TechnoLEARN: An International Journal of Educational Technology
TechnoLEARN: **11**(2): 129-136, December 2021
DOI: 10.30954/2231-4105.02.2021.9
Peer Reviewed Journal

Perception of Teachers on 10 Days Bagless Period for School Students of Chilika Block

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Received: 03 Nov., 2021 **Revised:** 07 Dec., 2021 **Accepted:** 20 Dec., 2021

ABSTRACT

The New Education Policy (NEP) proposes that at least half of all students receive vocational training. According to the policy, kids would be exposed to vocational subjects as early as sixth grade. For grades 6 to 8, NCERT will develop a practice-based curriculum. During grades 6-8, each student will participate in a ten-day fun course that will provide an overview and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, and so on, as determined by States and local communities and mapped by local skills. Similar internship opportunities to master vocational courses are also recommended by NEP for students in grades 6 through 12, including during the summer. Throughout the year, bagless days will be promoted for a variety of enrichment activities such as arts, quizzes, athletics, and vocational crafts. Children will be exposed to activities outside of school on a regular basis through excursions to historical, cultural, and tourism sites, meetings with local artists and craftsmen, and visits to higher educational institutions in their village, Tehsil, District, and State. NEP emphasises skill development for greater life prospects, hands-on learning, co-curricular activities and learning that is enjoyable. The paper finds out the awareness, concept and activities for implementation of 10 day bagless period. Survey was conducted on 10 elementary school teachers of Chilika Block, Khordha, Odisha. The sample was selected randomly. Self-developed interview schedule was used as tool for data collection. The study indicated that all teachers are aware about the 10 days bagless period and had understanding of different activities to be done in the school.

Keywords: NEP-2020, Bagless periods, Local crafts, Vocations, Fun learning

How to cite this article: Sethy, R. (2021). Perception of Teachers on 10 Days Bagless Period for School Students of Chilika Block. *TechnoLearn: An International Journal of Educational Technology,* **11**(02): 129-136.

Source of Support: None; **Conflict of Interest:** None

The national education policy released by the Ministry of Education suggests a wide variety of vocational and enriching courses, and 'bagless' periods where students focus on vocations. The policy stated that students should get hands-on experience in important vocational crafts, such as carpentry, electric work, metal work, gardening or pottery making, as decided by states and local communities and as mapped by local skilling needs. A practice-based curriculum for Grades 6-8 will be appropriately designed by the National Council of Educational Research and Training. The policy suggests students participate in a 10-day bagless period sometime during classes 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters and artists. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods. Vocational courses will also be made available online. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts, the policy suggests.

Rationale of the Study

The NEP (2020) places a strong emphasis on each student's natural abilities. These abilities can manifest itself in a variety of ways, including different interests, attitudes, and powers. Students who demonstrate unusually strong interests and abilities in a particular field should be encouraged to explore that field beyond the standard school curriculum. Methods for recognizing and nurturing such student abilities and interests will be included in teacher education. Guidelines for the education of brilliant children will be developed by the NCERT and the National Council for Teacher Education. Olympiads and contests in a variety of areas will be held around the country, with clear coordination and progression from school to local to state to national levels to guarantee that all children who qualify can compete at all levels.

It is concluded that learning for fun is a unique and distinctive offering of educational leisure experiences, with implications for future research and experience design. (Packer, 2006).

While interest is associated with other factors like meaning-making and motivation, Scheifele (1991) asserts that "feelings of enjoyment and involvement are most typical of interest". Hidi and Renninger (2006) also found that interest in a topic, especially one that comes from an individual connection, can affect one's learning enjoyment. In addition to interest, relevance also plays an important role in learning. Fredrickson (2001) affirms that cognitive processes can be enhanced when the topic is relevant or offers "a personally meaningful connection to the individual" (Priniski *et al.* 2018). Goldman *et al.* (2016) found that among a list of behaviours, students believe are most important for instructors to engage in, making content relevant was in the top three. Silva *et al.* (2018) found that engaging in problem-based learning with management students in Brazil positively contributed to students' learning motivation and meaningfulness. An exhaustive global literature review of 18 different countries by Subhash

