Draft Guidelines for Celebrating Teaching-Learning Material (TLM) Day on the Occasion of Akhil Bhartiya Shiksha Samagam 2024

Day 1: TLM day

1.Introduction

The NCF-SE 2023 emphasizes the importance of teaching-learning materials (TLMs) in bringing the curriculum to life. TLMs include a wide range of resources, such as goals and objectives, syllabi, content, pedagogical practices, assessment, teaching-learning materials, school and classroom practices, learning environment, and the institution's culture.

The definition of Teaching/Learning Materials encompasses everything that a teacher/parents can use to facilitate learning for their pupils. From low-tech to high-tech, natural product, and anything which serves the closest attribute to the learning scenario in Class.

2.Importance of TLM

- **Enhanced Learning:** Engaging TLM fosters deeper understanding and caters to diverse learning styles.
- **Improved Accessibility:** Low-cost materials reduce financial barriers to effective learning resources.
- **Environmental Sustainability:** Utilizing recycled or readily available resources promotes environmental awareness.

- **Skill Development:** TLM creation fosters creativity, problem-solving, and collaborative learning skills

3.Celebrating TLM Day

To celebrate TLM Day, schools should start preparations one week in advance. Here are the guidelines for organizing the event:

Grade-wise activities to be conducted:

3.1Secondary (Grades 11 and 12)

1. **Posters with Slogans:** Topics like "How to Save Water" and "How to Help Others."
2. **Puzzles:** Focus on Science and Mathematics.
3. **Games (Physical and Digital):** Related to Social Science, Science, Mathematics, and Languages.
4. **3D models:** Use natural materials like clay or paper-mâché to create 3D models of historical monuments, anatomical structures, or geometric shapes.
5. **Board games:** Design board games on fabric or cardboard with learning objectives integrated into gameplay mechanics.

6. **Wall charts:** Utilize newspapers or fabric scraps to create charts summarizing key concepts or historical timelines.
7. **Reading club**

3.2 Middle and Secondary (Grades 6-10)

1. **Puzzle and challenge Cards**
2. **Games:** Create a different version of Ludo, etc.
3. **Toys:** Made with local materials like paper and bamboo sticks.
4. **Puppets:** Made with clothes and waste materials.
5. **Story Cards:** 5-6 self-explanatory story cards.
6. **Chart Making:** Themes like "Food and Vegetables," "Local Market," "My Family," etc.
7. **Reading club**

3.3 Preparatory (Grades 3-5)

1. **Chart Making:** Themes like "Food and Vegetables," "Local Market," "My Family," etc.
2. **Colorful Boxes** (cubical or rectangular boxes can be created by children pasting colour papers on their sides)
3. **Cards:** Making cards of fruits, vegetables, animals, etc.
4. **Masks:** Making masks of animals, birds, etc.
5. **Reading club and story**-telling sessions

3.4 Foundational Stage

(3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8)

1. **Activities prescribed in Jaadui Pitara and e-Jaadui Pitara.**
2. **Small Skit by students with the help of parents & teachers.**
3. **Thumb painting/hand painting**
4. **Folklore by parents/teachers/students**
5. **Story-telling clubs – parents invited for telling local stories**

4.What to be Done on the TLM Day

An exhibition putting different stalls needs to be organised in the school, which should include the following-

1. **Special Stalls:** Each category of TLM should have separate stalls, such as "Let's Understand from Posters" (Poster Stall), "What Do Story Cards Tell Us," and "What If Toys Could Speak."
2. **Jaadui Pitara & E-jaadui pitara:** A school-made collection of TLMs need to be displayed, which will explain the concept and importance of collection of TLMs. E-jaadui pitara to be demonstrated as well.

3. **Musical Demonstrations:** A stall where students or teachers demonstrate how songs or playing an instrument can be used as a teaching-learning aid.
4. **Literary Displays:** Display stories and poems written by children.
5. **Teacher TLM Exhibits:** Teachers should bring their innovative TLMs (shadow puppetry, rangoli, models, charts, dance, flash cards etc) for the exhibition.
6. **Demonstration classes** – Student-teachers from nearby RIEs / teacher training colleges can be asked to teach a subject with innovative TLM or they can also have a stall.

5. Key Stakeholders: The activities to be done by these stakeholders (as indicated below) need to be organised and coordinated prior to TLM Day and also displayed / conducted on that day.

- **National Council of Educational Research and Training (NCERT):** Developing guidelines for TLM   that can be adapted by SCERTs.
- **State Council of Educational Research and Training (SCERT):** Provides guidance and training for schools and DIETs on TLM development using local resources. Exhibition may be organised on TLM based on School stages (5+3+3+4) of NEP as well as thematic areas like FLN, STEM, Education through monuments, toy based TLM, TLM involving art / music / dance and Adult Literacy.
- **District Institutes of Education and Training (DIET):** Offer training workshops for teachers on low-cost TLM creation techniques. Parents can also be accommodated during training on Jaadui Pitara. Conduct workshops on story-telling sessions
- **Schools:** Teachers and students collaborate to create LTM aligned with curriculum, textbooks, specific class needs and specifically to learning outcomes.
- **RIEs / Teacher Training Institutes** – Schools may collaborate with nearby TEIs and student-teachers may come to give demonstration classes with innovative TLM.

6.Invitations and Documentation

1. **Invitations:** All parents, community members and students should be invited to visit the stalls, learn, and discuss the variety of TLMs exhibited.
2. **Video Documentation:** A video of the exhibition should be uploaded on the school's website to share the event's highlights.

Celebrate Teaching-Learning Material Day by turning it into a collaborative event for students, teachers, parents, and the community. The focus is on participation that empowers Institutions and everyone to create high-quality, curriculum-aligned resources using local materials, fostering a sustainable and engaging learning environment that prioritizes student's learning achievement.

SHIKSHA SAPTAH and AKHIL BHARATIYA SHIKSHA SAMAGAM:
A Celebration of the 4th anniversary of NEW EDUCATION POLICY 2020

Day 2: Foundational Literacy and Numeracy (FLN) Day

As part of Shiksha Saptah celebration, Day 2 is dedicated to Foundational Literacy and Numeracy (FLN) Day, recognizing the critical importance of FLN in the early years of education.

Objective:

FLN Day aims to emphasize the significance of foundational literacy and numeracy skills for children in the early stages of their education. The day will serve as a platform to:

- Raise awareness about the importance of FLN.
- Showcase successful FLN initiatives and programs.
- Share best practices and innovative approaches in FLN.
- Engage educators, parents, and communities in supporting FLN efforts.

Importance of Foundational Literacy and Numeracy:

Foundational literacy and numeracy skills are the cornerstone of a child's lifelong educational journey. They are the eyes and ears to understand and appreciate the world and knowledge therein. FLN refers to the ability of children to read with comprehension and to perform basic mathematical operations by the end of Grade 2. These skills are essential for:

- Cognitive development and overall learning ability.
- Building confidence and a positive attitude towards learning.
- Ensuring equitable education and reducing learning gaps.
- Enabling students to progress effectively through subsequent stages of education.

NEP 2020 and FLN:

The NEP 2020 places a strong emphasis on achieving universal FLN in primary schools by2027. Key strategies outlined in the policy include:

- Prioritizing early childhood care and education (ECCE).
- Implementing the National Mission on Foundational Literacy and Numeracy, as a National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN)
- Developing high-quality and diverse teaching and learning materials.
- Conducting regular assessments to monitor and support FLN progress.
- Involving parents and communities in supporting children's learning at home.

Activities Planned for FLN Day: (The States/Districts/Schools can plan any of the activities enumerated below on this day as relevant at their level.)

1. **Workshops and Seminars**:

   o Interactive sessions for teachers on innovative teaching methodologies and joyful learning for FLN.
   o Seminars for parents and caregivers on the role of home support in FLN.

