



Evaluating students' performance in the 10 bagless days program: Validation of a suggested framework

Dr. Prasenjit Pal

Assistant Professor, Department of Teacher Education, Nagaland University, Nagaland, India

Corresponding author: Dr. Prasenjit Pal

Received 19 May 2026; Accepted 18 Jun 2026; Published 13 Jul 2026

DOI: <https://doi.org/10.64171/JSRD.5.3.32-35>

Abstract

The Guidelines for 10 Bagless Days in school clearly specified that the program aims to provide students with experiential learning through exposure to different vocations connected with their culture and community. The central focus is to reduce the curriculum load and heavy reliance on examinations. Keeping these purposes in view, it is necessary to structure the linkage of objective, content, pedagogy, and evaluation in such a way that makes learning enjoyable. The present paper proposes a framework for evaluating students' performance in the 10-bagless-days program. The framework of evaluation has been validated by a small-scale try-out. The activity for the 10 bagless days program was "A Day's Visit to Nagaland State Museum". Presentation, Field trip, Demonstration, and Group discussion were used as a pedagogy of teaching and learning. 16 samples, including students of Class 6 to Class 8 from the middle stage school, were selected purposively as the sample of the study. A PowerPoint presentation, a movie presentation, and a field trip to the Nagaland State Museum were used to deliver the content. Predominantly, demonstration and group discussion were the pedagogical methods. The evaluation of learning outcomes was done by using a field test questionnaire, portfolio and rubrics of assessment. The tools were developed by the researcher and validated by 90 experts chosen purposively. The outcome is the development of a conceptual framework to evaluate students' performance in the 10 bagless days program.

Keywords: 10 Bagless days program, Evaluation, Portfolio

Introduction

The "10 Bagless Days Program", recommended by NEP 2020, aims to shift the educational focus from rote memorisation and heavy academic loads toward experiential, vocational, and joyful learning. The primary goal is to expose students to various vocational crafts at an early stage to foster critical thinking, creativity, and a "dignity of labour". Beyond technical "know-how," the initiative instills skills and values like collaboration and empathy. The program roots students' learning in their own cultural ethos and strengthens ties with the local community. Experiential Pedagogy will be the broad way to impart teaching-learning experience among the students. The main question is that, in a joyful, fun-based approach towards teaching-learning, what should be the appropriate way to evaluate the student's performance? Or whether we need any kind of evaluation in such a teaching-learning approach? Heavy reliance on traditional tests certainly has been making students scared about learning instead of making it joyful.

Evaluation is an indispensable part of the teaching-learning process. Though the terms Evaluation, Assessment, and Measurement are used interchangeably in the literature, there exist differences among them. The term evaluation incorporates assessment and measurement of students'

performance and compares it against norms and standards for arriving at a decision. In the present paper, the term evaluation is used as an umbrella term to denote all. Evaluation is necessary for three main reasons. First, to know how much the child has developed; secondly, to understand how successful the teacher was in imparting the learning experience; and to help the student understand how well he/she has learned. In short, evaluation for learning, evaluation of learning, and evaluation as learning. What kind of learning experience do we want to present to the child? How do we want to present the learning experience to the child? How much did the child learn from the experience? These are the basic questions that a teacher wants to answer through evaluation. To do that, the teacher knots the curricular goals, learning competencies, learning outcomes, pedagogy, and evaluation in a single thread. These aspects guide the teacher towards achieving his/her desired goals. The teaching-learning experiences in the "10 Bagless Days Program" emphasised joyful learning. It is imperative for the teacher to choose an evaluation strategy that doesn't produce any undue stress on the child. Instead, the program recommends performance-based evaluation utilising observations, portfolio, anecdotal records and researcher-made rating scale or rubrics to measure learning competencies. The present paper tries to outline a framework of evaluation for the

"10 Bagless Days Program" aligned with the program guidelines, which is certainly joyful.

Objective

The objective of the present study is to develop a framework of evaluation for the "10 Bagless Days Program" in middle-stage schools of Nagaland.

Method and Materials

The sample of the present study consists of 16 students studying in Class 6, Class 7, and Class 8, selected purposively. The Activity titled "A Day's Visit to Nagaland State Museum" was developed by the researcher, aligned with the objectives of the "10 Bagless Days Program" and validated by the 90 experts chosen purposively, comprising Principal, Teacher Educators, Research Scholars, Student Teachers, Teachers, Parents of the University, B.Ed. College, DIET, and School from Nagaland.

