



NATIONAL ASSOCIATION OF PHYSICAL EDUCATION & SPORTS

Regd. No. Mah/ 2543 of August 1990

Web. www.napesindia.org

National Webinar

September 15-18, 2020

On

National Education Policy 2020: Review and Research
Place and Scope of Physical Education & Sports

REPORT
(Part I)

In collaboration with



Shree Hanuman Vyayam Prasarak Mandal, Amravati (Maharashtra),
Degree College of Physical Education, Amravati
(Autonomous with NAAC 'A' Grade College)

&



SPORTS FOR ALL

TAFISA Regional Centre for Traditional Sports & Games, Amravati

Introduction:

National Education Policy 2020 has been recently declared by the Ministry of Education Govt. of India New Delhi. This Policy will have its implementation throughout India and all States and UTs will form their policies and programs as per the guide lines of National Policy. A glance at the Policy reveals that there would be possibility of significant changes in the existing education system. Structure and formation of statutory educational authorities at Central and States will experience changes, earlier pattern of 10+2+3+2 of education will be transformed into 5+3+3+4+ 3+2 or 4+1 pattern. Education being a State subject, the States will have freedom to maintain their cultural, social and spiritual identity within the national policy framework.

Mission of the Webinar: To study and review the National Education Policy document in the context of specific provisions of sports and physical education at different stages of education, whether those provisions are adequately spelled out and the scope the provisions provide to run the sports and physical education program in educational institutions. Is there any indication in the form of guiding principles about academics, administration and infrastructure development required to run smoothly program of sport coaching and physical education in educational institutions? The experts in the Webinar would make presentation of their observations and critical study of the document keeping spirit of the mission. The output of the Webinar would be compiled and submitted to the government authorities in the form of memorandum for their consideration.

Theme: National Education Policy 2020: Review and Research

Sub Theme: Place and Scope of Physical Education & Sports.

Academics of Webinar:

- | | | |
|---|---|---------|
| 1. Foundation Stage (3 years of Anganwadi, Preschool)
Primary school (in grade 1-2) | - | 5 years |
| 2. Preparatory Stage (Grade 3-5) | - | 3 years |
| 3. Middle Stage (Grade 6-8) | - | 3 years |
| 4. Secondary Stage (Grade 9-12 in two stages i.e. 9 & 10 (first stage) &
11& 12 (second stage) | - | 4 years |
| 5. Higher Education (College & University) | | |
| 6. Teacher Education – (4 years Integrated or B.Ed.) | | |

For the convenience sake, of the six above, first two topics as pre primary and primary Education level; third & fourth as middle, high and higher Secondary level, and fifth and sixth were considered with separate level. Thus, broad four sections of education policy were made and three scholars for each section. Total 12 scholars and experts from professional field had studied the Policy. The speakers had commented on place and scope of physical education and sport in policy document, opinion about provision and amendment, if any required in the existing draft of the Policy or recommendation to be proposed with justification.

Structure of the Webinar:

- Dates (Sessions) : September 15 (T) – 16(W) – 17 (Th.), 2020
- Time : Every Day- 10:00 to 12:00
- Duration of each speech : 30 minutes
- Language : English and Hindi
- Panel Discussion: : 18th (F)
- Guest Lectures : 16th & 18th
- Valedictory Address : 18th (F).

Speakers:

It is gratified to mention here that renowned personalities in the field of physical education & sports, Vice-Chancellors of Sports Universities, Sports Directors and Principals of P.E. Colleges, State P.E. Teachers Association representatives etc. were invited to present their critical and analytical views and comments on National Education Policy 2020 given in working paper (**Appendix V**) in the context of Physical Education and Sports. List of invited speakers is given in **Appendix- I**.

