Intelligence/Data Science/ Robotics

Activity Type : Indoor

Time Duration : 4 Hours

Skill to be developed: Observation skills, Analytical (critical) thinking skills, cognitive skill, Interpersonal skill, communication skills, Problem solving and decision-making Skill.



Learning Outcome:

- To discuss about Artificial Intelligence / Data Science/ Robotics
- To describe various application of Artificial Intelligence / Data Science/ Robotics
- To explore different opportunities involved in this field
- To identify different types of Robots and its working

Material Needed:

- Note Book and Pen
- Presentation on Artificial Intelligence (AI) / Data Science/ Robotics.
- Computers with internet connection

Instructions for Teachers:

- Create interest in children to know more about Artificial Intelligence / Data Science/ Robotics.
- Showing/discussing to make them understand different applications of AI in daily life (for example Smart Cities)

- Students will play different AI Games to realise its application
- Guide the children to involve themselves freely
- Insist the children to create small presentation on humanoids like Ocean One, ATLAS, Robear, Sophia etc.

Instructions for Students:

- Study about evolution of AI
- Navigate different websites and know more about humanoids, different AI games

Methodology:

- Inform the students about this activity in advance and ask them explore/find something interesting about it
- Explain the students about evolution of AI
- Make the students to understand and learn various terms like AI, Machine learning, Deep learning, Augmented reality (AR), VR, MR etc.
- Make the students understand how AI is induced in machines (Explain the difference or similarities in Natural Neurons and Artificial Neurons)?
- Guide them to take notes and write a report

Assessment:

- Observation
- Critical thinking
- Cognitive skill
- Questioning skill
- Team work
- Discipline

Career Opportunities:

- Machine Learning Engineer
- Robotic Scientist
- Data Scientist
- Research Scientist

Activity: 13

Name of the Activity:

Visit to Multi Art Centre for performing and visual arts (E.g., Bharat Bhavan)

Activity Type : Outdoor

Time Duration : 4 Hours

Skill to be developed: Observation skills, Aesthetic skills, Visual and spatial skills, knowledge of traditional Indian culture and Creativity etc.



Learning Outcome:

- To organise the thoughts after observing the arts
- To Differentiate between performing and visual arts
- To describe the role and importance of a Multi Art Centre

Material Needed:

- Notebook
- Pen

Instructions for Teachers:

- To create interest in students for performing and visual arts
- To view the art galleries and tribal museum
- Teacher should plan a visit
- Encourage students to ask questions
- To create interest in children about various professions related
- Guide them to take notes while they interact and write a report

Instructions for Students:

- Note down observations based on art galleries, museum and theatre performances
- Interaction with artists
- Observe carefully without interrupting

Methodology:

- Explain to the students about the relevance of visual and performing arts
- Inform them about their visit in advance
- Make the students interact with the artists
- Guide them to take notes and write a report

Assessment:

- Observation
- Questioning Skill
- Language Competency
- Duration
- Team Work

Career Opportunities:

- Artist
- Sculptor
- Actor
- Painter
- Theatre Artist
- Editor
- Director



Activity: 14

Name of the Activity: Expert talk on Cyber Security

Activity Type : Indoor

Time Duration : 4 Hours

Skill to be developed: Analysis, Sensitisation towards community safety and interests, cognitive skill, communication skills, inter personal skill, Observation Skill Digital awareness Techno-savvy skills and thinking skill.



Learning Outcome:

- To describe about the process of registering report on cybercrime
- To explore about the various opportunities in this field
- To discuss the information about cybercrime
- To build the connection between people living in real world and digital world

Material Needed:

- Note Book
- Pen

Instructions for Teachers:

- To create interest in children to know more about cyber world
- Inform the students about different types of cybercrimes/frauds
- Discuss the importance of reporting it through different modes

- Make the students to interact and ask questions
- To create interest among the children for observation
- Guide the children to involve themselves freely
- Insist the children to write small memorable note book on field trip

Instructions for Students:

- Study the history of the place
- Maintain silence
- Watch carefully without interrupting

Methodology:

- Explain the students about all the process involved.
- Inform the students about their visit in advance.
- Make the students to interact with the professionals/workers and know about the various steps/ modes involved.
- Make the students understand about cybercriminals/hackers and their behaviour in cyber world.
- Guide them to take notes on the visit and write a report.

Assessment:

- Observation
- Questioning skill
- Team work
- Discipline

Career Opportunities:

- Cyber Threat Intelligence Analyst
- Cyber Crime Analyst
- Technical Assistant
- Fraud Operations Analyst

Activity: 15

Name of the Activity: Dance, Drama and Mimes

Activity Type : Indoor

Time Duration : 4 Hours

Skill to be developed: Visual and spatial skills, Psychomotor skills, Communication skills, Team work and collaboration, script writing and acting skills etc.