The initial draft of the activity was presented and discussed with experts. The data obtained after an intense interview and discussion were subjected to content analysis. The result is then used to revise the initial draft of the activity and to validate the activity. The result could be summarised in Table 1.

The experts and the stakeholders have given their opinions on the above ten aspects on a continuum of Accepted, Need Modification and Not Accepted. More than 75% of the opinions accepted all the aspects of the activity with a few revisions.

The result was also used to test the face validity of the activity. The experts were asked to give their opinions regarding the validity of the activity and its different aspects on the scale of Extremely Valid, Valid, and Not Valid. The majority of the experts and stakeholders opined that the activity titled "A Day's Visit to Nagaland State Museum" for 10 Bag-Less Days in School with a Special Reference to Nagaland is valid.

Table 1

	Aspect of validation	Category
1	Curriculum Goals/ Learning Competencies/Learning Outcome	Accepted valid
2	The activity involved is relevant with respect to Curriculum Goals	Accepted extremely valid
3	Activity involved providing sufficient exposure to various forms of locally relevant work	Accepted valid
4	Activity involved fostering values relevant to work, home, and community	Accepted valid
5	Activity provides fun-based, observation-based, activity-based, hands-on, and integrated learning with local art-culture and games	Accepted valid
6	Activity provides knowledge of cross-curricular areas like Language, Science, Mathematics, Social Science, etc.	Accepted extremely valid
7	Activity provides sufficient inclusivity	Needs revision valid
8	Pedagogy Suggested (Presentation, Field trip, Demonstration, and Group discussion)	Accepted extremely valid
9	Suggested Assessment Strategies (portfolio and rubrics of assessment)	Accepted extremely valid
10	Presentation Aspects of Activity (PowerPoint, Movie Presentation)	Accepted valid

In the next stage, the activity was conducted with a sample of 16 school students studying in Class 6, Class 7, and Class 8. Students were engaged in the activity by watching a movie about the museum. A PowerPoint presentation was used with a reflection question to initiate discussion on the museum. Then, a field trip to the Nagaland State Museum was conducted with students. After the activity, students were asked to draw a

picture of what they saw in the museum. A field test interview questionnaire was administered to the students. The tool was developed by the researcher and validated by 90 experts. It was meant to assess the effectiveness of the assessment framework used in the present activity. The result could be summarised as in Table-2.

Table 2

	Assessment	Remarks
1	Students' observation regarding the activity	Can demonstrate without help
2	Vocational exposure	Can demonstrate without help
3	Motivating and interesting aspect of the activity	Can demonstrate without help
4	Inculcation and sharing the values learned at home and in the community	Can demonstrate without help
5	Assessment through a drawing portfolio	Can demonstrate without help