2. **Interactive Learning Sessions for Children**:

   o Engaging activities and games focused on foundational literacy and numeracyskills.
   o Storytelling sessions and math clubs to foster a love for reading and numbers.
   o Activities with the use of Jadui Pitara/ e-Jadui Pitara
   o Engagement of children in Language Development and Literacy skills through storytelling, as they listen and engage with the rich vocabulary, expressions, and narrative techniques used by the storytellers.
   o Students in the classroom, school, and community read and listen to stories and then express their own stories through a different format
   o Activities based on Toy-based learning/Play based activities/Puppet Show
   o Art and craft activities to develop a child's imagination and creativity and create awareness for parents/teachers on why integrating arts and crafts into the curriculum for FLN is essential.
   o Screening of FLN Film to understand the objective of FLN and generateawareness among the masses of its importance.

     ☐ https://www.youtube.com/watch?v=8OzerRQJmXg&ab_channel=NCERTOFFICIAL

     ☐ https://www.youtube.com/watch?v=1HhhPPhQJdA&ab_channel=NCERTOFFICIAL

- o Taking of NIPUN pledge
  - □ https://www.youtube.com/watch?v=u4R9jLpx3jk&t=9s&ab_channel=NCERTOFFICIAL
- o Reading sessions for children
- o Cultural activities on Foundational Literacy and Numeracy
- o FLN Mela

3. **Community Engagement**:

- o Awareness campaigns to highlight the importance of FLN in localcommunities.
- o Involvement of SMC's local leaders and influencers to promote FLNinitiatives.
- o Involving women and children from Anganwadis.

4. **Panel Discussions**:

- o Discussions with education experts, policymakers, and practitioners on strategies to achieve FLN goals.
- o Insights into future directions and innovations in FLN.

Expected Outcomes:

- Increased awareness and understanding of the importance of FLN among allstakeholders.
- Enhanced teacher capacity to deliver effective FLN instruction.
- Greater community involvement and support for FLN initiatives.
- Sharing of best practices and fostering a collaborative approach to achieving FLNgoals.
- Strengthening the commitment towards achieving universal FLN by 2027 as outlined in NEP 2020.

Conclusion:

FLN Day as part of Shiksha Saptah underscores the importance of Foundational literacy and numeracy in the educational development of children this day. By celebrating and reinforcing these essential skills, we pave the way for India's more equitable, inclusive, and effective education system. The concerted efforts of the government, educators, parents, and communities will ensure that every child acquires the necessary literacy and numeracy skills to thrive in their educational journey and beyond.

Shiksha Saptah: A Celebration of Educational Excellence
Sports Day: Day 3 – 24th July 2024

As part of this celebration, Day 3 has been dedicated to the sports activities. NEP 2020 envisages sports as a part of the School Curriculum and sports-integrated learning as well as adopting fitness as a lifelong attitude.

National Education Policy 2020 emphasizes on the importance of sports in education and bringing sports in main stream education. Para 4.8 of NEP 2020 states "Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self- discipline, teamwork, responsibility, citizenship, etc. Sports integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to foster holistic development by promoting physical and psychological well-being while also enhancing cognitive abilities."

DoSEL has issued Revised Guidelines regarding sports on 21st August 2023 which were communicated to all States/UTs.

Objectives:

Sports Day aims to emphasize the significance of Sports and fitness right from the foundational stage of students. The day will serve as a platform to:

- Raise awareness about the importance of Sports and fitness.

- Promotion of indigenous games parallel to the contemporary sports.
- To inculcate a sense of team spirit and discipline in young minds.
- To foster a feeling of National integration.
- To make sports an integral part of the daily routine of the students.
- To promote sports at national and international level. (Especially, the indigenous games of India)
- To develop a positive attitude of pride, sportsmanship, and ethical behavior in the students.
- To make the students physically, mentally, psychologically, socially, and emotionally fit.
- To encourage team spirit among students by bringing individuals from a variety of social and economic backgrounds together in a shared platform.
- To inculcate social and moral values among the students through games/sports.

Importance of Indigenous Games:

Bharat's sports culture is thousands of years old, with countless games developed and played in the Nation. The games like chess, snakes and ladders, playing card,

racing, polo, Kho-Kho, Lattu, Lagori, Gilli Danda, Kanche had originated as sports in Bharat and gifted to the world. Initially these games were started in Bharat but they were modernized by other countries. In Bharat, sports refer to the large variety of games, from tribal games that originated from the ancient time to the modern sports such as cricket, badminton, football etc. Bharat's diversity in terms of culture, religion and people is reflected in the wide variety of sporting disciplines in the country. Number of indigenous sports are being played in different States as per their culture and tradition.

DoSEL has mentioned in the revised guidelines that "Sports being a state subject, the responsibility to promote indigenous sports in the country and conduct special training programmes for the development and promotion of traditional sports rests primarily with the respective State/Union Territory Governments."
IKS division of Ministry of Education also popularises the 75 Indigenous Games in schools across the country with the three prime objectives:

1. To nurture inter-generational relationships and bonding since these games have been played with pride by earlier generations
2. To inculcate a sense of cultural pride as they are closely linked to the history and philosophy of this land
3. To foster a feeling of national integration because many of them have been played across regions with different names for several centuries with varying names and rules.

It is therefore planned that the 3rd day of Shiksha Saptah will be devoted to indigenous games in every school of the country.

Suggested activities for the Sports Day Under Shiksha Saptah:

1. **Sports Day Event:**
   o Organising activities of Indigenous games out of the list of 75 Indigenous games provided. (Annexure-I)
   o It would be preferable to include local indigenous games to familiarize students with local culture.
2. **Display of Indigenous Games:**
   o Lot of indigenous games have a strong bond with the ancient era civilisation. Displaying/Exhibiting the history and importance of the ancient Indian games which are still important for holistic development, should be organised.
   o PET teacher may explain about the indigenous games and its importance to the students, teachers and parents.
3. **Sport Competitions:**
   o Competition of different out door games may be organised wherever possible.
   o These should be organised in a festive environment to maximise participation.
   o The safety of the students participating should be well taken care of.
4. **Community Engagement:**
   o Local influencers, real life role models, eminent personalities in sports may be invited for the inspiration.
   o SMC and School Sport Committee should be involved in organising the games, elaborating the importance of playing the Indigenous games in

students' life.
- o Parents and other community including Civil Society Organisations working in this field may be involved.

5. **Inclusion:**
   - o Sports events must also include children with special needs.

Expected Outcomes:

- Better Understanding about importance of sports as outlined in NEP 2020 among students and society.
- Development of sporting spirit among students.
- To experience out of classroom learning.
- To inculcate values of discipline, fitness, fairness, teamwork and unity amongst students.

List of Bharateeya Khel/ Indigenous games

Sr.No.	Indigenous Game	Sr.No.	Indigenous Game	Sr.No.	Indigenous Game
1.	Aduhuliata	26.	Kanche/marbles	51.	Pandiattam
2.	Anaykattu	27.	Kattuvarisai	52.	Patanguddayan
3.	Ashta chamma	28.	Khungkangjei	53.	Porokpaminsinam
4.	AtyaPatya	29.	Kokalachapakki	54.	Posham pa
5.	Bandar killa	30.	Kundala/Pagathiya	55.	Pretwa
6.	Baudi/Budhibasanti	31.	Lagori	56.	Raja mantrichorsipahi
7.	Bhalafenk	32.	Langdi	57.	Rathera
8.	Chakibadi	33.	Lathi chhora	58.	Rettu
9.	Cheel jappata	34.	Malkhamb	59.	Rope hopping
10.	Dariya bandha	35.	Marampitti	60.	Sagolkangjei
11.	Dash guti	36.	Mardanikhel	61.	Sanjivani kabaddi
12.	Dayakattai	37.	Mokshpatam	62.	Sankali
13.	Dayrevali kabaddi	38.	Muknakangjei	63.	Santhal katti
14.	Dhopkhel	39.	Mushtiyuddha	64.	Sekkor
15.	Ganjifa	40.	Nadiparvat	65.	Sharavyuha
16.	Gellachhatt	41.	Nakshatra vilayattu	66.	Sita uddhar
17.	Gidhadagudkavan	42.	Naluguralluata	67.	Sokkattam
18.	Gillidanda	43.	Nalugustambhalata	68.	Surr
19.	Gutte	44.	Nau kati kata	69.	Thoda
20.	Hasuchirateata	45.	Nav kankari	70.	Thuunvilayatu
21.	Hoop rolling	46.	Nondi	71.	Vimanam
22.	Igaraguti	47.	Noon miani	72.	Vishamrut
23.	Kalaneybalaney	48.	Pacha kathurai	73.	Vrittkho-kho
24.	Kallukoduthan kale vaa	49.	Pallankunji	74.	Waag Bakari
25.	Kana muttibindima	50.	Pambaram	75.	Yubilakpi

