

National Education Policy: 2020 and the New Approaches of Physical Education Teacher

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Abstract: *In order to realize one's full potential, create a just and equitable society, and advance national development, education is essential. As part of the 2030 Agenda for Sustainable Development, which India adopted in 2015, the global education development agenda is represented in Goal 4 (SDG4), which aims to "ensure inclusive and equitable quality education and promote lifelong learning." by 2030, "opportunities for all." Sport is becoming a significant factor in a nation's socioeconomic development, and physical education is an essential component of the entire educational process. This study aims to provide a thorough examination of NEP2020 from the standpoint of sports and physical education. Lastly, some recommendations are made for its successful application in the fields of sports and physical education.*

Keywords: Physical Education, Sports

I. INTRODUCTION

Ultimately, a few recommendations are made for how best to apply it in the context of sports and physical education. In order to realize one's full potential, create a just and equitable society, and advance national development, education is essential. The key to India's continued rise and leadership in the world in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation is to ensure that everyone has access to high-quality physical education and sports. For the benefit of each person, society, the nation, and the entire world, the best course of action for utilizing and developing our nation's abundant talent and resources is universal access to high-quality physical education and sports. Over the next ten years, India will have the largest youth population in the world; the future of our nation will depend on our capacity to offer them opportunities for a top-notch physical education and sports.

“Physical education, an integral part of the total education process, is a field of endeavour that has its aim the improvement of human performance through the medium of physical activities that have been selected with a view to realizing this outcome” (Charles ABucher). The goal of physical education is to help students become more physically competent, aware of movement and safety, and able to use these skills to participate in a variety of activities related to leading an active and healthy lifestyle. Sports have a significant impact on our lives. Without sports, education isn't complete. Playing sports keeps us mentally and socially connected as well as physically active.

The first education policy of the twenty-first century, National Education Policy 2020 seeks to address the numerous, expanding developmental imperatives facing our nation. The National Policy on Education, 1986 is being replaced by the new policy. This policy calls for a complete overhaul and revision of the educational system, including sports and physical education. This policy promotes play and sports as a means of holistic education. This article discusses the recent changes to the Indian government's education policy, paying particular attention to the expansion of physical education and sports.

Previous Policies

The current educational environment is not primarily what India's independence brought about in a methodical manner. It contains all the components of the hangover from the old Indian educational system, which spanned roughly 200 years from the Medieval-Mughal era to the colonial period. Many iterations of education policies have been formulated in independent India; some have shaped the entire education system, while others have focused on specific educational fields. The Government of India began a concerted effort to shape modern education in India with the creation of the University Education Commission in 1948. After a lengthy journey, we eventually arrived at the National Education

Policy 2020. Before that, there was the Secondary Education Commission (1952), Indian Education Commission (1964–1966), National Educational Policy of 1968, Draft National Policy on Education (1979), and National Policy on Education (1986).

With the largest youth population in the world and the long-awaited goal of making India the global leader (Viswaguru) in terms of economic growth and knowledge power, universal access to high-quality education is crucial to maximizing our nation's abundant talent and resources for the benefit of each individual, society, the nation as a whole, and the world at large. NEP 2020's necessity must be considered in the context mentioned above.

The Vision of this Policy

By offering high-quality education to everyone and establishing India as a global knowledge superpower, this National Education Policy envisions an education system rooted in Indian ethos that directly contributes to transforming India, or Bharat, into an equitable and vibrant knowledge society over time. According to the Policy, our schools' curricula and pedagogy must instil in pupils a strong feeling of respect for the Constitutional values and Fundamental Duties, a sense of national identity, and an understanding of their roles and responsibilities in a world that is constantly changing. The Policy's objective is to cultivate within the learners a profound sense of pride in their Indian identity, encompassing not just their thoughts, but also their spirit, intellect, and actions. Additionally, it aims to foster the acquisition of knowledge, skills, values, and attitudes that promote a responsible dedication to human rights, sustainable development, and overall global welfare. In doing so, it aspires to shape individuals who embody the essence of a truly global citizen.

Physical Teacher Education

Teacher training plays a crucial role in cultivating a group of educators who will have a profound impact on the future generation. The process of preparing teachers involves incorporating various perspectives and knowledge from multiple disciplines, fostering the development of attitudes and values, and honing practical skills under the guidance of experienced mentors. It is essential for teachers to have a strong foundation in Indian values, languages, knowledge, ethos, and traditions, including those of tribal communities, while also staying well-informed about the latest advancements in education and pedagogy.

As per the findings of the Justice J. S. Verma Commission (2012) established by the Supreme Court, a significant number of independent teacher education institutions, exceeding 10,000 in count, are not making genuine efforts towards providing quality teacher education. Instead, they are primarily focused on selling degrees in exchange for monetary gains. It is imperative to take immediate and transformative measures to rejuvenate the system, enhance standards, and reinstate the integrity, credibility, effectiveness, and excellence of the teacher education system.