Inauguration & Keynote:

The Webinar was inaugurated by Dr. Sheila Stephan Vice Chancellor TNPESU Chennai who also delivered key note address. In her speech she stressed the need to study the NEP 2020 document carefully by all working in the field of education and physical education, because sport and physical

education, according to the ensuing Policy, would be integrated part of the curriculum like other subjects such as mathematics, science and language. What is envisaged in the Policy would be brought into practice. For carving all round personality of a child, his/her development from all angles is attempted by providing ample opportunity and scope in various fields of child development including movement education and sports. Summary of keynote address is given in **Appendix- II**

Academic Sessions:

During the Webinar three academic sessions were held covering all the four areas of Education by keeping 4 to 5 speakers per session. Two guest lecturers were also held: one on Legal implications of NEP 2020 (**Appendix-III**) and the other one on: UNESCO and Quality Physical Education (**Appendix-IV**). (Details of each session are given in the following Table.)

Panel Discussion:

On the fourth day i.e.18th Sept 2020 Panel discussion was on the agenda, where experts and group leaders (**Appendix- I**) presented their views and findings and also answered queries of the audience. The queries asked by the participants through Live chat on YouTube/. Also, Feedback-forms were collected and selected queries were answered by the panellists. This was valuable part of the Webinar.

Valedictory Function:

Valedictory address was given by Honourable Padmashree **P.A.Vaidya** President NAPES and General Secretary HVPM, Amravati. During his speech he stressed the need for getting fully aware of the changes taking place in the education system of India due to incoming national policy 2020 in the context of international scenario He also appealed to professionals to make proper space for physical education and sports for all in the national structure of education. He brought to the notice of all how HVPM is proactive in the process of reviving and safeguarding India's age old system of physical culture and yoga. He reiterated to possess social activism in respect of maintaining health and fitness of the masses. Towards the end of his speech he appealed to the speakers and expert participants to formulate the report with specific recommendations for its earlier submission to the appropriate authorities at the Central and State govt. levels with the support of the M.Ps. and other influential personalities. Immediately after valedictory address a drafting committee was declared to draft the assertions and recommendations which are compiled in Report I and II.

Table: Schedule of Webinar (Speakers & their topics)

Sr. No	Day	Inauguration & Keynote	Topic Place of Physical Education & Sport in NEP 2020.	Speakers
1	Day-I (15/09/2020)	Welcome & Introduction Org. Secretary 09:45-09:55 Inauguration & Keynote Dr. Sheifa Stephen 10:00-10:30	Pre-Primary & Primary Education (15/09/2020)	1. Dr.A.K. Banerjee (10:30-11:00) 2. Dr.Nayana Nimkar (11:00-11:30) 3. Dr.C.D.Agashe (11:30-12:00)
			Middle School&High School (15/09/2020)	1. Dr. J. S. Gill (12:00-12:30)
2	Day-II (16/09/2020)	Guest Lecture Adv. R.P.Luthara (Topic: Legal Implication of NEP 2020) (10:00-10:30)	Middle School & High School (16//09/2020)	2. Dr. H.S. Atwal (10:30-11:00) 3.Dr.A.N.Khodaskar(11:30-12:00)
			Higher Education (16//09/2020)	1. Dr. Omji Gupta (12:00-12:30)
3	Day-III (17/09/2020)		Higher Education (17/09/2020)	2. Dr.A.M.Asnare (10:00-10:30) 3. Dr.S.P.Deshpande (10-30- 11:00)
			Teacher Education (17/09/2020) Teacher Education (17/09/2020)	1. Dr.G V. Pargaonkar (11:00-11:30) 2. Dr.Jatin Soni (11:30-12:00) 3. Dr K.K.Debnath (12:00-12:30)
4	Day-IV (18/09/2020)	Guest Lecture Prof. Ravi Sahu Topic: UNESCO-Quality Physical Education, Traditional Sports & HVPM relationship (10:00-10:30)	Panel Discussion (18/09/2020) 10:40-11:50	1. Dr.Nayana Nimkar 2. Dr. R. M. Kadu 3. Dr. A. N. Khodskar 4. Dr. J. S. Gill 5. Dr. G. V. Pargaonkar 6. Dr. A.P.Upadhyay 7. Dr. Madhuri Chendke 8. Dr. S.P.Deshpande 9. Dr. K.K.Debnath (Navigator)
		Valedictory Address Padmashree P.A.Vaidya	12:00 -12:30	
		Vote of Thanks Dr.S.H.Deshpande	12:30-12:40	

Registration:

All teachers, faculty members, sports coaches, administrators, sports persons and students interested in attending the event were appealed to register themselves online by submitting Google form through link: <https://forms.gle/FLhPJJUnpJsyX37E7>. Attendance of the registered candidates was recorded. Participation certificate were provided online on submission of the feedback through online mode for each day presentation. Registration was free of cost. For further communication, link was provided to join official telegram group of this Webinar using-Telegram link: <https://t.me/nepdcpewebinar2020>.