SHIKSHA SAPTAH
Day 4: Cultural Day Celebration in all Schools
July 22-28, 2024

A Concept Note

The Ministry of Education (MOE) has planned to celebrate the 4 years of the launch of NEP 2020 on July 29, 2020, Shiksha Saptah (Education Week) from 22-28 July 2024 for the students, teachers, educators, stakeholders of Education. This is an endeavour aimed at fulfilling and experiencing the recommendations of NEP 2020 as a unique educational experience. The MOE intends to conduct various activities in all schools of the country on each day of the week during *Shiksha Saptah*.

Cultural Day in Schools

In NEP 2020 Indian arts and culture have been recommended for the development of students, teachers, and educators.

- Fourth day of the Shiksha Saptah during 22-28 July, 2024 will be dedicated as a Cultural Day in all schools of the country.
- The day will be dedicated to promote and celebrate India's cultural diversity.
- Schools may explore the cultural components such as different languages, costumes, food, art, architecture, local games, painting, dances, songs, theatre, folk and traditional crafts, street plays (nukkad natak), puppet shows, story-telling in different folk, regional and contemporary styles or any other activities in drama from any part of the country, community singing, folk dances, classical and regional folk forms etc. where students' talent can be nurtured and showcased.
- Local and traditional artists/artisans and performers may be invited to demonstrate their art forms in the school or schools can also organise visits to interact with the local artists/artisans and performers.
- 'Whole school painting day' or theme-based beautification of the school campus can be organised where all children and staff members can enjoy working with colours and mediums of their choice.
- Schools can also invite the immediate community to participate in the event.
- Collaboration with the local cultural institutions like Bal Bhavan and Bal Kendra, Archaeological sites, museums of different kinds etc. may be considered.

Objectives of Cultural Day

The integrity of education and community involvement are prioritised on cultural days, which gives all participants a sense of pride and belongingness. Cultural Day is more than a celebration in education but an essential tool for the promotion of diversity, global awareness, mutual respect, creativity, insight and community spirit. Schools which accept

and respect cultural differences help students in being citizens who are well prepared for living in a multicultural world. In the end, Cultural Day prepares caring and competent global citizens. A well-designed cultural day can be an incredible educational and social engagement tool. It enhances students' learning, promotes cultural appreciation and helps create bonds in a community. With this spirit, school will organise the Cultural Day to;

i. Transform the school environment into a vibrant and joyful place of learning through various activities of art and culture. Provide a suitable platform to celebrate the artistic talent and creativity of every member of the school community, including students, teachers, and other staff members.

ii. Provide age-appropriate exposure to all children for participation sake avoiding any type of competitions.

iii. Unique aspects of Performing and Visual Art Forms prevalent in all states and districts of India may be showcased.

iv. Discussion and projects regarding the journey and achievements of important personalities associated with different art forms that include arts and artists/ artisans who have contributed to cultural traditions from the local to global levels.

v. NEP 2020 recommends "Art Integration is a cross curricular pedagogical approach that utilises various aspects and forms of Art and Culture as the basis for learning concepts across subjects". Regular practice of integrating arts (even after Shiksha Saptah) in the day-to-day school routine to keep in view the above directive of NEP, throughout the session will promote a creative and joyful learning environment in the schools.

This initiative will also look towards bringing harmony, bridging the gap between students and teachers, building appreciation of diverse cultural traditions, promoting self-expression, promoting a cordial environment, and celebrating diversity through different expressions of the art with no restrictions. Above all, such practices provide avenues for channelizing positive energy, which is a gateway to the wellbeing of the mind and complete development of the self.

Guidelines for celebration

•	The activities will be carried out under the supervision of district authorities and State/UT Department of School Education. However, for the effective implementation of such initiatives the active involvement of the school principal (HoS) plays a major role.

•	The cultural celebration of NEP 2020 may include acknowledgment and prizes in the form of motivational and inspirational books/novels, puppets, TLMs, and other items that directly or indirectly serve the aim of enhancing learning outcomes.

•	All States/ UTs must ensure that the celebration should be innovative, creative, engaging, experiential and joyful. Include games and quizzes that subtly and creatively provide knowledge on NEP 2020.

•	States/ UTs must ensure the safety and security of participants engaged in cultural day.

•	All States/ UTs must hold cultural days in such a way that no one is left behind and the unreachable are brought into the mainstream.

- All the States/ UTs must ensure that nobody's sentiments get hurt and that no human rights are violated.
- While designing the activities States/UTs should consider inclusivity and integrity.
- Head of Schools (HoS) with their team of teachers can plan the stage wise activities (Foundation, Preparatory, Middle and Secondary stages) for all the classes. The schedule of the cultural day may be displayed in all classrooms and on all notice boards for its effective dissemination.
- The team of HoS, teachers and students can together plan and decide on utilisation of space, props, costumes, music, time for the activities etc. by pooling of resources.
- All activities should be visualised keeping in view the participation of Children with Special Needs (CWSN).
- HoS may focus on screening films and documentaries on artists and artisans or any art forms to encourage their students in the beginning.
- It is suggested to promote group activities/group participation.
- Documentation of all activities in print and visual media will be an advantage,which can be used later for sharing with other classes/ students.

Shiksha Saptah at State Level

i. State may also organise appropriate activities at the State level for their staff members in keeping with the objectives of Shiksha Saptah.

ii. All the CRC, BRC, BEO, District Education Officers and State officials may lead the team of officers of their department to visit schools during this day and participate in various activities encouraging and appreciating the celebrations.

iii. All Shiksha Saptah activities highlighting the events may be reflected in social media and other electronic and print media available.

Concluding Remarks

However, integrating arts and culture in schools is not a one-time activity but a continuous process of joyful learning. Schools are also a place of nurturing and showcasing individual and collective talents of students, teachers and other staff members. Shiksha Saptah can be a gateway for everyone to get exposure to the cultures, arts, and languages of different parts of the country, which will enrich their minds and enhance their thirst for knowledge, hence achieving the recommendations of National Education Policy (NEP) 2020. Activities celebrating NEP 2020 must be structured in such a way that there is a continuation of sub-activities such as bagless day as recommended by NEP 2020. The goal is to establish a continual process for motivating more people about the numerous cross-cutting themes in the National Education Policy 2020. States/UTs can plan quarterly festivities to keep the spirit of honouring NEP 2020 alive throughout the year.

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Concept Note

**Skill Education for Building a Competent and
Competitive Workforce**

Shiksha Saptah (Education Week)
Day 5: Skilling Day

1. Introduction

Shiksha Saptah (Education Week) is an annual initiative promoting awareness and celebrating the importance of education in India. This week presents a unique opportunity to highlight the critical role of skill education in the country's holistic development. By dedicating a day within this observance to skill and digital education, we can raise awareness and empower students with the necessary competencies to thrive in the 21st century.

Empowering students through skill education is a key priority as it enhances their employability and boosts their overall personality and self-esteem. Skill development courses can help students find work, advance their careers, and support potential entrepreneurs, leading to job creation and economic growth. Tailoring skill development initiatives to target students' talents and interests can lead to more successful outcomes.

