

SPORTS AND PHYSICAL EDUCATION IN NAAC AND NEP-2020

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Abstract

The main function of the National Assessment and Accreditation Council (NAAC), an autonomous body funded by the University Grants Commission (UGC), is to assess and accredits Higher Education Institutions (HEI) in India. NAAC was created considering the widespread concern on the quality and relevance of higher education. Thus, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA 1992) spelt out strategic plans for the policies, advocated the establishment of an independent national accreditation agency. Thus, NAAC was established to assess and accredit the Higher Education Institutions based on their performance. The assessment and accreditation process of performance evaluation is objective in nature. Therefore, the HEIs irrespective of the location get proper recognition for their performance. The entire process of NAAC accreditation proves that “work speaks rather an individual”.

Sports are considered an extra-curricular activity in schools and activities either happen once or twice a week or after academic hours. What we are all failing to understand is that the basis of sports education starts in school. Such a curriculum is designed to impart physical education programmes at the upper elementary, middle and high school level. This sports curriculum is not robbing any child from holistic education. It only aims to provide children and youth with authentic sports experience. This education complements training of a candidate as it develops the overall personality of the students. A good sportsman is the one who learns to obey the rules of the game.

Introduction

India is growing rapidly as a global super-power. To face the challenges of the century and to keep up with the pace of the world, maintaining health is of prime importance. Giving thrust to healthy society, Physical Education, Sports and Yoga are of great significance in today's world. The Government of India insists on Physical Fitness, Mental Health and Overall Development of Personality for every citizen. In these lines, the Government has launched Fit India Movement, Khelo India, TOPS and National Sports Day, International Day of Yoga etc. These initiatives have given impetus and awareness among general public, professional and academicians. However, creating efficient and skilled human resource in the field of Physical Education, Sports and Yoga is identified as the need of the hour. The similar focus has also be given in the NEP 2020.

New Education Policy (NEP)-2020

New Education Policy (NEP)-2020 gives special attention to sports-integrated learning for students to adopt fitness as a lifelong attitude as envisaged in the Fit India Movement. It is good news for schoolgoing sports enthusiasts. As part of the National Education Policy (NEP) 2020 implementation, sports education will soon be made part of school curriculum. NEP 2020 aims to bring out a system of holistic education. Currently, sports are considered an extra-curricular activity in schools and activities either happen once or twice a week or after academic hours. What we are all failing to understand is that the basis of sports education starts in school. Such a curriculum is designed to impart physical education programmes at the upper elementary, middle and high school level. This sports curriculum is not robbing any child from holistic education. It only aims to provide children and youth with authentic sports experience. This education complements training of a candidate as it develops the overall personality of the students. A good sportsman is the one who learns to obey the rules of the game. Sports inculcate qualities like leadership, discipline, sharing, team work, honesty, team spirit, tolerance and many more among the students. Most schools are aware that education is not just

academics, but extends to a holistic development of a child, and sports plays a vital role in it. Formal sports curriculum is need of the hour Schools in India are beginning to realise the importance of sports in the overall development of children, and how vital it is to encourage them to take up some or the other sport. The growing awareness of how sports contribute to the growth of children in terms of life skills, has led parents and school authorities to encourage children to take up sports, whereas previously the focus was entirely on academics.

The realization that sports help in the development of team work, trust, sharing responsibilities and working together towards a common goal has led to a spurt in the sports activities in schools. If schools do not embed this as a part of the formal curriculum, no student will ever take sport education seriously. What is wrong in grading it if it leads to more and more students be interested in sports and physical activities. By adding sports into the formal school curriculum, we are also in a way ensuring that the school equips itself to offer other outlets to students who may not be interested in pursuing higher education. The sports curriculum if designed well could make access to universities easier for students who are good at sports.

National Assessment and Accreditation Council (NAAC)

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Research and Innovations under NEP 2020

NEP has covered many aspects. Of those, the author would like focus on the research and innovations covered under NEP. to address 'lack of research at most universities and colleges, and transparent and competitive peer-reviewed research funding across disciplines' the NEP brings significant focus on the multidisciplinary approach to education and as well as in physical education and sports. It provides greater leverage and academic freedom to researchers in higher institutions at different levels of research, including Masters and PhD. These institutions would work to build strong educational communities, providing teachers and researchers the freedom to choose across all disciplines and fields.

This is a very significant step considering the existing system which restricted choices both for the researchers and faculty and forced them to work in a closed-centric academic space.

The National Education Policy 2020 envisions a new entity called the 'National Research Foundation'. The objective of this body is to promote and expand research and innovation along with funding and seeding research in universities and colleges across the country. Furthermore, the NEP also talks about developing active research communities across disciplines including physical education and sports to increase resource efficiency, both material and human.

This National Research Foundation (NRF) is established by an Act of Parliament, providing it greater credibility and legal authority to promote research within the country. The institution would be given an annual grant of Rs 20,000 crores, which is approximately 0.1 per cent of the GDP and is expected to be increased progressively over the years considering the level of development in research.

Thus, NEP brings in ambitious changes that could transform the education system, with the help of good implementation and execution.

NAAC: Criterion 3 -Research and Innovations

NAAC Criterion III seeks information on the policies, practices and achievements of the institution, with reference to research, innovation and outreach. It deals with the facilities provided and efforts made by the institution to promote 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society as well as Institution. In NAAC- SSR research and innovations is mentioned under criterion 3. The major difference between expectations seen under NEP 2020 and criterion 3 is about the approach. NEP 2020 has given institutionalized approach however SSR Criterion 3 has emphasized an individual faculty approach towards research and innovations. NEP 2020 speaks about strengthening the institutes for research and innovations, while SSR Criterion 3 speaks about strengthening about the faculty. Conducting research projects is as difficult and important as framing its proposal. Faculty members from whom research is expected are required to be trained. NEP 2020 has covered the training part throughout from framing research proposal while in criterion 3 points are awarded if research projects have been received by a faculty member as also for organizing a research methodology workshop/event marks/points are awarded. Thus, in this, the aim of both NEP 2020 and SSR Criterion 3 seem to be similar. However, the approach is different.

*With Reference to details mentioned in the National Education Policy, from page no 38, Point No 11.10 regarding to have the flexibility to offer different designs of Master's programmes. It should also be a part of physical education that There may be a 2-year programme with the second year devoted entirely to research for those who have completed the 2-year Bachelor 's programme (BPED 2 yr).

*With Reference details mentioned in the NEP-2020, page no 38, Point No 11.10 regarding to have the flexibility to offer different designs of Master's programmes, In relation to similar context a Certification of Post Graduate Diploma in Physical Education after one year may be awarded to those students, which are unable to complete two year master degree programme due to numbers of reason. But that students should earned 10 additional credits which should be completely based upon skill oriented.

*With Reference to details mentioned in the National Education Policy, (Sub heading- Teacher Education) from page no 57, Point No 15.5 regarding The 4-year integrated B.Ed./ BPED offered by such multidisciplinary HEIs

The 4-year integrated B.P.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. In regards to similar context 4-year integrated B.P.Ed. programme should be started in each and every teacher education institution whose aims to produce quality level physical education teachers.

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