

The National Education Policy's Position on Physical Education Teachers

Mr. Atharva Sambhaji Bhonsale¹ and Dr. Raju M. Raut²

M.P.Ed., UGC-NET, Savitribai Phule Pune University, Pune, Maharashtra¹

Associate Professor, Jyotiba College of Physical Education, Nagpur, Maharashtra²

Abstract: *Teachers of physical education (PE) are essential in the implementation and development of educational policies, especially in the larger framework of national education standards. The purpose of this research is to examine and assess the many functions that physical education professionals play throughout the range of national education policy. A thorough analysis of literature, policy documents, and educational frameworks will be carried out using a qualitative research technique in order to clarify the relationship between the objectives stated in national education policies and the duties of physical education teachers. In order to maximize PE teachers' roles and contributions to the accomplishment of comprehensive educational goals, the research seeks to shed light on the dynamic link between PE teachers and national education policy. It is hoped that the results of this study project will provide insightful advice to stakeholders, educators, and legislators who are involved in determining the direction of education in the future, thereby promoting a more productive and welcoming learning environment.*

Keywords: Teachers of physical education

I. INTRODUCTION

National Education Policy:

India's National Education Policy (NEP) 2020, which embodies a comprehensive and visionary framework intended to overhaul the nation's learning ecology, represents a turning point in the country's educational landscape. This strategy, which was intended to transform education at its core, has evolved into a strategic framework that will influence how education is delivered in India going forward.

By focusing on fundamental improvements across many educational tiers, including early childhood care, school education, higher education, and vocational training, NEP 2020 marks a dramatic break from the previous approach. It lays a strong emphasis on encouraging a flexible, multidisciplinary, and holistic approach to education in an effort to provide students the 21st-century skills they need to navigate a constantly changing global environment.

Early childhood education is a key component of this program, as it is acknowledged to play a crucial role in influencing a child's cognitive, emotional, and social development. Furthermore, NEP 2020 establishes a strong framework for an adaptable and multifaceted curriculum that encourages interdisciplinary studies and the application of knowledge rather than memorization.

Consistent with the rapidly emerging technological landscape, the NEP recognizes the importance of utilizing technology in education and promotes its incorporation at different educational levels to improve accessibility, inclusiveness, and the calibre of learning opportunities.

In addition, NEP 2020 introduces reforms to support research and innovation as well as a more globally competitive academic environment in an effort to revive higher education. The strategy emphasizes flexibility in course structures, encourages multidisciplinary study, and makes it easier for dynamic, independent educational institutions to emerge, with the goal of bringing about a paradigm shift in the higher education sector.

All things considered, the National Education Policy (NEP) 2020 lays forward a bold and revolutionary agenda with the goal of revitalizing the Indian educational system. The goals of the policy must be realized through the combined efforts of stakeholders from all sectors, opening the door for an educational framework that is more dynamic, inclusive, and prepared for the future.

NEP with respect to Physical Education:

The National Education Policy (NEP) 2020 addresses several important aspects of learning and development, which represents a substantial change in India's educational landscape. NEP 2020, which emphasizes a complete approach to education, highlights the critical role that physical education (PE) plays in fostering students' overall development. It acknowledges that physical education (PE) benefits students' social skills, emotional stability, and cognitive growth in addition to their physical fitness.

The policy recognizes the value of including sports and physical education in the curriculum at all educational levels. In order to promote a well-rounded educational experience, it seeks to give pupils plenty of opportunity to participate in sports, games, and physical activity. NEP 2020 aims to develop state-of-the-art sports facilities that foster an inclusive and dynamic culture.

The policy also emphasizes the necessity of having certified and experienced physical education instructors who can successfully convey information and skills. It emphasizes the value of professional development courses to improve the skills of physical education teachers and allow them to make a significant difference in the physical and mental health of their pupils.

NEP 2020 also promotes the use of technology in physical education, utilizing developments to improve learning opportunities and effectively track student progress. It also seeks to establish collaborations with neighbourhood associations and sports teams to provide students with opportunities to experience a variety of sports and physical activities.

To sum up, the National Education Policy 2020 is a comprehensive vision that acknowledges the vital role that physical education plays in creating a learning environment that is holistic. NEP 2020 intends to develop healthy, well-rounded persons with not just academic prowess but also physical fitness and socio-emotional abilities by including physical activities into the educational framework, hence generating a brighter future for India's education system.