Total no. of registered participants: 1058.

Organizing Committee:

Prof. P.A.Vaidya President, NAPES & General Secretary H.V.P.M. Amravati.

Dr. K. K. Debnath – Principal, DCPE, Amravati – Convener, principal_dcpe@hvpm.org
Dr. S. P. Deshpande – Vice-Principal, DCPE, Amravati- Coordinator, shrinivasdeshpande68@gmail.com
Dr. Madhuri S. Chendke - Secretary, HVPM, Asso. Coordinator, madhuri_chendke@rediffmail.com
Dr. S. H. Deshpande – Director, HVPM, General Secretary, NAPES shdeshpande40@gmail.com

Contact Persons	Mobile	Contact Persons	Mobile
1. Dr. Nitin Wankhade :	9665030911	4. Mr.Sachin Winchurkar :	8446169929
2. Mr.Aniket Ambekar :	9766677755	5.Mr. C. Koleshwar :	9665743972
3. Mr.Sidharth Ganvir :	8766448393	6. Mr. Pravin Pattewar:	9028385884

Various working committees are given in Appendix - VI

For ready reference of participants the following links were given to open English and Hindi versions of NEP2020:

- [English https://www.mhrd.gov.in/sites/upload_files/mhrd/Files/NEP-final-English-0.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/Files/NEP-final-English-0.pdf)
- [Hindi version: https://www.mhrd.gov.in/sites/upload-files/mhrd/Files/NEP_final-HINDI-0.pdf](https://www.mhrd.gov.in/sites/upload-files/mhrd/Files/NEP_final-HINDI-0.pdf)
- [Web: www.mhrd.gov.in](http://www.mhrd.gov.in)

Appendices

Appendix - I List of Speakers and Panellists

1. Dr. Sheila Stephan - Vice Chancellor Tamil Nadu Physical Education and Sports University, Chennai. Keynote Speaker.
2. Dr. Alope Banerjee Former Vice Chancellor of Kalyani University Kalyani West Bengal
3. Dr. Jatin Soni Founder Vice Chancellor of Swarnim Gujarat Sports University Gandhi Nagar Gujarat
4. Dr. Nayana Nimkar Director School of Sports Sciences Symbiosis International (Deemed) University, Pune Maharashtra.
5. Dr. Jagtar Singh Gill Former Professor, Department of Physical Education and Sports, PEC (Deemed to be University) Chandigarh- UT.
6. Dr. Ravi Kadu, Chairman National Council of Teacher Education (Western Region) Delhi.
7. Dr.H.S.Atwal Former Director of Sports Dibrugarh University Assam. Presently Director Sports Desh Bhagat University, Mandigobindgarh, Punjab.
8. Dr. Avinash M. Asnare Director S.G.B.Amravati University Amravati-Maharashtra.
9. Dr. C.D. Agashe Professor, School of Studies Physical Education Pt.R.S.University Raipur Chhattisgarh.
10. Dr. Omji Gupta Assist. Prof.(P.E.)Higher Education Department-Sant Guru Ghasidas Govt. P.G College Kurud Distt. Dhamtari Chhattisgarh
11. Dr. G.V.Pargaonkar Principal BPCA College of Physical Education, Mumbai, Maharashtra
12. Dr. K.K. Debnath Principal Degree College of Physical Education, Amravati Maharashtra.
13. Dr. S.P. Deshpande Vice Principal Degree College of Physical Education, Amravati Maharashtra.

Guest Speakers:

1. Advocate R.P.Luthra Supreme Court of India Delhi.
2. Prof. Ravi M. Sahu School of Sports Management Maharashtra Institute of Technology Pune Maharashtra.

