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Implementation of Recommendations of NEP -2020: "Joyful Saturday" – 10 Bag less Days Program Teacher's Opinion

Dr. Jyoti Rupinkumar Raval
Assistant Professor
Indian Institute of Teacher Education, Gandhinagar Gujarat
Principal Investigator
GCERT Funded Research Project
Email: jyotid@iite.ac.in
Mr. Samir Kureshi
Research Assistant
GCERT Funded Research Project
Email: samirkureshi52388@gmail.com

Abstract

This study explores the implementation of the recommendations of NEP-2020 through the "Joyful Saturday – 10 Bag less Days" program teachers' opinion. According to NEP-2020, every student between Grades 6 and 8 should have 10 days of bag less activity planned. In line with this, the Government of Gujarat has organized the initiative called Joyful Saturday. The objective of this study is to examine the opinions of primary school teachers regarding the implementation of the Joyful Saturday – 10 Bag less Days program. Data was collected from teachers across six districts of Gujarat state using a descriptive survey method. A trend checklist tool was employed, and random sampling was used to select the sample of 205 teachers. The data was analysed using percentage analysis. The findings of the study are 1. 98.53% of schools celebrate Joyful Saturdays regularly. 2. 99.51% of schools conduct various activities as part of the program. 3. 71.84% of schools report an increase in student attendance on Joyful Saturdays. 4. 66.83% of teachers do not feel pressured while organizing activities. 4. 38.04% of schools face challenges in maintaining discipline during activities. 5. 93.68% of schools believe that the program enhances student creativity.

Key words: Joyful Saturday, 10 bag less days, Teacher's opinion

Introduction: The National Education Policy (NEP) 2020 has recommended that bag less days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports and vocational crafts. Children will be given periodic exposure to activities outside school through visit to places/monuments of historical, cultural and tourist importance, meeting local artists and crafts man and visits to higher educational institutions in their Village/Tehsil/District/State (NEP 2020; para 4.26). The National Education Policy (NEP), 2020 has brought significant reforms in school education by emphasizing integration of vocational learning into mainstream curricula (NEP, 2020). This shift is significant given that India's primary education system serves over 130 million children, where reducing physical burdens and fostering active learning environments can enhance attendance and cognitive outcomes (Dixit, 2024) (Tripathi & Shukla, 2025). NEP 2020 has evolved to emphasize inclusive, multidisciplinary, and skill-based education, marking a departure from traditional rote learning towards competency-driven pedagogy (Bhattacharyya, 2025) (Sharma & Sharma, 2025). The policy's emphasis on reducing students' physical load aligns with broader goals of improving student well-being and engagement (- et al., 2024) (Katara & Chaudhari, 2025). All students will participate in a 10-days bag less period, sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. (NEP 2020; para 4.26)

This initiative helpful for connecting skill-based activities with general academic subjects, like science, language, social science, mathematics, etc. It will be useful in providing opportunities to the children to explore the basic skill requirements for the various productive tasks in the world of work. Children should be able to integrate work with various academic subjects to learn the various concepts and scientific principles and the basic skills that relate closely to the occupations and career opportunities in the world of work. **(PSS Central Institute of Vocational Education,2021)** 10-day bag less education programme for 6- 8 class students will be helpful not only in knowledge acquisition but also in developing values and multiple-skill formation. **(PSS Central Institute of Vocational Education,2021)** Present study seeks to examine the Implementation of Recommendations of NEP -2020: Joyful Saturday – 10 Bag less Days teachers' opinion.

Objective:
Objective of study is to examine the opinions of primary school teachers regarding the implementation of the Joyful Saturday – 10 Bag less Days.

Methodology:
This study uses a quantitative survey method to collect data from primary school teachers in Gujarat to understand their opinions about Joyful Saturday -10 Bag less day program implementation. The study followed descriptive survey method. The population consisted of all primary school teachers. From this a sample of 205 teachers was selected using convince sampling. A questionnaire was prepared to collect teacher's

opinions. In this tool yes or no type questions was prepared. The researcher collected data online form. The collected data were analyzed using frequency and percentage.