All teacher training programs should be carried out within comprehensive interdisciplinary institutions. In order to achieve this objective, all interdisciplinary universities and colleges will strive to establish education departments that will also offer B.P.Ed. programs in partnership with other departments including psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, education, science, and mathematics.

By the year 2030, the 4-year integrated B.P.Ed. program offered by multidisciplinary higher education institutions will become the minimum degree requirement for individuals aspiring to become school teachers. This comprehensive program will provide students with a dual-major holistic Bachelor's degree in Physical Education, as well as a specialized subjects such as language, history, music, mathematics, computer science, chemistry, economics, art, education, and more. In addition to equipping future teachers with cutting-edge pedagogical techniques, the teacher education curriculum will also encompass a wide range of subjects including sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, as well as knowledge of India's values, ethos, art, and traditions. Higher education institutions that provide a 4-year integrated B.P.Ed. program may also administer a 2-year B.P.Ed. program for individuals who have already obtained a Bachelor's degree in a specific field. Additionally, a 1-year B.P.Ed. program may be available for candidates who hold a 4-year undergraduate degree in a specialized subject. Scholarships will be established to attract exceptional candidates to the 4-year, 2-year, and 1-year B.P.Ed. programs.

Higher education institutions that provide teacher education programs will guarantee the presence of a diverse group of education and related discipline experts, as well as experts in specialized subjects. Each higher education institution will

establish connections with both government and private schools to foster close collaboration. This collaboration will involve potential teachers engaging in student-teaching experiences, as well as participating in various activities like community service, adult education, and vocational education.

The promotion of technology platforms like SWAYAM/DIKSHA for online teacher training will be advocated, enabling the delivery of standardized training programs to a significant number of teachers in a brief period.

All universities with a multidisciplinary approach have received instructions to establish an Education Department and offer B.P.Ed. programs in partnership with various other departments including psychology, sociology, philosophy, neuroscience, languages, arts, music, history, literature, education, science, and mathematics.

Approach to Physical Education Teacher

By 2030, there will be a gradual shift in teacher education towards multidisciplinary colleges and universities, acknowledging the need for teachers to receive training in both high-quality content and pedagogy. As these institutions transition towards a multidisciplinary approach, they will also strive to establish exceptional education departments that provide B.P.Ed., M.P.Ed., and Ph.D. degrees in physical education.

By the year 2030, the minimum requirement for individuals pursuing a career in teaching will be a 4-year integrated B.P.Ed. degree. This comprehensive program will cover a wide range of knowledge content and pedagogy, and will also include extensive practical training through student-teaching at local schools. Additionally, there will be 2-year B.P.Ed. programs available for those who have already obtained a Bachelor's degree in a specialized subject. These programs will be offered by the same multidisciplinary institutions that provide the 4-year integrated B.P.Ed. degree. Furthermore, these B.P.Ed. programs can be adapted to a 1-year format and will be exclusively offered to individuals who have completed the equivalent of a 4-year multidisciplinary Bachelor's degree or have obtained a Master's degree in a specific field and aspire to become subject teachers in that area. It is important to note that all B.P.Ed. degrees will only be offered by accredited multidisciplinary higher education institutions that provide the 4-year integrated B.P.Ed. programs. Moreover, multidisciplinary higher education institutions that offer the 4-year in-class integrated B.P.Ed. program. These programs will cater to students in remote or hard-to-reach locations, as well as in-service teachers who aim to enhance their qualifications. These programs will have robust arrangements in place for mentoring and the practical training and student-teaching components of the program.

All B.P.Ed. programs will encompass instruction in both time-honoured and cutting-edge pedagogical techniques. This will include pedagogy related to foundational literacy and numeracy, multi-level teaching and assessment, teaching children with disabilities, teaching children with special interests or talents, utilization of educational technology, and learner-centred and collaborative learning. Additionally, all B.P.Ed. programs will provide extensive practical training through in-classroom teaching at local schools. Furthermore, these programs will prioritize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution, as well as other constitutional provisions, during the teaching of any subject or engagement in any activity. They will also effectively incorporate environmental awareness and promote sensitivity towards conservation and sustainable development, ensuring that environmental education becomes an integral component of school curricula.

Participating in physical activities from an early age holds great significance for the overall well-being of a child, encompassing both their mental and physical health. It is crucial to recognize the strong correlation between health and education. A well-rounded education plays a pivotal role in enhancing the health status of students. The NEP2020 emphasizes the importance of multidisciplinary and holistic education, which are fundamental principles. Holistic education is founded on the belief that individuals discover their identity, purpose, and meaning in life through their connections to the community, the natural world, and spiritual values such as compassion and peace. Its objective is to evoke within individuals an inherent reverence for life and a deep passion for learning. Language development, cognitive development, social-emotional development, and physical development are the key components of holistic development.