Panelists: Following participants participated in Panel Discussion:

1. Dr. Nayana Nimkar Pune
2. Dr.R.M.Kadu Amravati.
3. Dr. A.N.Khodaskar Amravati.
4. Dr. J.S.Gill Chandigarh
5. Dr. G.V.Pargaonkar Mumbai
6. Dr. A.P.Upadhyay Amravati
7. Dr. Madhuri Chendke Amravati
8. Dr. S.P.Deshpande Amravati.
9. Dr. K.K.Debnath Amravati. (Navigator)
10. Shri. Shividatt Dhavale (PET), Amravati

Appendix- II

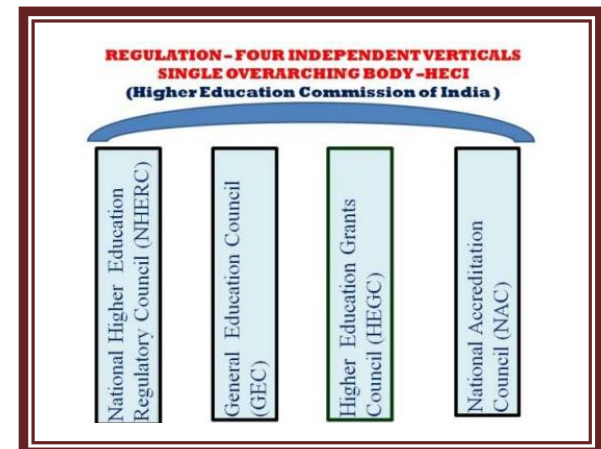
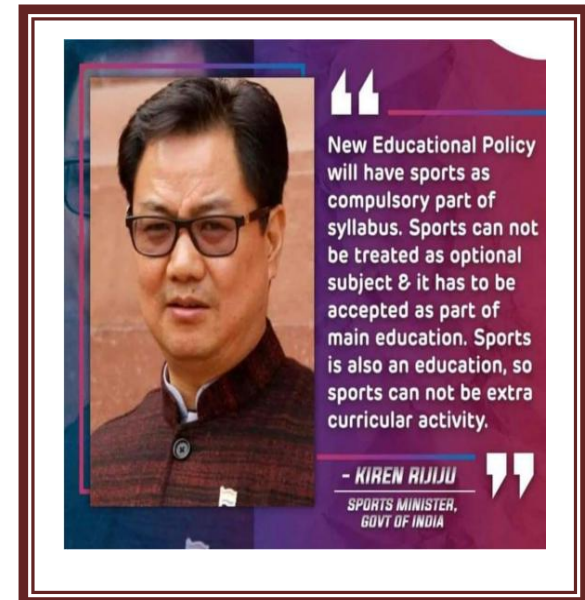
Summary of Keynote Address delivered by Prof. Dr. Sheila Stephen, Vice Chancellor, Tamil Nadu Physical Education and Sports University, Chennai

I, congratulate the National Association of Physical Education & Sports (NAPES INDIA) for taking a great effort in organizing such a significant program leading to re-framing the Realistic Policy suitable to all the stake holders of Physical Education and Sports. This will pave way for preparing the students with full potential and an equitable and just society. With a tremendous change in the scientific and technological dimensions, there is a grave need for the sustainable development in Social Sciences and Humanities.

We are motivated by the encouraging words of our Honorable Sports Minister, Mr. Kiren Rijju, who strongly emphasizes the Integration of Sports with Education. The idea to relate with the essential components of National Sports Policy, with that of NEP2020, is a realistic idea as it deals with good health, comradeship and the overall development of personality. The thoughts shared at the Webinar shall be of great use to retune the NEP2020, which can clearly reflect on the Place of Sports & Physical Education in the New Education Policy.

The four Independent Verticals of the Single Overarching Body the 'Higher Education Commission of India' is depicted through this diagram.