2. Rationale

With India boasting a young population and a demographic dividend poised to peak, equipping them with future-ready skills is crucial. The National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) for Schools 2005 both emphasize the importance of skill development alongside academic education (NEP 2020, FLP 5; NCF SE 2005, 5.2). To capitalize on this opportunity, the Department of School Education intends to devote a one-day program on Skill Education during Shiksha Saptah . It will expose students to diverse skill sets, aligning with NEP's focus on holistic education. The National Education Policy (NEP) 2020 emphasizes integrating skill education into mainstream education to equip students with industry-relevant skills. Dedicating a day within Shiksha Saptah to skill and vocational education will expose students to skills – ones that are aspirational, as also those that are most relevant locally and contextually, also new and emerging vocations

- **Raise awareness:** Showcase the importance and diversity of skilling options available to students.
- **Bridge the gap:** Connect students with potential trainers, institutions, and employers.
- **Generate interest:** Motivate students to explore career paths beyond traditional academics.
- **Highlight success stories:** Showcase successful skill education students and their contributions to society.

3. Proposed Activities

To foster a well-rounded and skill-based education for students, the following activities are proposed:

3.1 Introduction to Communication, Sales, and Marketing:

Activity: Role Plays

Skills: Communication skills, sales techniques, marketing strategies

Description: In this workshop, students will participate in role-playing exercises to develop essential skills in communication, sales techniques, and marketing strategies.

- **Customer Engagement and Product Presentation:** Students will practice engaging with potential customers in a simulated sales environment. They will learn to effectively present products or services, highlighting features and benefits to meet customer needs.
- **Handling Objections and Closing Sales:** Students will learn techniques to address customer objections confidently and persuasively. They will practice closing sales by guiding customers toward making a purchase decision.
- **Target Audience Identification and Market Research:** Introduction to basic marketing concepts, including identifying target audiences based on demographics, psychographics, and behaviour. Students will conduct simple market research to understand customer preferences and competitor analysis.
- **Mock Marketing Campaign Development:** Students will collaborate to create a mock marketing campaign for a school event, product, or service. They will develop promotional materials such as posters, flyers, and digital content (social media posts, advertisements). Students will script persuasive advertisements and design strategies to attract and engage their target audience.

3.2 Cultural and Historical Awareness

Activity: Visit to Historical Places

Skills: Historical awareness, cultural understanding, observation and analysis

Description: The visit to historical places activity will help students learn about the rich history and cultural significance of specific historical sites. Participants will explore renowned historical landmarks or sites of cultural importance under the guidance of knowledgeable guides or historians. The visit includes guided tours, where participants will learn about the historical context, architectural features, stories and characters associated with the site. Participants will engage in activities such as observing artefacts, studying historical documents, and discussing the impact of the site on local history and heritage. Discussions during the visit will encourage participants to reflect on the preservation of historical sites, their importance in understanding past civilizations, and the lessons they offer for contemporary society. Students can start their school museum in the school, with artefacts and historical items displayed on racks or tables.

Students will also learn about the lives and contributions of local historical figures through their statues and monuments. Students will engage in discussions on the importance of honouring local history figures, the legacy of these individuals, and their contributions to shaping the community. The activity will encourage students to reflect on the values embodied by these figures and their relevance to contemporary society.

3.3. Learning from Nature and agriculture

Activity: Visit to organic Farms, Horticultural Nurseries, Agri-markets, Dairy farms, animal husbandry training centre, cooperatives, Parks, Forests, Ponds, Gardens

Skills: Ecological awareness and exploration, creativity

Description: The activity will inspire students to observe and learn from agricultural roles and natural environments. Participants will engage in guided explorations of nearby natural settings such as parks, forests, or gardens. They will observe the flora, fauna, and natural processes while learning about ecosystems, biodiversity, and sustainability. The activity includes hands-on experiences such as identifying plant species, observing animal behaviour, and studying natural habitats. Students will engage in discussions on the interconnections within ecosystems, the importance of biodiversity conservation, and the lessons nature can teach us about resilience and adaptation. The activity encourages participants to reflect on their role in preserving natural environments and promoting environmental stewardship. Students will be able to identify and relate the food and vegetable plants that are being used for preparing mid-day meal, served in schools. They will also be able to identify the beneficial insects and the pests that are harmful to plants.

Similarly, there are a number of agriculture job functions like cooperative manager, agriculture outreach officers, organic farming methods, agriculture input sales, etc which can be seen and learned from.

3.4 Learning from Household Chores

Activities: Cooking, Cleaning, Organization and Gardening

Skills: Planning, measurement, time management, patience and understanding of the environment.

Description:

- **Cooking**: Students engage in culinary activities where they learn to plan meals, measure ingredients accurately, manage time effectively to prepare and cook dishes, and develop an appreciation for different cooking techniques and flavours. Students will also learn about food presentation.
- **Cleaning and Organization**: Students will be involved in tasks, such as organizing spaces effectively, maintaining cleanliness, and managing time. Students learn the importance of systematic approaches to organizing, maintaining cleanliness, and creating conducive environments.
- **Gardening**: Students participate in hands-on activities related to gardening, including planting, nurturing plants, and understanding sustainable gardening practices. They develop patience as they observe the growth process of plants and gain an understanding of how environmental factors affect plant life.

3.5 Learning from Hackathon

Activity: Coding Challenge

Skills: Problem-solving, programming, teamwork

Description: Students form teams to tackle coding challenges or develop applications. They present their projects.

3.6 Learning about Media and Entertainment

Activity: Animation and Digital Storytelling

Skills Developed: Computational thinking, storytelling, digital literacy

Description: Students engage in an animation and digital storytelling workshop where they use platforms like Scratch to create animated stories. This activity focuses on teaching coding fundamentals and animation basics through a creative lens. Participants learn to develop characters, plot sequences, and convey narratives using digital tools.

3.7 Learning about Designs

Activity: Design Thinking Workshop

Skills: Empathy, problem-solving, creative thinking, prototyping

Description: Students empathize, brainstorm, prototype, and test solutions.

For example:

- Improving classroom layout and resources to enhance learning and collaboration.
- Conduct interviews and surveys with students to identify interests and barriers to participation. Ideate solutions such as new activity offerings, scheduling adjustments, or promotional campaigns.
- Optimize cafeteria operations to reduce food waste and enhance dining experience.
- Implement sustainable practices to reduce the school's environmental footprint.
- Create inclusive learning environments that accommodate students with diverse learning styles and abilities.

3.8 Pottery Skills

Activity: Exploring basic pottery skills

Skills: Fine motor skills, creativity, craftsmanship

Description: Hands-on learning of basic pottery skills like molding clay, shaping it into various forms, and creating personal pieces like bowls, vases, or decorative items. Students will learn the history and significance of pottery as an art form.

3.9 Bamboo Craft Workshop

Activity: Bamboo Crafting

Skills: Fine motor skills, creativity, craftsmanship, environmental awareness

Description: The Bamboo Craft Workshop will introduce students to the art of working with bamboo, a sustainable and versatile material. Participants will engage in hands-on activities to learn basic bamboo crafting techniques and create various bamboo crafts while gaining an appreciation for eco-friendly practices.

- **Basic Bamboo Crafting Techniques:** Demonstrating cutting, splitting, shaping, and joining bamboo. Hands-on practice sessions will teach students how to manipulate bamboo effectively using traditional methods such as cutting with machetes or saws and binding with natural fibres or modern adhesives.
- **Craft Projects:** Creating bamboo crafts like baskets, wind chimes, vases, or pen stands. Students will apply their newly acquired skills to craft practical and decorative items from bamboo. They will explore various techniques such as carving, burning designs or painting to personalize their creations. Students will understand the historical significance and modern applications. They will be encouraged to blend traditional techniques with contemporary designs.

3.10 Bag Making Workshop

Activity: Making bags from rags

Skills: Sewing skills, design creativity, attention to detail

Description: The Bag Making Workshop aims to teach participants how to create their bags using sewing techniques and creative design. Students will be introduced to different types of bags (tote bags, messenger bags, pouches) and their uses. The hands-on activity encourages craftsmanship and allows participants to customize their bags according to their preferences. Students will learn about various types of bags, their purposes, and the basic materials required for bag making.

