Development of module for 10 bagless day program in the middle-stage schools of Nagaland

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Received 6 May 2026; Accepted 15 Jun 2026; Published 2 Jul 2026
DOI: https://doi.org/10.64171/JAES.6.4.1-4

Abstract
The objective of the 10 Bagless Day Program in the middle stage schools, as envisaged in NEP 2020, is to provide the child an exposure to the world of work in a fun-based, activity-based way, integrating with local values, tradition and culture. Implementation of these objectives remained unfulfilled considerably throughout the nation. Despite having a serious guideline developed by NCERT, due to the absence of a module exemplar, implementors at the grassroots levels faced several difficulties. The present paper summarises the development of the one exemplar module for 10 Bagless Day Program in the middle-stage schools with special reference to Nagaland. The study took a Research and Development (R&D) approach. The development model of Borg and Gall and the ADDIE was used to develop the module. The samples in the present study are 106 and were selected purposively from Nagaland. Interview methods for collecting data enabled the present module development.

Keywords: 10 Bagless day program, Module development, NEP 2020

Introduction

In 1993, the National Advisory Committee Report, MHRD, titled 'Learning Without Burden", clearly stated that our educational system is facing a severe problem of "Curriculum Load". It briefly stated the problem by quoting, "A lot is taught, but little is learned or understood.' Not only the inability to understand, but also the inability to apply it in vocational practice, remains another major problem of the Indian education system. The Indian education system has been a machine of reproducing cast hierarchy where occupational practice is deeply rooted in the caste system. "10 Bagless Days" in School is a landmark step towards making learning experiential, activity-based, integrated with local culture, with a special touch on vocational exposure to the students. Yash Pal Committee Report (1993) envisaged other shortcomings of the present educational scenario. The committee found that the present curriculum has been discouraging "observation" of the child. NEP 2020, MHRD and GoI (2020) envisaged changes in the educational system to reduce the curriculum load and make learning more fun. The Guidelines for Ten Bagless Days in school, NCERT (2023) [8], provided a way to materialise the strategies to make learning enjoyable. The document focused on the objectives of observation-based learning, integrated learning with the local culture-art-games, activity-based learning, out-of-textbook learning, and vocational exposure with local artisans and craftsmen. The research gap suggests a need to introduce 10 Bagless Days in School, but more effort is needed in the implementation and execution. One of such initiatives could be the development of a proper student module and a collection of exemplars of activities. To meet the research gap, the present study has tried to develop an example of a student module for 10 Bagless Days in School.

The present paper has summarised the development of a student module in line with the guidelines provided for 10 Bagless Days in school to plan and implement innovative learning experiences and assessments. The significance of the study is that it is trying to facilitate the implementation of 10 Bagless Days in school, which could help smooth the delivery of the program.

Objectives of the study

The main objective of the present study is to develop a student's module on 10 Bagless Days in school with a special reference to Nagaland, for middle-stage school students, in order --

- To reduce the curriculum load and heavy reliance on examinations
- To provide experiential learning through observational and hands-on activities.
- To give exposure to different local vocations and vocational experts.
- To make students understand their connectedness with their culture and community.

Research question

How to develop a student's module for 10 Bagless Days in school with a particular reference to Nagaland?

Methods and Materials

Fig 1

The researcher used a purposive sampling technique to select the representative sample for the study. The total number of samples in the present study is 106, comprised of Principal, Teacher Educators, Research Scholars, Student Teachers, Teachers, Parents and Students of the University, B.Ed. College, DIET, and School from Nagaland. Among the 106 samples, 90 were the module development experts. Apart from that, 16 Students of Class 6 to Class 8 were selected as the sample of the study. An interview questionnaire for module development experts was used to develop and validate the module. A field test questionnaire and rubrics of assessment were used to measure the effectiveness and the validity of the module. All the tools were developed by the researcher and validated by the sample of experts. The process of the module development flow chart is depicted in Figure 1. The final module is presented subsequently.