Learning Outcome:

- To prepare a script
- To present the developed script in the form of a drama/ dance drama/ mime
- To explore different performing arts

Material Needed:

- Script
- Costumes and Props

Instructions for Teachers:

- Teachers should discuss about the scenes from fictional stories
- Ask students to write a script and allot roles for each one
- Give them time to prepare the script and practice the play
- Ask them to gear up and enact in the classroom

Instructions for Students:

- Follow the instructions
- Interact and develop play script
- Practice the fantasy act

- Maintain silence
- Watch carefully without interrupting

Methodology:

- Select scenes from a fantasy story and allot characters.
- Write a script
- Prepare costume and props
- Practice the dialogues and rehearse
- Present the scene

Assessment:

- Costumes and Props
- Presentation
- Language competency
- Team work
- Enaction

Career Opportunities:

- Instrumentalist
- Artist
- Story Writer
- Drama Director
- Music Composer
- Audio Engineer

Activity: 16

Name of the Activity: **Kite Making and flying**

Activity Type : Indoor/Outdoor

Time Duration : 2 Hours

Skill to be developed: Observation skills, Creativity, imagination skill, psycho motor skill, team work, collaboration, cooperation and application of science for fun etc.



Learning Outcome:

- To visualise and design a kite
- To discuss and make a kite
- To decorate the kite
- To collaborate and fly the kite

Material Needed:

- Colour papers
- Pen
- Wooden sticks
- Thread
- Glue



Instructions for Teachers:

- Discuss the students, steps involved making a kite or other items
- Make the students create a beautiful kite.
- Encourage them to think about a wish and write it on the kite.
- Take the students outside and make them sail the kite.
- Ask students to write a note book.

Instructions for Students:

- Follow the instructions
- Collect the raw materials
- Discuss about the use of different raw material and tools
- Prepare the kite as per procedure

Methodology:

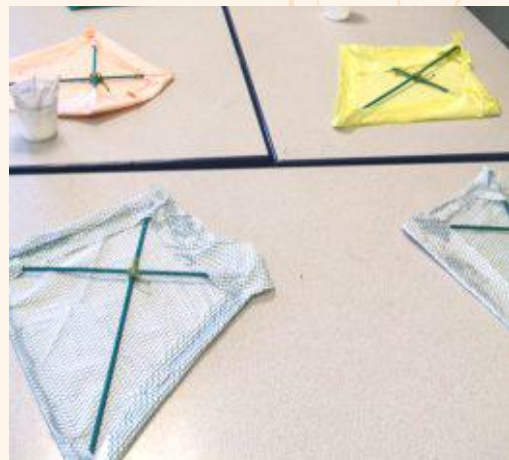
- Using all the decorative materials, prepare a kite and write a wish/resolution on it
- Read out the wish/resolution in front of classmates
- Take the kite outside for sailing
- Write a note book about the experience

Assessment:

- Creativity
- Participation
- Interpersonal skill
- Hands on skill
- Writing skill

Career Opportunities:

- Kite Maker
- Kite Designer
- Raw Material Supplier and seller
- International Kite Festival Organiser
- Event Organiser
- Hospitality Manager



Activity: 17

Name of the Activity: **Sitting Under the banyan tree**

Activity Type : Outdoor

Time Duration : 2 Hours

Skill to be developed:

Sensitisation of banyan tree as oxygen giver, environment consciousness, Integrated skills, seeking information skill, observation skill.



Learning Outcome:

- To discuss the importance of Banyan tree
- To describe the effect of the tree on human life
- To elaborate the uses of Banyan tree

Material Needed:

- Mats/ Bedsheets to sit under the tree
- Notebook and pen

Instructions for Teacher:

- Discuss with students about the banyan tree
- Keep sufficient information about the tree in hand
- Identify the tree where the students can be accommodated
- Arrange a meaningful discussion with students

Instructions for Students:

- Follow the instructions
- Discuss about the importance of banyan tree
- Note down the important points

Methodology:

- Students should be gathered and accommodate under the tree
- Brief discussion about the banyan tree
- Discussion on Biological specifications
- Stories related to the banyan tree
- India and the significance of the Banyan
- Banyan tree as the brand name for hotels, companies, resorts
- Idea of Preserve and grow more trees
- Students should write the information

Assessment:

- Creativity
- Presentation
- Involvement
- Writing skill

Career Opportunities:

- Environmentalist
- Story writer
- Environment specialist



Activity: 18

Name of the Activity: Organizing a Book fair

Activity Type : Indoor

Time Duration : 3 Hours

Skill to be developed: Observation skills, organizational skills, critical thinking skills, communication skills, Literary skills, Team work.



Learning Outcome:

- To organize the book fair
- To explore the different types of books on various themes

Material Needed:

- Book
- Shelf
- Poster
- Almirah

Instructions for Teachers:

- Discuss with the student about book fair
- Share the information about various types of books available
- Ask the students to collect various resources used for book fair
- Make students to get ready for arranging the book fair
- Encourage students to make their best

Instructions for Students:

- Follow the instructions
- Collect the books
- Discuss about the use of different books
- Organise the book fair and invite all the students and teacher

Methodology:

- Students select the different types of books
- Collect and arrange the books to display in school
- Prepare poster of books as per different themes
- Read and explain important features of a book

Assessment:

- Creativity
- Team work
- Organization skill
- Communication skill

Career Opportunities:

- Librarian
- Shopkeeper
- Publisher
- Book fair organizer.