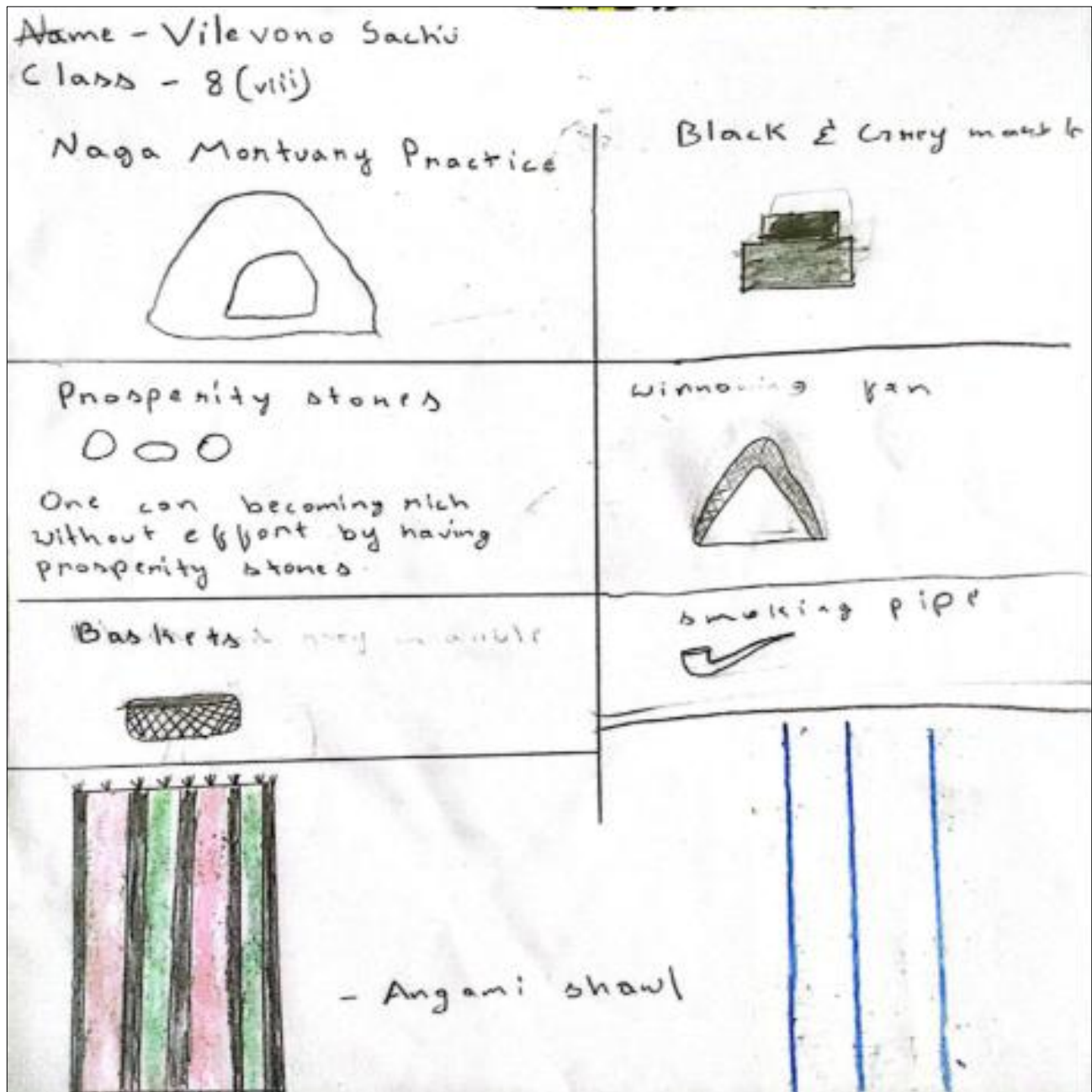


Fig 1

The result shows that the majority of the students understood the activity very well. They found it motivating and interesting. It has provided the students with a great opportunity to learn the history, culture, and society of their community. The activity provided a plentiful of exposure to the vocational opportunities. The children were able to transfer the value learned through the activity to their family and community. The assessment was done through a drawing portfolio. The portfolio of one student is shown in the figure as an example.

Students were asked to draw a picture of what they saw in the museum. Everyone demonstrated remarkably good performance. The achievement was measured through researcher-made rubrics as shown in Table-3. All the students were able to demonstrate the activity without others' help. The result has also indicated the great feasibility and efficiency of the assessment farmwork used to evaluate the learning outcome of the activity.

Table 3: Rubrics for assessments

Level-1	Can demonstrate the knowledge with a lot of help from teachers
Level-2	Can demonstrate the knowledge with minimal help from teachers
Level-3	Can demonstrate the knowledge without help from teachers
Level-4	Can demonstrate the knowledge without help from teachers, and can help other students understand the knowledge

Conclusion

Evaluation is an integral part of the teaching-learning process. 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. In order to make learning fun-based and joyful, it requires an evaluation framework remarkably different from the traditional paper-pencil-memory-dominated, fear-producing examination system. The present study tried to explore the alternative evaluation strategies, such as observation, portfolio, anecdotal records, and other qualitative descriptive strategies of evaluation. The study found that this alternative evaluation framework could be an effective and valid evaluation strategy aligned with the guidelines of the 10 bagless days program.

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.

Reference

1. MHRD. National Advisory Committee Report: Learning Without Burden. Government of India, 1993.
2. Ministry of Education. National Education Policy 2020. Government of India, 2020.
3. NCERT. National Curriculum Framework for School Education 2023. NCERT, 2023.
4. NCERT, PSSCIVE. The Guidelines for Ten Bag-Less Days in School. PSSCIVE, 2022.
5. Airasian P, Russell M. Classroom Assessment: Concepts and Applications. McGraw-Hill, 2007.