3.11 Drinking Safe Water

Activity: Water Testing

Skills: Scientific observation, analytical thinking, attention to detail

Description: The Water Testing exercise will teach students to test the quality of water using scientific methods. Students will be introduced to different parameters of water quality (pH, turbidity, dissolved oxygen, contaminants) and their significance. The hands-on activity will encourage scientific inquiry and allow participants to assess water quality from various sources. Students will learn about various testing methods, the importance of clean water, and the basic materials required for water testing. Participants will also learn about common contaminants in water sources (bacteria, heavy metals, chemicals) and their health implications. The workshop will include practical demonstrations of water purification methods such as boiling, filtration, and chemical treatments.

3.12 Soil Fertility

Activity: Soil Testing

Skills: Scientific observation, data collection and analysis, understanding of soil properties

Description: The Soil Testing exercise will teach students to analyze soil quality using scientific methods. Participants will learn about the importance of soil health for plant growth and environmental sustainability. Demonstrations and hands-on activities will be organised where participants will collect soil samples from different locations, analyze soil texture, pH levels, and nutrient content (nitrogen, phosphorus, potassium) using soil testing kit. Participants will interpret their findings to understand soil fertility and potential agricultural uses. Discussions will cover methods for improving soil health, sustainable farming practices, and the impact of soil quality on ecosystems.

3.13 Learning from Others

Activity: Interaction with Professionals and Entrepreneurs

Skills: Career guidance, collaboration, networking

Description: Professionals share career journeys and skill development importance with students.

3.14 First Aid Workshop

Activity: First Aid Basics

Skills: First aid training, teamwork, critical thinking

Description: Students will participate in a hands-on workshop where they learn essential first aid skills from trained professionals. Professionals will demonstrate basic first aid techniques such as CPR, wound care, and handling common medical emergencies like choking or fainting. Students practice techniques on mannequins, reinforcing skills learned.

4. Target Audience

- Students from Grades 6-12
- Parents and Teachers
- Career Counsellors
- Policymakers
- Industry Representatives

5. Stakeholders for Skill Activities

Partner with relevant government departments/agencies (National Skill Development Corporation, National Council for Vocational Education and Training, PSS Central Institute of

Vocational Education, Sector Skill Councils, etc.), local industries/industry associations, and educational institutions.

6. Social Media Coverage and Awareness

Develop promotional materials and disseminate information through schools, social media, and local media channels.

7. Expected Outcomes

- Increased awareness and interest in skill education among students, parents, and educators.
- Improved understanding of the diverse career opportunities offered by skill/vocational education.
- Enhanced collaboration between educational institutions, training providers, and industry.
- Strengthened foundation for integrating skill education into mainstream education as envisioned by NEP 2020.

Dedicating a day-to-skill education within *Shiksha Saptah* presents a valuable opportunity to promote skill development and empower students with future-ready skillsets. By creating a platform for interaction, exploration, and knowledge sharing, this initiative can significantly contribute to achieving the goals outlined in NEP 2020.

Annexure: List of Suggestive Activities –

Activities	Skill Developed	Description
Hackathon or Coding Challenge	Problem-solving, programming, teamwork, innovation	Students form teams to work on coding challenges or develop simple applications within a day. They present their projects at the end, fostering a competitive yet collaborative environment.

Ecology Activities	Analytical Skills, Problem-Solving Skills, Healthy Competition	Students learn the technical and nontechnical methods and knowledge by Soil and Water Testing Competitions. Learn about decomposition and waste reduction by creating a compost bin and monitoring its progress.
Experience Local Flora and Funa	Bioblitz Challenge, Increase the knowledge	Team up to identify as many plant and animal species as possible in a designated area within a time limit. This hones your observation and identification skills.
Visit to nearby Historical Place	Increase the understanding of the lives, cultures, and events of the past. Develop the Critical Thinking Skills	Students Analyse evidence, interprets information, and forming their own conclusions helps students develop critical thinking skills. And Learning about their local history can connect students to their community and give them a sense of belonging and pride in their heritage.
Local art or craft related activities	Creativity, fine motor skills, cultural appreciation	Students engage in local art or craft projects (e.g., bamboo artwork, painting, mat making) to develop creativity, fine motor skills, and an appreciation for traditional craftsmanship.
Entrepreneurship Development Program in Schools	Creativity, critical thinking, Problem solving, business planning, marketing, financial literacy.	Entrepreneurial the students will be given real world experience to work in teams, brainstorm and identify challenges or business opportunities, prepare business plans and implement their ideas. This initiative will support and enable students to take charge of their career paths and explore their potential to the fullest.
Robotics and AI Workshops	Scientific inquiry, research, creativity, technical skills.	Students will be engaged in workshops where they build and program robots or explore AI applications. Projects are presented at the end, encouraging hands-on learning and technological exploration.
Science and Innovation Fair	Research skills, creativity, presentation skills, scientific inquiry.	Students will create science projects or innovations to display at a science fair. Projects involve experiments, engineering challenges, or technological innovations.

Community Service Projects	Empathy, teamwork, organizational skills, social responsibility.	Organize activities like cleaning local parks, visiting senior centers, or conducting charity events. Students plan and execute these projects, reflecting on their impact on the community.
Design Thinking Workshop	Empathy, problem-solving, creative thinking, prototyping.	Design thinking can be employed to design products or adapt existing product designs to meet the specific needs and contexts of India.
Animation and Digital Story telling	Computational thinking, storytelling, digital literacy.	Introduce students to beginner-friendly coding platforms like Scratch. Students work in pairs to create short animated stories, focusing on basic coding concepts and animation techniques.
Financial Literacy Market Fair	Financial literacy, decision-making, critical thinking, negotiation.	Simulate a marketplace where students create small businesses (e.g., selling crafts). They set prices, handle transactions, and learn financial concepts like budgeting and profit/loss.
Local Innovation Challenge	Problem-solving, teamwork, creativity, communication.	Students tackle a local challenge (e.g., environmental pollution) in teams. They research the issue, brainstorm solutions, build prototypes, and present their ideas to a panel of judges.
Agriculture and associated activities Workshops	Practical farming skills, sustainability, innovation	Students participate in hands-on agricultural activities like planting, harvesting, and sustainable farming techniques. They learn about modern agricultural practices, organic farming, and the role of technology in agriculture. These can be replicated for other associated activities like animal husbandry, fisheries, water farming (prawn culture, etc), dairy farming, horti-culture and flori-culture.
Pottery Workshop	Fine motor skills, creativity, craftsmanship	Students learn the basics of pottery, including moulding, shaping, and glazing clay. They create their own pottery pieces to take home.
Plantation Drive	Environmental awareness, teamwork, sustainability	Students participate in planting trees and plants around the school or community. They learn about the importance of green cover and sustainable environmental practices.
Beauty and Wellness Workshop	Personal grooming, hygiene, wellness techniques	Students explore topics related to beauty and wellness, including skincare, haircare, and basic makeup application. They learn about personal hygiene and wellness practices.

Food Science - Jam, Jelly, and Ketchup Making	Food science, cooking skills, preservation techniques	Students learn to make jams, jellies, and ketchup. They explore the science behind food preservation and gain practical cooking skills.
Home Science Activities	Home management, cooking, sewing, nutrition	Various activities focusing on essential home science skills. Students learn cooking recipes, basic sewing techniques, and nutritional planning.

The above activities are only suggestive and not exhaustive. State / UTs can appropriately tailor the suggested activities and make them more suitable to the local context.

Day 5: "Technology in Education Divas"

Context:

National Education Policy 2020 recognizing the fact that digital technology can have a far reaching impact on ensuring equity, accessibility and quality of education, states in Para 23.5 that the thrust of technological interventions will be for the purposes of improving teaching learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.

In this regard, a comprehensive initiative called PM e-VIDYA was launched by the department of school education and literacy on 17th May 2020 as a part of the AtmaNirbhar Bharat Programme, which unifies all efforts related to digital/online/on-air education to enable coherent multi-mode access to education.