Data analysis:
In this 10 beg less day program researcher selected six components. Components are Opinion of teachers, activities, Students participation, Teacher Preparedness, challenges of joyful Saturday, outcome and Impact of joyful Saturday. In this tool total 35 statements prepared. In this tool yes or no type questions was prepared. The data was analyzed using percentage and frequency analysis. For that Excel was used.

Table 1: Opinion of teachers about Implementation joyful Saturday

Sr. No.	Statement	Frequency	Percentage (%)
1.	Is joyful Saturday celebrated in your school?	202	98.53%
2	How many bag less days are successfully held each month?	-	-
3	A separate event is organized in the school for joyful Saturday?	176	85.85%
4	Is a schedule made for a joyful Saturday?	175	85.36%
5	Are there differences in activities according to classrooms on joyful Saturday?	165	80.48%

The data in the table highlights teachers' opinions regarding the implementation of the Joyful Saturday. A large majority of teachers (98.53%) reported that Joyful Saturday is celebrated in their schools, indicating widespread adoption of the program. Further, 85.85% of teachers agreed that a separate event is organized for this day, and 85.36% confirmed that a schedule is prepared to ensure systematic execution. Additionally, 80.48% of respondents stated that classroom-wise differences in activities are maintained, reflecting efforts to provide age-appropriate and engaging experiences.
Overall, the findings suggest that Joyful Saturday has been successfully implemented in most schools, with structured planning and event organization.

Table 2: Teacher's opinion related activities

Sr. No.	Statement	Frequency	Percentage (%)
6.	Is yoga conducted in school on a joyful Saturday?	200	97.56%
7	Are music/song activities held on a Joyful Saturday?	204	99.51%
8	Sports activities held on a Joyful Saturday?	204	99.51%
9	Are arts/Craft s activities held on a Joyful Saturday?	194	94.63%
10	Story reading/drama activities held on a Joyful Saturday?	195	95.12%

11	**Are group games (Team work) held on a Joyful Saturday?**	**201**	**98.04%**
12	**Are educational games held on a Joyful Saturday?**	**199**	**97.07%**
13	**Are social services or project-based activities organized?**	**158**	**77.07%**
14	**Is there equal participation in activities in all classes?**	**180**	**87.80%**
15	**Are there enough resources for the activities?**	**148**	**72.19%**

The responses indicate that a wide range of activities are regularly conducted during Joyful Saturday. Almost all teachers confirmed the inclusion of music/song (99.51%) and sports (99.51%) activities, making them the most common components. Yoga (97.56%), group games fostering teamwork (98.04%), and educational games (97.07%) are also widely practiced, showing strong emphasis on physical, recreational, and skill-based engagement. Creative and cultural elements are equally present, with 94.63% reporting art and craft activities and 95.12% confirming story reading or drama sessions. In contrast, comparatively fewer schools organize social service or project-based activities (77.07%), suggesting that such experiential learning opportunities are not as systematically integrated. Similarly, only 72.19% of teachers agreed that sufficient resources are available for conducting activities, highlighting a resource gap that may limit the quality or diversity of programs. On a positive note, 87.80% of teachers stated that there is equal participation of students across classes, which reflects inclusiveness in the implementation.

Overall, the findings suggest that Joyful Saturday has successfully incorporated diverse co-curricular and extra-curricular activities, contributing to holistic student development. However, areas like social service projects and resource availability need further strengthening to enhance the program's effectiveness.

Table 3: Teacher's opinion related Students participation in joyful Saturday

Sr. No.	Statement	Frequency	Percentage (%)
16	**Student's attendance is higher on joyful Saturday than on a normal day.**	**148**	**71.84%**
17	**Both boys and girls participate with equal enthusiasm.**	**195**	**94.66**
18	**Even introvert students join in the activity.**	**176**	**85.43%**
19	**The student's sense of team work increases.**	**197**	**96.63%**
20	**Self-confidence increases in students after Joyful Saturday**	**188**	**91.26%**

The findings reveal that Joyful Saturday positively influences student participation and overall development. A considerable majority (71.84%) of teachers observed that student attendance is higher on Joyful Saturday compared to regular days, suggesting that the initiative enhances student interest in school activities. Importantly, 94.66% of

teachers agreed that both boys and girls participate with equal enthusiasm, reflecting gender inclusiveness in the program.