Activity: 19

Name of the Activity: Visit to Solar Energy Park

Activity Type : Outdoor

Time Duration : 3 Hours

Skill to be developed: Observation skill, thinking skill, cognitive skill, Application of science in daily life, awareness of renewable energy resources and communication skills etc.



Learning Outcome:

- To identify the different equipment of solar energy
- To discuss about the working of solar equipment

Material Needed:

- Note Book and Pen
- Safety cap

Instructions for Teacher:

- Teacher should plan a visit to a solar energy park or solar power plant and get their permission and fix a date
- Prepare the students to ask questions
- To create interest in the children to know about various profession in the visit
- Guide them to take notes while they interact and write a report

Instructions for Students:

- Note down the various type of solar energy equipment used in solar park

- Interact with worker about use and working of solar equipment
- Maintain silence
- Watch carefully without interrupting
- Never leave alone
- Do not touch anything without permission on the solar park

Methodology:

- Inform the students about their visit in advance
- Students can be taken to the solar park
- Make the students interact with the technician and know about the various equipment and its working
- Discuss with student about the various raw materials being used for making of solar equipment
- Discuss about the working process of various solar equipment installed
- Explain the students about the solar power generation process
- Guide them to take notes on the visit and write a report

Assessment:

- Observation skill
- Questioning skill
- Punctuality
- Team work

Career Opportunities:

- Solar gadget manufacturer
- Solar sales and service
- Solar equipment service provider
- Electrician

Activity: 20

Name of the Activity: Visit to Biogas plant

Activity Type : Outdoor

Time Duration : 3 Hours

Skill to be developed: Observation skill, thinking skill, cognitive skill, application of science in daily life, awareness of renewable energy resources and communication skills etc.



Learning Outcome:

- To identify a biogas plant
- To identify different components of a biogas plant
- To describe the working of a biogas plant
- To explain about the uses of biogas

Material Needed:

- Note Book and Pen
- Hand gloves

Instructions for Teachers:

- Teacher should plan a visit to a biogas plant and get their permission and fix a date
- Prepare the students to ask questions
- To create interest in the children to know about various profession in the visit
- Guide them to take notes while they interact and write a report

Instructions for Students:

- Note down the various components used in biogas plant
- Interact with worker about use and working of biogas plant
- Discuss about various uses of biogas
- Maintain silence
- Watch carefully without interrupting
- Never leave alone
- Discuss about the importance and use of biogas plant

Methodology:

- Inform the students about their visit in advance
- Students can be taken to the biogas plant
- Make the students interact with the technician and know about the various components and its working
- Discuss with student about the various raw materials being used for making of biogas
- Discuss about the working process of biogas plant
- Guide them to take notes on the visit and write a report

Assessment:

- Creativity
- Team work
- Observation skill
- Organization skill
- Communication skill

Career Opportunities:

- Biogas technician
- Biogas salesman

Activity: 21

Name of the activity : Interaction with various health service provider (nurse/paramedical expert)

Activity Type : Indoor

Time Duration : 3Hours

Skill to be developed : Basic awareness regarding common health related issues understand the problem, awareness regarding primary preventive measures, introduction with health related equipments, hands on experience regarding equipments and many more.



Learning objectives :

- Students will interact with the health service provider
- Students will observe the basis health equipments like- thermometer, stethoscope, B.P. monitor, O.R.S. (oral rehydration salt), pulse oximeter, various simulators
- Improve the sense of understanding the problem initially
- Learn the primary step that can be taken as preventive measure situation
- Primary steps in case of Diarrhea, Trauma (injury), animal bite (dog/snake)

Material required:

- Note book and pen
- Thermometer, stethoscope, B.P. monitor, sugar, salt, glass, spoon, O.R.S., Bandage, Band-aid, simple splin.



Instructions for teacher :

- Create interest in children to more about health related topics and awareness
- Provide an overview on the health equipment
- Introducing the service provider designation and work profile
- Prepare the students to ask questions

Instruction for students:

- Know about equipments
- Discuss about the various uses of equipments
- Watch carefully without interrupting
- Maintain silence.
- Never leave alone

Methodology :

- Inform the students about this activity in advance and ask them explore/ find something interesting about it
- Explain the students about the importance of health related knowledge after COVID -19
- Make the students to understand and learn various terms like, thermometer, stethoscope, B.P.monitor, O.R.S., Home made O.R.S.
- Guide them to take notes and write a report

Assessment :

- Observation
- Critical thinking
- Cognitive skill
- Questioning skills
- Team work
- Discipline

Career objectives :

- N.H.M.(nurse)
- Anganwadi workers
- Paramedical staff like O.T. technician ,pathology Lab technician etc.
- Hospital management

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