Objectives:

1. Highlight NEP 2020 focus on technology
2. Showcase the benefits of digital education
3. Promote the new technology initiatives such as 200 Educational TV Channels
4. Engage with educators, students, and parents
5. Create buzz and media coverage

Event Details:

1. **Venue and Date:**
   - **Venue:** Anchor event at NCERT with detailed advisory to schools to do similar event at their premise
   - **Date:** Day 5 of Shiksha Saptah
2. **Target Audience:**
   - Educators (teachers, professors)
   - Students (primary, secondary, and tertiary levels)
   - Parents
   - Media representatives
   - Educational influencers and bloggers

3. **Event Schedule:**
   - **9:00 AM – 10:00 AM:** Registration and Welcome Breakfast

   - **10:00 AM – 10:30 AM:** Opening Ceremony
     - Opening remarks and Welcome speech by Director (NCERT)
     - Keynote speech on the importance of technology in education

   - **10:30 AM – 11:30 AM:** Presentation on Digital Interventions based on NEP best practices from States
     - 3 States and initiatives to be selected based on NEP 2020 performance
     - Initiatives compiled by JS Coordination

   - **11:30 AM – 12:30 PM:** Panel Discussion
     - Topic: "Integrating technology into educational practices"
     - Panelists:
       1. Moderator (Dir (DE) – Hari)
       2. Representatives from States
       3. Education experts (Principals, Head Master etc)
       4. EdTech representatives
       5. Digital education pioneers
       6. Other ecosystem partners

   - **12:30 PM – 1:30 PM:** Networking Lunch

   - **1:30 PM – 3:00 PM:** 2 or 3 Parallel Interactive Workshops and/or student activities

Workshop 1: Using Educational TV in the Classroom

Objective: Equip educators with practical ways to integrate educational TV content into their teaching.

Format: Interactive Workshop

Led by Nodal CIET-NCERT and 1 State which is doing well in DTH usage

(Schools may identify resource from SCERT and an educator from school which is using DTH)

Participant: Teachers

Agenda:

- **1:30 PM – 1:40 PM:** Introduction
  - Overview of DTH TV content and its benefits in the classroom.

- o Brief demonstration of high quality TV episodes and programs.
- **1:40 PM – 2:00 PM:** Practical Integration Strategies
  - o How to align DTH TV content with curriculum standards.
  - o Creating lesson plans around educational TV episodes.
  - o Case studies and success stories from schools already using the channel.
- **2:00 PM – 2:30 PM:** Hands-On Activity
  - o Participants break into small groups.
  - o Each group selects or is given a DTH TV episode and designs a lesson plan.
  - o Groups present their lesson plans and receive feedback.
- **2:30 PM – 2:45 PM:** Q&A Session
  - o Open floor for questions and discussion.
- **2:45 PM – 3:00 PM:** Resource Distribution
  - o Provide participants with handouts and digital resources for future reference.

Workshop 2: Integrating Digital Education Tools

Objective: Teach educators and students how to effectively use digital tools for enhanced learning.

Format: Interactive Workshop

Led by Nodal CIET-NCERT and EdTech Partners

(Schools may identify resource from SCERT and a school which is using EdTech)

Agenda:

- **1:30 PM – 1:40 PM:** Introduction
  - o Overview of the DIKSHA digital education platform.
  - o Key features and benefits for teachers and students.
- **1:40 PM – 2:00 PM:** Demonstration
  - o Live demo of the DIKSHA's features
  - o Tips for navigating and using the platform effectively.
- **2:00 PM – 2:30 PM:** Interactive Session
  - o Participants work on the platform using provided devices.
  - o Guided activities to explore different features
- **2:30 PM – 2:45 PM:** Sharing Best Practices
  - o Participants share their experiences and tips for using DIKSHA in education.
  - o Discussion on challenges and solutions.
- **2:45 PM – 3:00 PM:** Q&A Session
  - o Open floor for questions and discussion.

Workshop 3: Creating Engaging Educational Content

Objective: Help educators and content creators learn how to develop engaging and effective educational content.

Format: Interactive Workshop

Led by Nodal CIET-NCERT and EdTech Partners

(Schools may identify resource from SCERT and a school which is using EdTech)

Agenda:

- **1:30 PM – 1:40 PM:** Introduction
    - Importance of digital content in education.
    - Overview of different content formats (videos, interactive lessons, quizzes).
- **1:40 PM – 2:00 PM:** Content Creation Basics
    - Tips for creating engaging and educational videos
    - Tools and software for content creation
    - Best practices for scripting and storyboarding

- **2:00 PM – 2:30 PM:** Hands-On Activity
    - Participants break into small groups
    - Each group creates a short educational video or lesson using provided tools
    - Groups present their content and receive feedback
- **2:30 PM – 2:45 PM:** Sharing and Discussion
    - Participants share their experiences and tips for creating content
    - Discussion on challenges and solutions
- **2:45 PM – 3:00 PM:** Q&A Session
    - Open floor for questions and discussion

Student Activity 1: Quiz:
   a. Quiz would be conducted on the "Digital Initiatives" day, between 10:00 AM to 11:00 AM
   b. The programme will be available class wise from 01st to 12th standard
   c. Questions will be general in nature

Student Activity 2: Animation:
   d. Students will be allowed to create animation based on available tools and showcase their knowledge
   e. This activity can be performed as a group

Materials and Resources:

- **For all workshops:**
    - Projector and screen for presentations.
    - Computers or tablets for participants.
    - Printed handouts and digital resources.

- o Feedback forms.

- **For Workshop 1:**
  - o Sample TV episodes.
  - o Lesson plan templates.
- **For Workshop 2:**
  - o Access to the digital education platform.
  - o Step-by-step guides for using the platform.
- **For Workshop 3:**
  - o Content creation tools (e.g., video editing software).
  - o Scripting and storyboarding templates.

Follow-Up:

- Provide participants with access to an online portal where they can find additional resources and recordings of the workshops.
- Encourage participants to join a community forum for ongoing support and idea sharing.
- Send follow-up emails with additional tips and resources.

  - o **3:00 PM – 4:00 PM:** Student Showcase
    - ▪ Presentation of student projects created using the channel and digital tools
  - o **4:00 PM – 5:00 PM:** Q&A Session and Feedback
  - o **5:00 PM – 6:00 PM:** Closing Ceremony
    - ▪ Summary of the day's highlights
    - ▪ Closing remarks and thank you

4. **Promotional Activities:**
   - o **Pre-Event:**
     - ▪ Social media campaign
     - ▪ DO Letter to educational institutions
     - ▪ Press release to local media
     - ▪ Partnership with ed-tech, educational bloggers and influencers
   - o **During Event:**
     - ▪ Live streaming of key segments
     - ▪ Social media live updates
     - ▪ Media coverage with interviews and highlights
   - o **Post-Event:**
     - ▪ Publish event highlights and recordings on the channel's website and social media
     - ▪ Follow-up emails with attendees for feedback
     - ▪ Press release summarizing the event's success
5. **Materials Needed from CIET:**
   - o Event signage and banners
   - o Brochures and information packets about the TV channel and digital platform

- ○ Branded merchandise (pens, notebooks, etc.)
- ○ Audio-visual equipment for presentations and live streaming
- ○ Feedback forms for attendees

Important Technology Driven Interventions from Ministry of Education:
PM e-VIDYA initiative overarches various products that enable learners to learn more in their respective field.

1. **DIKSHA (Digital Infrastructure for Knowledge Sharing):**

- Total Learning sessions on DIKSHA: 531+ crores
- Total Learning in minutes on DIKSHA: 6,206+ crore minutes
- Total number of page hits on DIKSHA (30-11-2022 to 29-11-2023): 251+ crore
- Average daily page hits (Last 1 Year from 30-11-2022 to 29-11-2023): 95 lakh+
- Serves as a unified national digital platform for education, hosting a vast repository of eBooks and e-contents.
- Over 6,500 energized textbooks are available in 77 Indian languages, accessed daily by lakhs of learners.
- A shining example of tech-enabled learning and a significant Digital Public Good for the global south.