In terms of personal growth, 85.43% of respondents indicated that even introverted students actively take part in activities, highlighting the program's role in engaging diverse learner personalities. Furthermore, 96.63% reported that students' sense of teamwork improves, and 91.26% agreed that Joyful Saturday helps boost students' self-confidence.

Overall, these results demonstrate that Joyful Saturday is not only effective in improving attendance but also in promoting equality, inclusiveness, teamwork, and self-confidence among students.

Table 4: Teacher Preparedness for joyful Saturday

Sr. No.	Statement	Frequency	Percentage (%)
21	**Have teachers been trained about joyful Saturday?**	**50**	**24.39%**
22	**Do teachers have the necessary guidelines for conducting activities?**	**136**	**66.34%**
23	**Do teachers feel confident in conducting the activity?**	**195**	**94.66%**
24	**There is cooperation among teachers on joyful Saturday?**	**196**	**95.14%**
25	**Do teachers feel an additional Part in organizing activities?**	**68**	**33.17%**

The data reflects mixed outcomes regarding teacher preparedness for Joyful Saturday. Only 24.39% of teachers reported receiving formal training, and just 66.34% confirmed that they had access to necessary guidelines. This indicates that while the program has been widely implemented, structured capacity-building and resource support for teachers remain limited. On the positive side, a large majority of teachers feel confident in conducting activities (94.66%) and acknowledged strong cooperation among colleagues on Joyful Saturday (95.14%). These findings suggest that despite gaps in training and guidelines, teachers are adapting well to the initiative through mutual collaboration and self-confidence.

However, 33.17% of teachers expressed that they experience an additional burden while organizing activities, pointing towards workload concerns. This highlights the need for more systematic training, resource support, and workload management to sustain the long-term success of the program.

Table 5: Teacher's opinion related challenges of joyful Saturday

Sr. No.	Statement	Frequency	Percentage (%)
26	**Felling short on time for joyful Saturday?**	**86**	**41.95%**

27	**The infrastructure (Ground, instruments) in the school is adequate?**	**122**	**59.51%**
28	**Do you have difficulty maintaining discipline during activities?**	**78**	**38.04%**
29	**Having trouble combining a joyful Saturday with regular curriculum?**	**95**	**46.34%**
30	**Is there financial support for activities?**	**100**	**48.78%**

The responses indicate that while Joyful Saturday is positively received, several challenges hinder its smooth execution. A significant portion of teachers (41.95%) reported shortage of time, and 46.34% mentioned difficulty in integrating Joyful Saturday with the regular curriculum. These findings suggest that balancing co-curricular activities with academic requirements remains a concern.

In terms of infrastructure, only 59.51% of teachers considered their school's facilities (such as playgrounds and instruments) to be adequate, pointing towards gaps in physical resources. Discipline management was also reported as a challenge by 38.04% of teachers, indicating that ensuring student order and engagement during activities requires additional effort. Financial constraints were another major limitation, with less than half of the respondents (48.78%) acknowledging financial support for activities. This implies that sustainability and expansion of Joyful Saturday may be affected unless consistent funding is ensured.

Overall, while the initiative is widely appreciated, addressing time, infrastructure, discipline, and financial issues is necessary for its long-term effectiveness.

Table 6: Teacher's opinion on outcome and Impact of joyful Saturday

Sr. No.	Statement	Frequency	Percentage (%)
31	**After Joyful Saturday, academic interest increases among students.**	**169**	**82.03%**
32	**There is an improvement in the physical health of students.**	**178**	**86.40%**
33	**Creativity increases in students.**	**193**	**93.68%**
34	**Joyful Saturday proves to be a stress reliever for students.**	**186**	**90.29%**
35	**Joyful Saturday makes the school's academic environment positive.**	**192**	**93.20%**

The findings reveal that Joyful Saturday has a strong positive impact on students' academic, physical, and emotional development. A large proportion of teachers (82.03%) agreed that students show increased academic interest after participating in the program. Similarly, 86.40% observed improvements in students' physical health, highlighting the value of activity-based engagement. Creativity emerged as one of the most enhanced outcomes, with 93.68% of respondents stating that Joyful Saturday

stimulates creative expression among students. Furthermore, 90.29% of teachers recognized the program as a stress reliever, suggesting that it contributes to students' emotional well-being. Finally, 93.20% reported that the initiative creates a positive academic environment in schools, demonstrating its overall effectiveness in promoting a joyful and motivating culture of learning. Overall, the data indicates that Joyful Saturday not only enriches academic and creative abilities but also enhances health, reduces stress, and fosters a constructive school atmosphere.