Within the framework of the New Education Policy (NEP), physical education teachers are highly valued because they are essential in creating comprehensive learning experiences for pupils. This is why their function is so important:

Advocating for Holistic Development: Emotional, mental, and physical health: Teachers of physical education play a crucial role in supporting students' mental and emotional health in addition to their physical health. They assist with the implementation of activities that support the holistic development of a student's social, emotional, cognitive, and physical abilities.

Reaching the Whole Goals of NEP: Congruence with NEP Goals: The significance of comprehensive education is emphasized by the NEP. By implementing activities that promote students' cognitive growth, emotional resilience, teamwork, leadership, and physical fitness, physical education teachers help to achieve these aims.

Putting Active Learning into Practice: Practical Experiences: These instructors guarantee that students are physically involved in the learning process by promoting active learning through real-world situations. This active engagement supports NEP's emphasis on experiential learning by facilitating improved understanding and retention of topics.

Assisting with Inclusive Education: Taking Into Account Diverse Needs: Teachers of physical education have a critical role in fostering inclusive learning settings where students from a variety of backgrounds, skills, and interests are made to feel included and welcome. Their role goes beyond sports, focusing on adapting activities to suit individual needs, fostering a sense of belonging for all students.

Developing Life Skills: Leadership and Collaboration: These educators, who support NEP's emphasis on building 21st-century skills, inculcate important life skills like cooperation, leadership, communication, and problem-solving through team sports and group activities.

Promoting Fitness and Health: Encouraging Healthy Lives: Physical education teachers promote and teach pupils about the value of regular physical activity and a healthy lifestyle in light of growing concerns about sedentary lives, obesity, and health difficulties among young people.

Training and Professional Development: On-going Education: In order to effectively meet the different needs of their students, these educators need to continue their professional development. They should stay current on health sciences, sports psychology, inclusive teaching techniques, and modern teaching methodologies.

To put it another way, physical education instructors support the NEP's holistic education objective by acting as catalysts in the development of well-rounded people. Beyond athletics and physical exercise, they play a vital part in

kids' total development by fostering their physical, emotional, social, and cognitive needs. This results in a more thorough and enriching educational experience.

Acknowledgment of Physical Education in Holistic Development:

According to the National Education Policy (NEP) 2020, physical education is a crucial element that is required to support students' holistic development. Physical education has several benefits that extend to other aspects of students' wellbeing and are directly related to the more general objectives stated in the NEP.

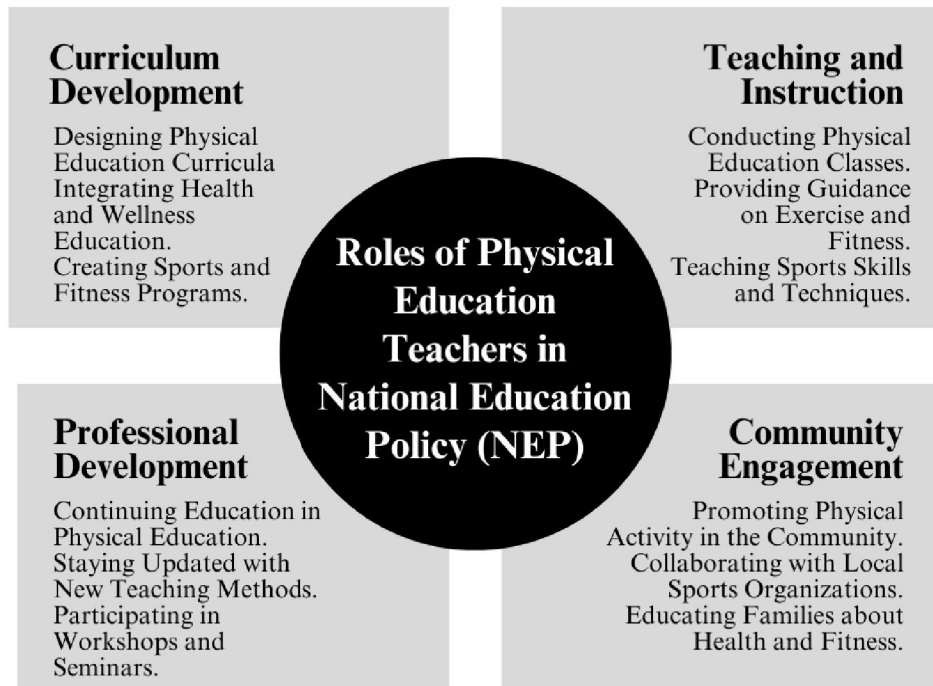
Cognitive Development: Learning through physical education has a major positive impact on cognitive development. Studies show that academic achievement and physical activity are positively correlated. Physical activity improves executive function, attention, memory, and other cognitive processes, which help students, do better academically. The NEP recognizes this connection and places a strong emphasis on incorporating physical activities to enhance kids' overall cognitive development.