2. **PM eVidya TV Channels:**

- The "One Class, One TV Channel" program, initially comprising 12 free DTH channels, has now expanded to 200 channels. This expansion aims to provide supplementary education in regional languages for students from Classes 1 to 12
- These channels have been allocated to all States / UTs / Autonomous Bodies to offer high quality education e-content.
- About 13,667 e-content from various organizations reviewed till date
- As of now, 114 YouTube channels are actively live for video simulcast. Additionally, signing of Memorandum of Understanding (MoU) with YouTube is underway to establish 200 YouTube channels. These channels will further enhance educational content delivery and accessibility.

3. **Radio Broadcasting/Mobile Podcasts:**

- 4,241 curriculum-based radio programs disseminated on 400 radio stations, including 11 GyanVani FM Radio Stations, 257 Community Radio Stations, and 132 All India Radio stations.
- 4,157 live programs broadcasted on iRadio.
- Utilization of iRadio and JioSaavn Mobile apps to disseminate educational content.

4. **Special Initiatives for Inclusivity:**

- Development of content in Indian Sign Language (ISL), Talking Books (in Daisy format), and Audio Books for children with special needs.

- A total of 4,247 Indian Sign Language-related videos and approximately 4,470 audiobook chapters developed and disseminated.

5. **Virtual Labs:**

   - A vertical for virtual labs has been created on DIKSHA, with over 280 virtual labs currently operational.

6. **Vidya Samiksha Kendra (VSK):**

   - Implementation Across States/UTs:
     - 34 States/UTs have been granted funds to set up Vidya Samiksha Kendra (VSK)
     - VSK monitors various aspects, including enrolled students, learning at home, dropouts, child labour mainstreamed, student learning, registries, out-of-school children, textbook delivery, support required by teachers and schools, etc.

Department of School Education & Literacy (DoSEL)

Shiksha Saptah

🌱 **Eco Clubs for Mission LiFE Day – 27.07.2024**

Concept Note

Overview:

The National Education Policy (NEP) 2020 emphasizes the critical importance of integrating environmental awareness and sustainability principles into school curricula. The vision of the Policy is to instil '*among the learners a deep-rooted pride in being Indian... and dispositions that support responsible commitment to **sustainable development and living**'*

2.   Ancient Indian literature, emphasises the intimate connection between nature and humanity. The **Yajurveda** advocates peaceful coexistence with every component of nature and asks people to look at one another and all aspects of the natural system through the lens of 'friendship'. The **Thirukkural** declares that 'Sparkling water, open space, hills and forests constitute a fortress' (that is, our defence and protection), while **Subhasitas** (wise sayings) remind us that "Trees are like good people. While they themselves stand in the scorching sun, they provide shade and fruit for others.' Countless texts paint pictures of the beauty and generosity of nature, our mother which feeds and nurtures us. In accordance with the National Education Policy (NEP) 2020, the National Curriculum Framework for School Education (NCF SE) recognises that it is very important to harness the power of education to create awareness and develop an empathetic disposition towards the natural system. The NCF SE delineates that Environmental Education is a theme that cuts across various disciplines and prescribes curricular goals and competencies for all the four curricular/pedagogical stages.

3.   In order to implement the NEP 2020 in letter and spirit, it is important to engage students across all stages in meaningful and age appropriate environment-friendly activities. Eco Clubs for Mission LiFE (Lifestyle for Environment) provide a valuable platform for students to acquire the requisite knowledge, attitudes and behaviour to evolve into environmentally responsible citizens. Mission LiFE is a global initiative put forth by our Hon'ble Prime Minister promoting mindful resource

utilization for protection/conservation of the environment that Eco Clubs for Mission LiFE aim to propagate.

4.   **Shiksha Saptah** (Education Week) is a nationwide week-long program focusing on different aspects of learning and development in schools across India. One day of this Saptah will be dedicated to a particular theme. Day 7 i.e. 27.07.2024 is proposed to be dedicated as Eco Clubs for Mission LiFE Day.

5.   All the activities on this day will be carried out as a mark of observing *World Nature Conservation Day,* celebrated every year on 28 July. It is a day dedicated to raising awareness about the importance of preserving and conserving natural resources and the environment. The day serves as a reminder of the need to protect and sustainably manage the Earth's ecosystems and biodiversity for the well-being of current and future generations.

6.   **Objectives of observing Eco Clubs for Mission LiFE Day:**

- Generate awareness about critical environmental issues such as climate change, pollution and resource depletion.

- Motivate students to adopt eco-friendly behaviour and incorporate sustainable practices into their daily routine.

- Foster a sense of personal responsibility for environmental conservation.

7.   **Targets:**

1. Plantation drive under #Plant4Mother initiative. Each school to plant at least 35 saplings in the school or at home or at an appropriate public place to achieve the target of 5 crore plantations.

2. To establish **minimum** 1 lakh new Eco Clubs for Mission LiFE in schools.

8.   **Instructions for Conducting #Plant4Mother Campaign in Schools**

In alignment with the initiative #Plant4Mother launched by Hon'ble Prime Minister schools are encouraged to actively participate in #Plant4Mother Campaign. To ensure the success of this campaign, the following guidelines are provided:

- **Organize Plantation Drive:** Schools to conduct tree plantation drive on the designated day i.e.. 27.07.2024. Saplings can be planted within school premises, at home or at appropriate public places with a special focus on deforested areas.

- **Student and Mother Participation:** Saplings to be planted collaboratively by students and their mothers. This will strengthen the bond between students and their mothers and surrounding ecology.

- **Display Placards:** Each sapling planted to be accompanied by a placard displaying the name of the students and their mother.

- **Ownership to nurture the plant:** Students must be guided by the Eco Club teacher In-Charge / president / members to nurture their respective saplings, ensuring they receive water, nourishment and protection from harsh weather. Caring for the plants builds a sense of ownership among the students.

- **Share Geotagged Images:** Schools to share geotagged images of the plantation drive with DoSEL on google tracker, link to which is given in para 10. This ensures proper documentation and tracking of the campaign's progress and impact.

- **Wide Dissemination on Social Media:** Schools to share pictures and descriptions of their event on social media platforms using the hashtags #Plant4Mother and #एक पेड़ मां के नाम. This will help spread awareness and inspire others to participate in the initiative.

9.   Instructions for Opening new Eco Clubs for Mission LiFE in Schools

Eco Clubs for Mission LiFE in schools empower students to participate and take up meaningful environment friendly activities and projects. It is a forum through which students can reach out to influence, engage with their parents and neighbourhood communities to promote environmentally responsible behavior. It empowers students to explore environmental concepts and actions beyond the confines of a syllabus or curriculum. States/UTs/ABs to establish Eco Clubs for Mission LiFE in remaining schools as per the annexure attached.

- **Establishment of Eco Clubs for Mission LiFE:** School to establish an Eco Club for Mission LiFE to foster environmental awareness among students.

- **Leadership:** The School Principal to be the Head / Patron of the Eco Club for Mission LiFE and oversee its activities and progress.

- **Designation of In-Charge:** The School Principal to designate a Post Graduate Teacher (PGT) or Trained Graduate Teacher (TGT) to serve as the In-Charge of the Eco Club for Mission LiFE. This teacher will be responsible for the day-to-day operations and coordination of the club's activities.

- **Composition of Eco Clubs for Mission LiFE:** Eco Clubs to consist of 4-5 students from each grade.
    - A student to be appointed as Eco President of the Club for Mission LiFE.

- School Management Committee (SMC) members and other staff members may be encouraged to participate in and support the activities of Eco Clubs.
- Sub-committees focusing on specific themes like energy conservation, water conservation, waste management etc. to be established for focused actions.

- **Issuance of Notification**: The constitution of Eco Club for Mission LiFE is to be formalised by issuance of notification as per the draft attached.
- **Meetings**
  - **Frequency:** Club meetings to be held at least once a month to ensure consistent progress.
  - **Agenda:** Each meeting to have a pre-defined agenda focusing on planning upcoming activities and reviewing past initiatives.
  - **Minutes:** Minutes of each meeting to be recorded and shared with all members for transparency and follow-up.