and Cudney (2018) found that game-based learning had a positive effect on learning enjoyment. In Brazil, specifically, Silva *et al.* (2017) found that a large majority of students in an engineering course had a positive view of game-based learning after participating in it. Singh (2017) in her article sought to determine the overall impact of co-curricular activities on students' academic achievement and personal development. And the outcome is favourable. This study report demonstrated how co-curricular activities enhance students' academic pursuits. It revealed that females participate in co-curricular activities at a greater rate than boys. Additionally, it is shown that females are obtaining better grades in all subjects (Singh, 2017). Ahmad, Rahman, Ali M, Rahman, and Al-Azad conducted a study paper to ascertain the students' involvement in co-curricular activities and academic performance at a specific medical institution. Males excelled in outdoor sports and photography groups, while girls excelled at indoor sports, debate, and other cultural activities (Ahmad *et al.* 2019). According to their study, 205 female students engage in indoor activities, compared to 105 male students. It was discovered that pupils who engaged in extracurricular activities outperformed those who did not. Additionally, they developed abilities such as collaboration and leadership.

Based on the particular scenario, three research questions were framed and a survey has been conducted related to that. The research questions are:

- What is the awareness of stakeholders regarding 10 bagless days?
- What are the different activities that can be undertaken under 10 bagless days?
- In which way will bagless days be helpful for learners?

Methodology

A descriptive survey was conducted on 10 elementary school teachers of Balugaon Cluster of Chilika Block, Khordha, Odisha. The sampling was random in nature as schools and teachers were picked to bring forth the penetration of the ideas of NEP into rural India. Self-developed interview schedule based on different aspects of 10 days bagless period as recommended in NEP 2020 was used as tool for data collection. The collected data were processed in MS Excel and percentage were calculated. The results of the survey are illustrated below with figures and diagrams along with explanations.

Data Analysis and Interpretation

The data collected from interview were transcripted and analysed as per the objectives of the study. The results were presented in text, tables and graphs.

The first research question was to study whether school teachers have idea about 10 day bagless period. The result indicated that every single teacher who was interrogated, aware of the new education policy released by the Ministry of Education (MoE). It is an indication of

the positive involvement of the teacher in the teaching-learning process and that contributes to the development of an integrated teaching environment. All teachers are aware about the 10 day bagless period.

Further, the investigator enquired about the steps/initiatives taken by the government regarding the implementation of BLP in schools. After the enquiry about the awareness of the teachers about the policy it is necessary to know whether they really know about how to implement it in the real environment and what are the steps taken by the government for the implementation of the policy. In that we got amazing positive results. That is all the teachers who were surveyed know exactly how to proceed and implement the proposed BLP in classroom environment.

The investigator explored about the understanding of teachers about concept of bagless periods. The response of teachers is presented in table 1.

Table 1: Idea of teachers about concept of BLP

Response of teachers	Percentage
Students will come to school without bags	100%
Intern with local craftsmen	60%
Hands on learning	50%

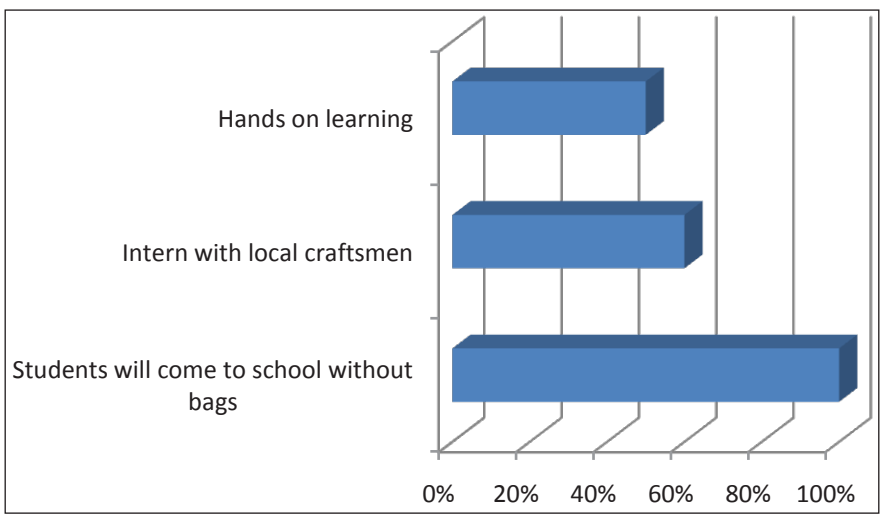

Fig. 1: Understanding of 10 bagless days

With proper awareness of both the policy and its implementation, an enquiry was made regarding the basic understanding about BLP. In that particular question, 100 percent of the teachers answered that when they heard about the term they exactly knew that would mean

coming school without bags, 60 percent of others have an understanding that the students might involve in internship with local craftsman and other 50 percent of the people thought that there will activities based on learning.

