

Differences in National Educational Policies and Challenges in the Field of Physical Education & Sports

Devendra Chandrasen Wankhade

Head & Professor, Dept. of Sports & Physical Education,
Dhanwate National College, Nagpur, Maharashtra, India

Abstract: *To promote and regulate education in India, the Government of India announced education policy from time to time, first NPE in 1968 by Prime Minister Indira Gandhi, second by Prime Minister Rajiv Gandhi in 1986 and third by Prime Minister Narendra Modi in 2020. Since the country's independence in 1947, the Indian government has sponsored various programs to address illiteracy problems in both rural and urban India. Maulana Abul Kalam Azad, India's first education minister, envisioned strong central government control over education across the country with a uniform education system. The central government set up the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), the University Grants Commission and the Kothari Commission (1964–66) to develop proposals for modernizing India's education system. The Government of India's first Prime Minister Jawaharlal Nehru adopted the Scientific Policy Resolution. The Nehru government sponsored the development of high-quality scientific educational institutions such as the Indian Institute of Technology. In 1961, the central government established the National Council of Educational Research and Training (NCERT) as an autonomous body that would advise the central and state governments on formulating and implementing educational policies.*

Keywords: NEP, Autonomous Universities, Credit System, Multiple Entry And Multiple Exit, GDP, Sports

I. INTRODUCTION

To promote and regulate education in India, the Government of India announced education policy from time to time, first NPE in 1968 by Prime Minister Indira Gandhi, second by Prime Minister Rajiv Gandhi in 1986 and third by Prime Minister Narendra Modi in 2020. Since the country's independence in 1947, the Indian government has sponsored various programs to address illiteracy problems in both rural and urban India. Maulana Abul Kalam Azad, India's first education minister, envisioned strong central government control over education across the country with a uniform education system. The central government set up the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), the University Grants Commission and the Kothari Commission (1964–66) to develop proposals for modernizing India's education system. The Government of India's first Prime Minister Jawaharlal Nehru adopted the Scientific Policy Resolution. The Nehru government sponsored the development of high-quality scientific educational institutions such as the Indian Institute of Technology. In 1961, the central government established the National Council of Educational Research and Training (NCERT) as an autonomous body that would advise the central and state governments on formulating and implementing educational policies.

Background: It is important to understand the background behind the overall national education policy.

National Education Policy, 1968: was based on the recommendations of the Kothari Commission and recommended issuing guidelines to the Central and State Governments and authorities for the implementation of the Kothari Commission.

Article- 45 provides for making education free and compulsory up to the age of 14, ensuring that a child enrolled in school should complete the course successfully.

Education opportunity for all: Every child in the country should get education irrespective of caste, religion, region or whatever. Special emphasis should be given to backward classes, minority boys, girls and physically challenged children to avail the facilities of education.

Uniform Educational Structure: To ensure uniform structure of education across the country, there should be 10+2+3 pattern from higher secondary to college level.

Expenditure: The NPE of 1968 also included an increase of six percent of national income in education expenditure. Better training and qualification of teachers, emphasis on development of Indian as well as foreign languages, periodic review of the progress of education in the country and setting guidelines for future development etc. were recommended.

Performance of National Education Policy 1968 – The 1968 policy or NEP-I was not very successful. Because a proper program of action was not introduced at that time, funds were scarce as India's economy was in shambles, and education was on the state list at that time, so the center had little say in how the states would implement the scheme. Despite this, the National Education Policy was somewhat successful. Inclusion of 10+2+3 system of education, trilingual formula, science and mathematics started getting more priority.

National Education Policy, 1986: This policy was issued when Rajiv Gandhi was the Prime Minister.

Earlier policy was named after special emphasis on elimination of disparities and equalization of educational opportunities. Providing equal educational opportunities to all, especially women, Scheduled Castes and Scheduled Tribes, decentralizing education and establishing district education and training institutions, providing adequate funding for education by increasing expenditure to 6% of GDP. It also recommends immediate implementation of 10+2+3 pattern of education across the country, restructuring of school curriculum, proper access to food and health, free and compulsory education till completion of primary education.

Higher education was to be expanded by opening open universities and distance learning institutes and such education system would be accorded equal status and recognition by UGC.

NPE 1986 recommended that institutions of national importance like UGC, NCERT, NIEPA, AICTE, ICAR, IMC etc. be empowered to shape the national education system and meet the emerging demands of the nation.

Innovative Aspects and Achievements of NEP-1986:

Chalk-fruit campaign, sports materials and toys, classrooms suitable for all seasons, primary science set boxes, National Curriculum, differentiation between graduation and job and manpower planning, establishment of Navodaya Vidyalayas.

The 1986 policy performed better than the 1968 policy. There were many reasons for this. Firstly, this policy came after the 42nd amendment in 1976. Due to this, the subject of education was transferred from the state to the Central government concurrent list. Secondly, the Center was now able to assume wider responsibilities and had launched many programs in line with this policy.

Outstanding government schemes like Sarva Shiksha Abhiyan, Mid-day Meal Scheme, Navodaya Vidyalayas (NVS), Kendriya Vidyalayas (KVS) and use of IT in education were launched under NEP of 1986.

The P.V. Narasimha Rao government amended the NEP of 1986 in 1992.

Provisions were made for NGOs to come forward in this field to open new special schools and provide vocational training to students.