Module

Nagaland state museum: a rich tapestry of naga culture and history

Section 1: The activity

Themes: Social Institution

Name of the activity: A visit to Nagaland State Museum

Type of activity: Outdoor

Section 2: Learning objectives

After going through the activity, students will be able to-

- Know about the people, place, and past of Nagaland.
- Learn about the history and cultural heritage of Nagaland.
- Understand the role of the museum in conservation, enrichment, and transfer of cultural heritage; promoting cultural tourism; and research and development.
- Demonstrate how to navigate through by stepping inside the museum.
- Understand the roles and responsibilities of different personnel in the museum.

Section 3: Learning competencies, skills, and values

- Observation skills and exploration of collections (Artefacts- coin, pottery, jewellery; Artwork- Painting, Sculpture; Natural historical or archaeological specimen- fossils, taxidermy, Memorabilia- costumes, manuscript; Dioramas- Models, Machinery etc.)
- Competencies and skills required to preserve, archive, and document the collections of museums.
- Research and Development skills
- Development of empathy toward one's own culture, history and the people working as curator, collection manager, archivist, conservator, museum technician,

educator, exhibit designer, docent, guide or interpreter in a museum.

- Collaboration and leadership skill.

Section 4: Time allocation
Month/Week- October to March
Number of days- 2 days
Time duration: 3-4 Hours (10 AM to 3 PM)

Section 5: Resource required
Uniform, cap, water bottle, refreshment, notebook, magnifying glass, pencil, crayons, audio-video recorder, food, lodging, transport, charts, and models.

Section 6: Engaging students
Night at the Museum
Have you watched the movie Night at the Museum? Today, we are going to watch this movie.
Link- https://www.youtube.com/watch?v=uwHVkCLHVmM

Reflective question
Have you ever visited any Museum?
Do you know where the state museum of Nagaland is located?

Nagaland state museum

Fig 2

Section-7: Description of the activity
Nagaland State Museum, located in Bayavu Hill of Kohima city have been holding the Naga life, culture and history since 1964. Formerly known as the Naga Institute of Culture, the Naga State Museum started its journey in 1970 under the Department of Art and Culture, Nagaland. The museum has several distinct galleries, focusing on a specific aspect of Naga history. The ethnological gallery of art and craft preserves weaving, textiles, attire, wood carving, ornaments, jewellery, metal work, pottery, basketry, games, weapons, musical instruments, etc. The natural historical or archaeological Gallery showcased biodiversity, flora, fauna, and geological evidence. The historical gallery documented early Naga history, colonial Nagaland, and the battle of Kohima. In the dioramas section, we could see morung/hut models, architectural features, tools, implements, and household items. The archaeological and heritage gallery, inaugurated in 2023, highlights the pre-colonial and prehistoric period of the Nagas, including ancient sculptures. The museum has an invaluable archive, books and library section. The museum displays over 4,000 artefacts on the Naga people, life, culture, and history. A group of skilled personnel, like a curator, collection manager, archivist, conservator, museum technician, educator, exhibit designer, docent, guide or interpreter, constantly working in the museum to fulfil its objectives. Beyond exhibition, the museum engaged in different outreach programs like educational workshops, storytelling sessions, and festival celebrations.

Session 8: Implementation of the activity [Planning (Pre-Activity), Execution (Activity), Outcome (Post-Activity), Role of Stakeholders, Methodology]
The Role of the principal
The principal will arrange a meeting involving stakeholders like teachers, parents, and community members to introduce the activity. After getting everyone's consent, the principal will notify the date of the visit to the State Museum of Nagaland. The principal has to ensure all the required resources, food, lodging, and transportation. A teacher should be delegated to conduct the program. Proper care needs to be taken for the safety and security of the students.