The second research question was about the different activities that can be undertaken under 10 bagless days. The views of teachers are presented in table 2.

Table 2: Different activities under BLP

Response of teacher	Percentage
Performing Art	80%
Quizz	50%
Vocational craft	50%
Sports	80%

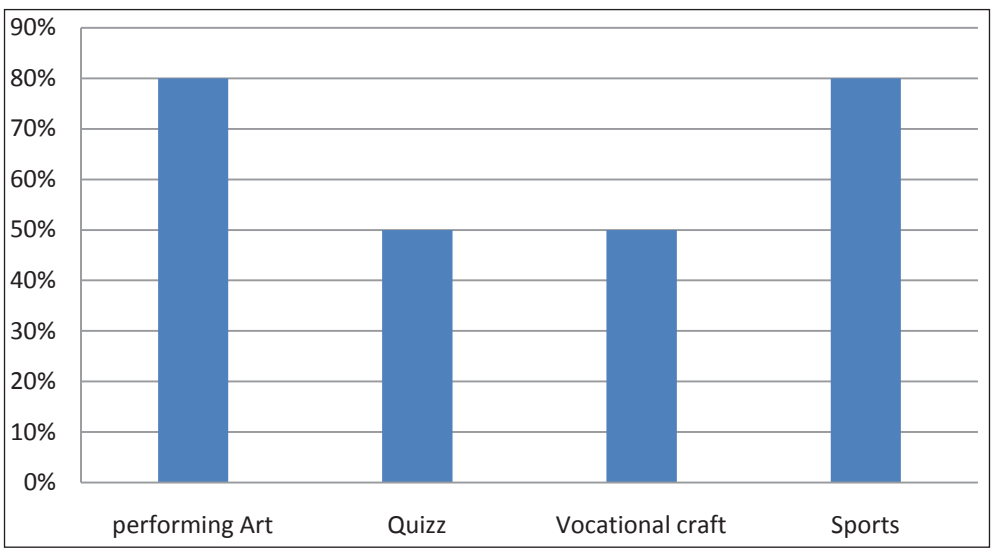

Fig. 2: Understanding of 10 bagless days

With the adaptation of BLP there must me various activities that needs to be undertaken in order to make the students involved in the activities in such a way that their learning should be compensated through various activities. In the survey conducted we got the result that there will be mainly four types of activities that is performing arts, quiz, vocational craft and sports. Out of which 80 percent of the teachers replied that they will involve the students in performing arts, 50 percent in quiz and vocational craft and again 80 percent in sports. So sports and performing arts were given more priority as compared to quiz and vocational craft.

The teachers were asked to elaborate activities to be undertaken for every day of the duration of 10 days of BLP. The opinion of teachers is presented in table 3.

Table 3: Different vocations under BLP

Response of teachers	Percentage
Vocational training	90%
Gardening	30%
Art forms	100%
Quizz	40%
Sports	60%
Field visit	50%
Cooking	20%
Literary activity	50%