Provision was made to open at least one open university in each state and IGNOU had to provide technical support and Distance Education Council to regulate them.

All India Common Entrance Examinations were the basis for admission to all professional and technical programs in the country.

Sports and other physical activities were emphasized. Instructions were given to motivate students to participate in NCC and NSS.

National Education Policy, 2020:

The Union Cabinet has approved the New National Education Policy (NEP), 2020 which aims to introduce several changes in the Indian education system - from school to college level. NEP 2020 aims to make India a global knowledge superpower. The Cabinet has also approved the renaming of the Ministry of Human Resource Development as the Ministry of Education.

The salient features of the policy are as follows

School Education: To universalize education from pre-school to secondary level with 100% Gross Enrollment Ratio (GER) in schooling by 2030. Mainstreaming 2 crore out-of-school children through open school system.

The present 10+2 system will be replaced by a new 5+3+3+4 curriculum structure for 3-8, 8-11, 11-14 and 14-18 years respectively. It will bring under the unopened school curriculum for 3-6 year olds, 10th and 12th board exams will be simplified and all students will be required to take the exam twice a year and vocational education will start from class 6 with internship.

Teaching in mother tongue/regional language up to at least class 5. No language will be imposed on the student. Assessment improvements with 360-degree holistic progress cards,

NCFTE will formulate a new and comprehensive National Curriculum Framework for Teacher Education by 2021, with a 4-year integrated B.Ed degree as the minimum degree qualification for teaching by 2030.

Higher Education: Gross enrollment ratio in higher education to be increased to 50% by 2035. Also, 5 crore seats will be added in higher education.

Holistic undergraduate education can be of 3 or 4 years duration with flexible curriculum and multiple exit options and appropriate certification.

M.Phil courses will be discontinued and all courses at undergraduate, postgraduate and PhD level will now be interdisciplinary.

Multidisciplinary Education and Research Universities (MERUs), along with IITs, IIMs, will be established as models of best world class multidisciplinary education in the country.

The National Research Foundation will be created as an apex body to foster a strong research culture and build research capacity in higher education.

Higher Education Commission of India (HECI) will be established as a single umbrella for all higher education except medical and legal education. Also, HECI will have four separate components namely,

1. National Higher Education Regulatory Council (NHERC), for regulation,
2. General Education Council (GEC) for standard-setting,
3. Higher Education Grants Council (HEGC), for funding,
4. National Accreditation Council (NAC), to get accreditation.

Affiliations of colleges are to be phased out over 15 years, over time, each college is expected to evolve as either an autonomous degree-granting college or a constituent college of the university.

It also aims to increase public investment in education sector to reach 6% of GDP at the earliest.

National Education Policy 2020 and Challenges in Physical Education and Sports Sector:

Above we have seen the salient features of all the three national education policies, now the new policy sets out to change the current pattern of college education till 2030. Now universities and affiliated colleges or some autonomous universities are functioning all over the country. Each college is a separate unit. Therefore, appointments of Principal, Physical Education teacher, Librarian or subject teacher are made in every college. So it is more convenient for the students of that college to interact with the teachers, take their guidance, and control the performance of those students.

So overall, more or less sports facilities are now available in every college. While the earlier policies emphasized on sports and other physical activities the present policy gives priority to agriculture, law, engineering, medical education. But sports and physical education are not mentioned anywhere.

Under the new policy affiliation of colleges will be phased out over 15 years and a phased mechanism will be set up to give degrees of autonomy to colleges. Over time, each college is expected to develop into either an autonomous degree-granting college or a constituent college of the university. But it was expected that there should be clarity about how this subject will be included in the creation of physical education and sports facilities, appointment of teachers and coaches, organization of competitions, credit system.

There is no word yet on how physical education and sports will be implemented or what programs will be in place to enhance the physical capacity of students when many colleges will be clustered under the new scheme.

Even now many universities lack sports facilities, if in future every college emerges as a university, are all the facilities going to be created there? When all the institutes become autonomous and government subsidies stop, will the institutes finance the construction of sports facilities? All these questions remain unanswered.

Each college will become autonomous, meaning that each institution will form separate sports teams. If lakhs of institutes will be formed in the country as a whole, will it be possible to have their zonal or pan-India inter-university competition? Will the competition certificate have any value in case of competition? All these questions are about planning and organizing sports events, facilities, participation. Attending to quality and certification.

The second question is that according to the new policy, the credit system will be developed by creating a system for taking major & minor subjects. Will the subject of sports or physical education be included in the main subject along with other subjects? This important question is standing in front of us.

II. CONCLUSION

The National Education Policy calls for 100% Gross Enrollment Ratio (GER) in school education by 2030, simplifying 10th and 12th board exams, requiring all students to take the exam twice. Assessment reform with 360-degree holistic progress card at school level, uniform credit system, four choice of years of degree, multiple entry and multiple exit are positive changes at the college level, but lack clarity in many places. Mainly the compulsory education in the previous policy is no longer mentioned anywhere, nor is there any provision for increased expenditure on education. In many places it only exists now. It is seen that the names of existing institutions have been changed.

There is no mention of physical education and sports in higher education and the problems that will arise in the field of physical education and sports are faced by de-affiliating colleges, giving autonomy to colleges, developing colleges as universities and developing a credit system by creating a system of taking major & minor subjects. A great appeal to do is seen to be created in front of us.

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