- **Record-Keeping:** The Eco Club In-Charge will monitor all activities and maintain detailed records of the club's projects, events and achievements. These records should be regularly reported to the School Principal for review.

10. Monitoring and capturing of activities:

A google tracker has been developed for tracking the progress of the activities to be carried out on this day. The Nodal officer will be responsible for furnishing participation and plantation details in the tracker.

https://docs.google.com/spreadsheets/d/13mep-nPOg8gmyX5HR4D1Swob_0ztSgb15eQRBNrFMwo/edit?usp=sharing

*****

Draft Notification for Constitution of Eco Club for Mission LiFE

"The National Education Policy 2020 provisions inter alia that certain subjects, skills and capacities such as environmental awareness including water and resource conservation, sanitation and hygiene should be learned by all students…

In pursuance of the same,

We the students of… (Name of School) hereby constitute an Eco Club for Mission LiFE.

The Eco Club for Mission LiFE is headed by   (School Principal)

The Teacher In-Charge is .. (Name of PGT/TGT Teacher)

The Eco President is…. (Name of Student).

The Eco Club for Mission LiFE comprises the following members (2 members from each grade):

1.
2.
3……

Under the aegis of Eco Club for Mission LiFE, we resolve to practise mindful and deliberate utilization of resources to reduce the carbon footprint to the best of our ability through experiential learning as part of Education for Sustainable Development (ESD). We commit to inform ourselves as well as fellow students and the community about environment friendly practices and adopt environmentally responsible behavior. Towards this end, we shall undertake the following activities:

- *Adopt Healthy Lifestyle:* Encourage healthy and sustainable choices to promote sustainability.
- *Adopt Sustainable Food Systems:* Take action to reduce food wastage to reduce greenhouse gas emissions.
- *Reduce e-Waste:* Take action to reduce E-waste; ensure proper disposal and recycling of the same.
- *Reduce Waste:* Take action to adopt the 3 Rs; reduce waste; encourage segregation and responsible disposal.
- *Save Energy:* Educate and implement practices that reduce energy consumption to reduce carbon footprint.
- *Save Water:* Promote efficient water utilization and conservation measures to meet the needs of present and future generations.
- *Say No to Single-Use Plastic:* Take action to reduce single-use plastic to create more sustainable and resilient future for all".

Signature:

S. No.	States/UTs	Govt. Schools	CBSE & other mgmt. Schools	Total Schools	Eco Clubs in Govt. Schools	Eco Clubs in CBSE & other mgmt. Schools	Schools with Eco Clubs for Mission LiFE	Target for Govt. schools to establish new Eco Clubs for Mission LiFE	Target for CBSE & other mgmt. schools to establish new Eco Clubs for Mission LiFE
	State-wise Target for Establishing New Eco Clubs for Mission LiFE								
1	Andaman & Nicobar Islands	342	72	414	317	31	348	6	8
2	Andhra Pradesh	45,167	16,513	61,680	42,448	11,854	54,302	680	932
3	Arunachal Pradesh	2,922	621	3,543	1,758	147	1,905	291	95
4	Assam	44,925	13,951	58,876	42,789	4,083	46,872	534	1,974
5	Bihar	75,550	15,897	91,447	11,147	2,543	13,690	16,101	2,671
6	Chandigarh	119	111	230	118	82	200	0	6
7	Chhattisgarh	48,728	7,605	56,333	46,843	3,478	50,321	471	825
8	Dadra & Nagar Haveli and Daman & Diu	387	72	459	380	23	403	2	10
9	Delhi	2,673	2,815	5,488	2,566	192	2,758	27	525
10	Goa	806	698	1,504	783	407	1,190	6	58
11	Gujarat	34,651	18,952	53,603	33,095	8,614	41,709	389	2,068
12	Haryana	14,443	9,118	23,561	12,476	3,084	15,560	492	1,207
13	Himachal Pradesh	15,447	2,615	18,062	14,137	813	14,950	328	360
14	Jammu & Kashmir	18,785	5,493	24,278	13,519	2,192	15,711	1,317	660
15	Jharkhand	35,764	8,832	44,596	18,752	2,045	20,797	4,253	1,357
16	Karnataka	49,520	26,570	76,090	17,422	11,936	29,358	8,025	2,927
17	Kerala	4,811	11,123	15,934	4,708	10,103	14,811	26	204
18	Ladakh	841	138	979	538	29	567	76	22
19	Lakshadweep	37	0	37	37	0	37	0	0
20	Madhya Pradesh	92,741	30,196	1,22,937	36,256	10,470	46,726	14,121	3,945
21	Maharashtr	65,431	43,020	1,08,451	32,503	16,089	48,592	8,232	5,386

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22	Manipur	2,922	1,705	4,627	2,915	514	3,429	2	238
23	Meghalaya	7,778	6,810	14,588	177	314	491	1,900	1,299
24	Mizoram	2,567	1,324	3,891	2,351	443	2,794	54	176
25	Nagaland	1,954	763	2,717	1,776	399	2,175	45	73
26	Odisha	48,767	13,124	61,891	46,267	6,925	53,192	625	1,240
27	Puducherry	422	307	729	400	134	534	6	35
28	Punjab	19,245	8,347	27,592	16,293	3,122	19,415	738	1,045
29	Rajasthan	69,538	37,132	1,06,670	53,954	9,374	63,328	3,896	5,552
30	Sikkim	864	386	1,250	570	87	657	74	60
31	Tamil Nadu	37,658	20,492	58,150	37,594	8,281	45,875	16	2,442
32	Telangana	29,997	12,479	42,476	9,906	3,557	13,463	5,023	1,784
33	Tripura	4,245	667	4,912	3,705	156	3,861	135	102
34	Uttar Pradesh	1,37,003	1,14,091	2,51,094	31,135	22,885	54,020	26,467	18,241
35	Uttarakhand	16,381	6,237	22,618	15,112	2,723	17,835	317	703
36	West Bengal	82,579	11,823	94,402	4,632	749	5,381	19,487	2,215
Total		10,16,010	4,50,099	14,66,109	5,59,379	1,47,878	7,07,257	1,14,158	60,444

*Data as per UDISE+ 2022-23

Day 7: Community Involvement Day (Including Tithi Bhojan, Vidyanjali etc.)

Background: Vidyanjali is a school volunteer management program run by the Department of School Education & Literacy under the Ministry of Education, GoI. The program was launched by Hon. Prime Minister on 7th September, 2021, with the aim of strengthening schools and improving the quality of school education through community, CSR and private sector involvement across the country.

With the help of Vidyanjali - alumni of educational institutions, serving and retired teachers, scientists, government/semi government officials, retired armed forces personnel, self-employed and salaried professionals, homemakers, persons from the Indian diaspora and any other organisation/group or company may volunteer to participate in schools of their choice by sharing their knowledge and skills or by contributing assets/material/equipment.

Proposed Activities for Day 7 of Shiksha Saptah: To improve the effectiveness and reach of the program in the community, the following activities are to be conducted at School level on 6th day of Shiksha Saptah;

Sr. No.	(School Level Activity)
1.	Onboard your school on Vidyanjali portal available as https://vidyanjali.education.gov.in/
2.	Write the name of active volunteers on the "Wall of Fame/Notice Board" in schools
3.	Principal/Teachers/Students to write gratitude letters to the volunteers
4.	Community Awareness (Rallies/Street Plays in Community Setting/Poster Making/Logo of Vidyanjali/Chart making on volunteer activities)
5.	"Volunteer Bano Abhiyan"- an activity be organized in schools and community with the support of SMC to encourage the local community to become a volunteer on Vidyanjali portal
6.	Talks by the Teacher/students/DIETs in Morning Assembly about Vidyanjali Program
7.	Spread awareness about Vidyanjali through community radio stations/social media/PMeVidya channels/virtual classrooms etc

Monitoring/Reporting: A reporting template for all the above proposed activities shall be shared with State Nodal Officers (SNOs) of Vidyanajli for reporting the progress to the Ministry.