Role of the Teacher
Planning (Pre-activity)
Before the day of the journey to the museum teacher could plan for a presentation on museums. A PowerPoint presentation or a visual presentation could be planned. Planning for food, lodging, transportation, resources, entrée tickets, and a recording device should be planned well ahead of the day of the journey. The teacher could plan for organising a post-activity demonstration of the students regarding their experience. Planning for safety and security should be the essential priority.

Execution (Activity)
The teacher will present a documentary, a presentation and a video on the museum to the students. A group discussion on different sections or galleries, different collections, different jobs, roles and objectives of the museum could be done. In the planning phase teacher will demonstrate to the students the dress code, photography policy in the museum, instructions to be read and followed at the museum, QR Code to be scanned to know about the artefact, and show respect to the museum staff. The teacher will arrange for all the resources required for a day visit to the museum. The arrangement for entrée tickets and a guide could be made well ahead. The teacher will allow sufficient time to spend in the museum. The teacher will guide the student, describing the collection and the role of the different personnel in the museum. It is the responsibility of the teacher to ignite the interest of the student towards the people, culture, and history of Naga society and the role the museum plays to preserve it. After the activity, the teacher will organise

a group demonstration activity by the students through the use of charts, models, photographs, and videos in the museum. The teacher could motivate the student about Philately, Numismatics, etc.

Outcome (Post-activity)

After going through the activity, the student will know about the people, culture, and history of the Naga society. They will understand the role played by the museum to conserve, enrich and transfer the cultural heritage to the next generation. They will understand the collections and collectors of historical evidence. The activity will develop collaboration and team spirit among the students.

Methods

Presentation, Field trip, Project-based learning, Demonstration, Group teaching- learning method will be used in conducting the activity.

Section- 9: Method of assessment

The student could be asked to make a portfolio and anecdotal records on the visit to the museum. They could be encouraged to start their own collections of historical artefacts. An exhibition, essay, and painting competition could be organised for the activity. The following rubrics could be used to assess the students' performance.

Rubrics	
Can demonstrate the knowledge of different collections and experts working in the museum	[3]
Can demonstrate the knowledge of different collections and experts working in the museum with a little bit of help	[2]
Can't demonstrate the knowledge of different collections and experts working in the museum	[1]

Section-10: Other considerations

Vocational opportunities/exposure

Through this activity, students will be exposed to vocations like curator, collection manager, archivist, conservator, museum technician, educator, exhibit designer, docent, guide or interpreter in a museum

Inclusive learning

Differently abled students can participate in planting or drawing, storytelling or advising classmates. They can assist in documentation, charting or narration. Working in a diversified group promotes the aspect of collaboration and collective responsibility.

Summary and Conclusion

The paper has identified a significant gap in the implementation of 10 Bagless Days in Indian states, as well as in Nagaland. The majority of the gap could be attributed to a lack of guidelines for educators. Thus, the main objective of the project was to develop a module that would bridge the gap between theoretical knowledge and the knowledge of the local socio-cultural environment. The module was developed using a synthesis of the Borg and Gall and ADDIE models. The study reached to its final output in the form of the module for 10 Bag-Less Days in School with a Special Reference to Nagaland titled "NAGALAND STATE MUSEUM: A RICH TAPESTRY OF NAGA CULTURE AND HISTORY". It is to be noted that the module is suggestive only; the teacher can organise any activities that fulfil the aims and objectives of the program according to the students' physiological, psychological, socio-cultural needs, and resource availability.

The present work would serve as a baseline research work for further research and development with respect to school education. It emphasises the shifting paradigm of school education from classroom to out-of-classroom teaching and learning, intended to generate creative and critical thinkers in the future generation.

Acknowledgement

The present paper acknowledges the contribution of the sponsored Research Project, "DEVELOPING TEACHERS' HANDBOOK FOR TEN BAG-LESS DAYS IN SCHOOL WITH A SPECIAL REFERENCE TO NAGALAND", a start-up project for young faculty, funded by Nagaland University.

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