The NEP 2020 introduces the inclusion of sports at the school level and aims to effectively incorporate physical training to enhance the cognitive abilities of students. It also allows students to opt for physical education as a part of their curriculum, which in turn helps them gain knowledge about sports training, nutrition, fitness, and overall health. By integrating sports into education, students develop essential skills such as collaboration, self-initiative, teamwork, and

responsibility. Additionally, the NEP 2020 encourages the establishment of health clubs, yoga clubs, and sports clubs, promoting diverse activities within these clubs.

Health education holds utmost importance in schools and colleges. The NEP2020 emphasizes the integration of health education, fitness education, sports, sanitization, and hygiene into the educational curriculum. As a part of the education process, the NEP 2020 suggests incorporating training on preventive health measures. The NEP2020 aims to enhance the physical education department in higher education institutions and incorporate physical education as a subject in the syllabus. To promote physical and mental well-being, regular health checkups and health monitoring through health cards are proposed in schools. The implementation of NEP2020 is expected to potentially increase job opportunities in the field of physical education. Physical education has become an integral part of the education program in many CBSE schools due to its significant role in a student's overall development. While CBSE schools ensure the proper appointment of physical education teachers, aided and government schools often neglect this aspect. The NEP2020 fails to address the appointment of physical education teachers in aided schools and colleges. The qualification of a physical education teacher is crucial, but the new education policy lacks a clear definition of the required qualifications and quality standards. Some states, like Kerala, also face issues in appointing physical education teachers in schools and colleges, as evident from the recent budget presentation by the state government. Unfortunately, the government continues to overlook the importance of physical education teachers. Additionally, certain states in India fail to create vacancies for physical education teachers in aided and government schools. The year 2020 does not offer a solution to this problem, and the new education policy fails to mention the teacher-student ratio, which could have a negative impact on the physical education profession.

The graduate-level course in Physical Education, Sports, and Yoga encompasses a wide range of subjects, including the Foundation of Physical Education, Anatomy, Physiology, Kinesiology, Officiating & Coaching, Test & Measurement, Nutrition, Rehabilitation, Psychology, Sports Training, Sports Biomechanics, Methods of Teaching, History, Principles and Practices of Yoga, and the Application of Yoga. These subjects are designed to provide students with comprehensive knowledge and skills. Students pursuing courses in Physical Education, Sports, and Yoga are well-equipped to pursue careers as Physical and Yoga trainers, coaches, Sports and games officials, Referees, Umpires, Curators, Gym trainers, Lifeguards, Personal trainers, and Yoga therapists, among others. Throughout their education, students also develop the expertise necessary to establish their own businesses as entrepreneurs in the fields of Fitness, Sports, Yoga, Recreation, Rehabilitation, Adventure Sports, Camping, and Event Management. Additionally, graduates who are interested can further their studies and engage in research in the field of Physical Education, Sports, and Yoga. Improving the quality of professional training programs in physical education is a priority. It is essential to establish fitness centres in all educational institutions, including colleges and schools, to promote Olympic education and enhance sports awareness among students from elementary to secondary levels. Additionally, the establishment of specialized universities for physical education and sports is crucial. It is also recommended to make the publication of research papers mandatory during post-graduate courses in physical education and sports science.

II. CONCLUSION

The effectiveness of any policy relies on how it is implemented. The implementation process will require multiple initiatives and actions, which will need to be carried out by various organizations in a coordinated and systematic manner. Therefore, the implementation of this Policy will be led by different entities including MHRD, CABE, Union and State Governments, education-related Ministries, State Departments of Education, Boards, NTA, the regulatory bodies of school and higher education, NCERT, SCERTs, schools, and HEIs. This will be done within specified timelines and with a plan for review, in order to ensure that the policy is implemented in its true spirit and intent. This will be achieved through careful planning and collaboration among all the organizations involved in the field of education.

Implementing a unified policy across an entire nation requires time and patience. We must be patient and wait for this process to unfold. In order to ensure its success, we need both determination and economic stability. The national educational policy in India should not be limited to mere words on paper, as has been the case in the past. It is crucial that all states adhere to this policy. In conclusion, this policy presents abundant potential, opportunities, and prospects for growth in the realm of physical education and sports.

The policies outlined in NEP2020 have proven to be advantageous for physical education as they contribute to the growth of sports in our nation and promote the universalization of education. Furthermore, these policies have led to the creation of job opportunities within the field of physical education. By prioritizing sports education, NEP2020 aids in enhancing the sports knowledge of children and fostering a healthier India. Additionally, NEP2020 also extends support to the families of sports individuals, encouraging their involvement in the sporting community.

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