Finding and Discussion:

The study found that 98.53% school celebrated joyful Saturday. 85.36% teachers confirmed that a schedule is prepared for joyful Saturday. The study found that 72.19% of teachers agreed that sufficient resources are available for conducting activities. 87.80% of teachers stated that there is equal participation of students across classes. 77.07% project-based activities organized. 71.84% of teachers observed that student attendance is higher on Joyful Saturday compared to regular days. The participation of introvert students in activities 85.43% observed. The program enhances teamwork 96.63% and builds self-confidence 91.26% among students. Only limited number of teachers has received training about joyful Saturday. 33.17% teachers feel an additional workload on joyful Saturday.41.95% teachers feel shortage of time on joyful Saturday. Only 59.51% of teachers felt infrastructure facilities were adequate. 38.04% teachers faced issue in maintaining discipline during activities. 46.34% teachers faced difficulty in balancing activities with regular curriculum. 48.78% teachers agree financial support for activities. 82.03% teachers observed that academic interest increases among students. 93.68% of respondents stating that Creativity increases in students. 90.29% of teachers recognized the program as a stress reliever for students

The study reveals that Joyful Saturday has been successfully implemented in most schools, aligning with NEP-2020's recommendation of "Bag-less days" to promote activity-based learning. Teachers reported systematic organization through event planning and classroom-specific activities, showing that the program is well-integrated at the school level. The range of activities—yoga, sports, music, games, art, and drama—demonstrates that schools are addressing students' physical, creative, and emotional development. These findings are consistent with NEP-2020's emphasis on holistic education. However, fewer schools conduct social service or project-based learning, indicating a need to strengthen community engagement and experiential learning. Student participation was reported to be highly inclusive. Both boys and girls participated equally, and even introvert students became involved. The program has helped improve teamwork, confidence, and attendance, showing that it supports students' social and emotional learning in addition to academics. Teacher preparedness emerged as a challenge. Only a minority received training or guidelines, which contrasts with NEP-2020's call for continuous professional development. Despite this, most teachers expressed confidence and strong cooperation, reflecting adaptability and commitment. Some challenges persist, including limited time, inadequate infrastructure,

financial constraints, and difficulties balancing activities with the formal curriculum. These constraints risk adding pressure to teachers rather than serving as enrichment.

Nevertheless, the outcomes are largely positive. Teachers observed improvements in academic interest, health, creativity, and stress relief, while also noting a more positive school atmosphere. Thus, Joyful Saturday contributes significantly to the holistic vision of NEP-2020 but requires better training, resources, and policy support for sustainability.

Conclusion:

The study aimed to explore teachers' opinions on the implementation of Joyful Saturday – 10 Bag-less Days in schools. The majority of teachers reported that Joyful Saturday is celebrated in their schools. On a positive note, most teachers stated that there is equal participation of students across classes, which reflects inclusiveness in implementation. However, one-third of the teachers mentioned that sufficient resources were not available for conducting activities, and a smaller number reported receiving training. Similarly, one-third expressed that they experienced an additional burden while organizing activities, indicating workload concerns. NEP-2020 emphasizes activity-based, inclusive, and skill-oriented learning. The findings of this study show that in most schools, arts, crafts, music, yoga, sports, games, and project-based activities are organized on Joyful Saturday. The policy also stresses student well-being, engagement, and reducing physical load. In this regard, the study revealed improvements in students' academic interest, physical health, creativity, and the overall school environment. Thus, Joyful Saturday contributes significantly to the holistic vision of NEP-2020 but requires better teacher training, adequate resources, and policy support for smooth implementation. It emerges as a meaningful reform that blends learning with joy, creativity, and holistic growth, and its strengthening will further help realize the vision of NEP-2020 in schools.

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