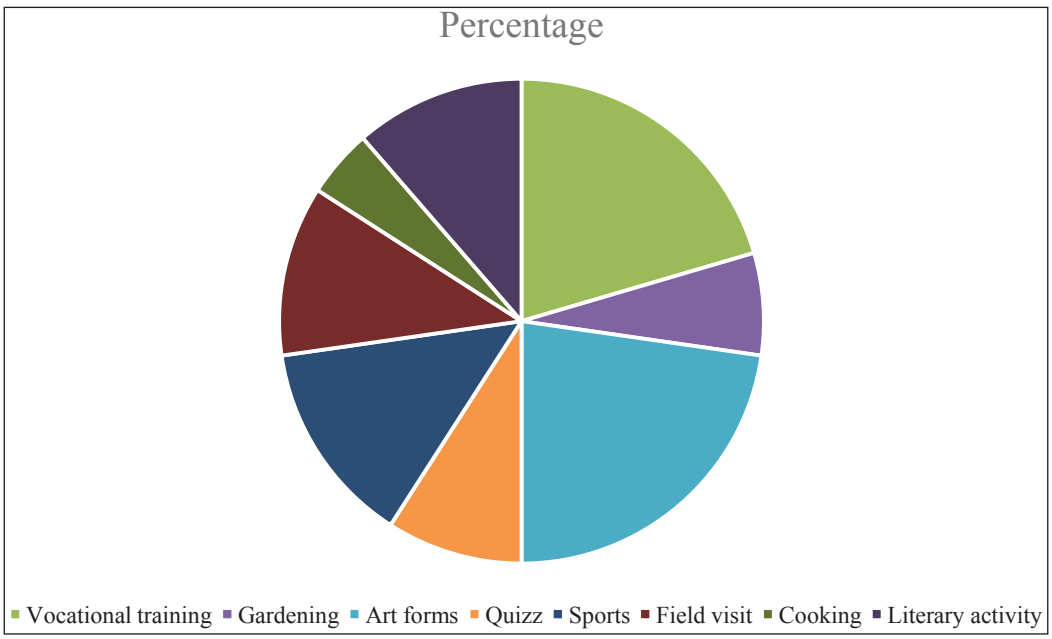

Fig. 3: Understanding of 10 bagless days

Now if we elaborate and again sub divide the activities discussed above in the previous questions there are certain specific activities undertaken by the teachers that is vocational training, gardening, art form, quiz, sports, field visit, cooking and literary activities. The result we got has been presented in the form of pie chart where it can be seen that 100 percent opted

for art forms followed by vocational training (90%) and then sports (60%). Least number of people opted for cooking i.e.20% and gardening (30%). Average response was witnessed in the field of quiz, literary activities and field visit, i.e. 40%, 50% and 50% respectively.

The third research question pertained with the ways in which BLP be helpful for learners. The response of the teachers is presented in table 4.

Table 4: Usefulness of BLP for students

Response	Percentage
Enhance Knowledge	50%
Develop Innovation	40%
Develop confidence	50%
Create Awareness among teachers	20%

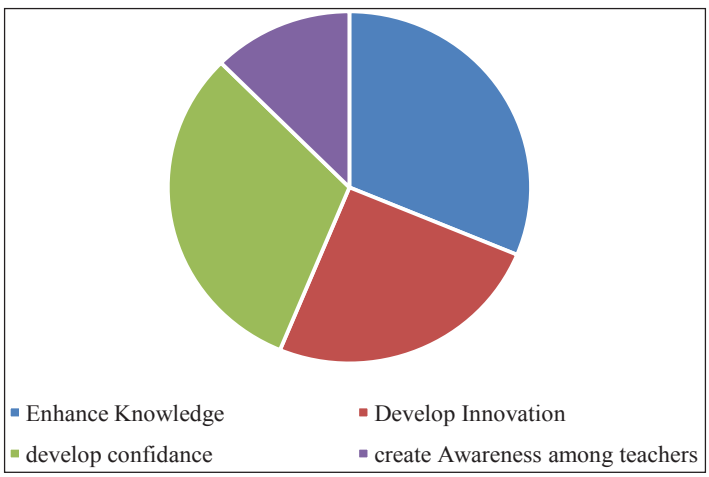

Fig. 4: Bagless days and utility to learners

Based on the selection of the activities to be conducted that will be the probable outcome has been over-viewed and presented in pie chart. From the survey it was found that 50% of the activities will enhance both knowledge and develop confidence among students followed by the development of innovation which is 40% and least impact will be on creating awareness among teachers. Thus, in conclusion it may be said that the bagless days may be considered as a welcome move that will enhance teaching-learning.

CONCLUSION

Education about local vocations and crafts are important for students to become self-dependent citizen. It can also reduce the unemployment and enhance productivity of individual. The

hereditary occupations can be promoted and preserved through educational activities. The spirit of NEP 2020 such as reduce the burden of students and make learning fun making process can be attended by 10 day bagless periods. This study indicated that all teachers are aware about the NEP 2020 recommendations for implementing 10 day bagless periods. The study concludes that bagless days are eagerly awaited and will be received with joy by all the stake holders. The teachers have the intention of changing the days into joyful learning for the students. The teachers have the aspiration and motivation to learn something new based on NEP -2020 which will be implemented in future.

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