Physical Well-Being: The enhancement of physical health is one of the most noticeable features. Frequent engagement in physical education programs or events improves flexibility, strengthens muscles, lowers body fat, and improves cardiovascular health. In line with the objective of developing healthy people, the NEP acknowledges the significance of encouraging physical fitness in students as a means of addressing growing worries about sedentary behaviour and health problems.

Mental and Emotional Health: In addition, physical education is essential for fostering mental and emotional health. Physical activity causes endorphins to be released, which lowers stress and anxiety levels. It helps pupils develop resilience, self-worth, and emotional control. The NEP acknowledges the importance of physical education while attempting to establish a setting that is supportive of addressing kids' mental health needs.

Social Development: Collaboration, teamwork, and social contact are common in physical education programs. Engaging in group activities or sports teaches students critical social skills like leadership, collaboration, communication, and handling conflict. These experiences support holistic social development and are consistent with the goal of the NEP, which is to generate well-rounded people who can function in a variety of social contexts.

Physical Education's Role in NEP's More General Objectives:



According to the NEP, rote learning will give way to holistic education. By acknowledging the necessity for a well-rounded educational experience that addresses students' physical, mental, and emotional elements in addition to academic learning, physical education's inclusion is in line with this purpose.

NEP places a strong emphasis on the significance of both physical and mental well-being as essential elements of education. The NEP's emphasis on holistic well-being and physical education's role in encouraging healthy lifestyles and addressing mental health issues are complementary.

The NEP essentially highlights physical education's role as a cornerstone in fostering holistic development by recognizing its numerous advantages for social, emotional, physical, and cognitive well-being. Its inclusion is in line with the overarching objectives of advancing a comprehensive educational system that attends to students' overall development and well-being in addition to their scholastic performance.

II. CONCLUSION

Teachers are essential to the implementation of comprehensive education, which includes physical education, according to the National Education Policy (NEP). Through physical education activities, they nurture kids' physical and emotional well-being, which is just as important to their entire development as academics.

The proper integration of physical education within the NEP depends on the symbiotic relationship between competent teachers and the program. Through physical education, teachers facilitate the instillation of values, skills, and healthy habits in their students, so promoting their holistic growth.

Encouraging and aiding educators is essential to the effective implementation of integrated learning in the NEP. This support include giving educators the tools, recognition, and training they need to successfully incorporate physical education into the curriculum and advance the general wellbeing of their pupils.

REFERENCES

- [1]. Aithal, P. S., &Aithal, S. (2019). Analysis of higher education in Indian National education policy proposal 2019 and its implementation challenges. *International Journal of Applied Engineering and Management Letters (IJAEML)*, 3(2), 1-35.
- [2]. Aithal, P. S., &Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its objectives. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), 19-41.
- [3]. Colclough, C., & De, A. (2010). The impact of aid on education policy in India. *International Journal of Educational Development*, 30(5), 497-507.
- [4]. Kalyanpur, M. (2008). Equality, quality and quantity: challenges in inclusive education policy and service provision in India. *International Journal of Inclusive Education*, 12(3), 243-262.
- [5]. Kumar, K., Prakash, A., & Singh, K. (2021). How National Education Policy 2020 can be a lodestar to transform future generation in India. *Journal of Public affairs*, 21(3), e2500.
- [6]. Sallis, J. F., Bull, F., Guthold, R., Heath, G. W., Inoue, S., Kelly, P., ...&Hallal, P. C. (2016). Progress in physical activity over the Olympic quadrennium. *The lancet*, 388(10051), 1325-1336.
- [7]. Siedentop, D., & Van der Mars, H. (2022). Introduction to physical education, fitness, and sport. *Human kinetics*.