We are happy that Government of India had brought out a lively and a comprehensive National Education Policy, 2020. Physical Education, Sports and Yoga are given due

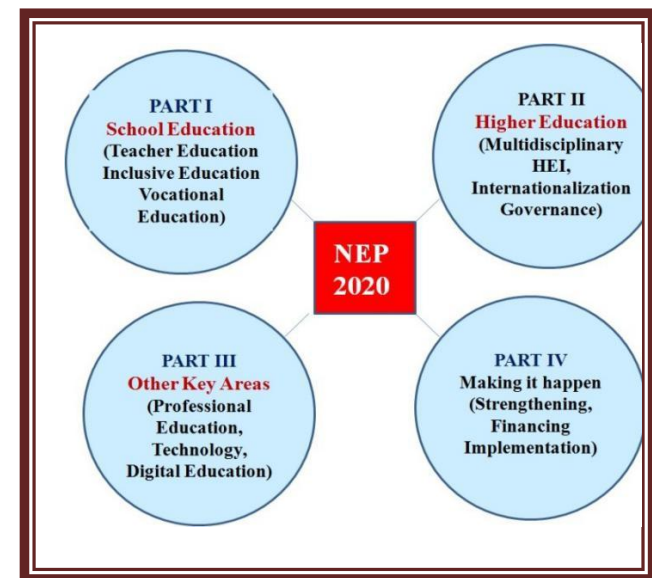


importance and it finds a special place even in ECCE, Early Childhood Care and Education with a new Curricular and Pedagogical Structure. National Council for Teacher Education (NCTE) which plays the key role in the Higher Education System will function under the Professional Standard Setting Bodies (PSSBs).

It would be nice to highlight the special features of Sports, Physical Education and Yoga identified under various educational systems of the NEP 2020. The NEP 2020 is studied under four major parts & all the parts are synergized to provide an equitable and vibrant knowledge society by providing High Quality education to all, and thereby making India a Global Knowledge Super Power.

Sports, Fitness and Yoga are given importance in various Parts of the Policy. However, the courses like B.P.Ed., M.P.Ed. and B.P.E.S. offered at Physical Education Colleges at present, are not addressed properly. Teachers and Faculty are the 'Heart of the Learning' and due importance needs to be given in Teacher Education Program. NEP 2020 spells out few specific measures of introducing Sports, Physical Education and Fitness components into various Educational Systems.

- Play/activity based learning is introduced in school education.
- Early Childhood Care and Education (ECCE) includes domains like Physical, Motor and Cognitive Development
- Sports- Integration is another cross-curricular pedagogical approach, that utilizes physical activities including indigenous sports
- Opportunities are increased with increased flexibility and choice, particularly in secondary school including subjects in Physical Education.
- Teachers will aim to encourage students with Singular interest or specific talents in Sports and Games
- Provisions are possible for the recruitment of adequate number of Physical Education personnel in school and colleges



- Continuous Professional Development (CPD) is made possible for the teachers to professionally grow.
- Special Shorter Local Teacher Education programmes will also be available at BITEs, DIETs for promoting eminent local persons as “master instructors” in sports.
- Equitable and Inclusive education :Learning for all will be made available to help children with disabilities, in all school activities including sports and vocational education
- Practicing Yoga and Meditation shall be considered a high priority for the county and that will be promoted through schools
- Merit based periodic performance appraisals will enable the Robust Teacher Recruitment. It is clear that a common National Professional standards for teachers (NPST) will be developed by NCTE in consultation with NCERT/SCERT
- Recognizing that the teachers will require training in high- quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities
- As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offering programs in teacher education.

Any Policy’s effectiveness depends on its implementation which requires multiple initiatives and actions, which should synergize and synchronize various educational bodies. We hope and believe that efforts taken in this regard would bring forth fruitful results.

Appendix -III

Summary of Guest lecture delivered by Sr.Advocate R.P.Luthra Delhi on 'The Legal Implications of National Education Policy 2020.'

The Points mentioned hereunder are just the broad aspects from the Legal angle and can be expanded horizontal and vertical.

1. Since the most important aspect is about the learning process of the children through play(Motor movements) and the same would involve the large scale changes in the infrastructure for providing the sufficient ground/place/space and same will have financial burden with the management and if capable of managing they will be facing always a problem of availability of space/place for children to participate and therefore, **statutory provisions are required to declare and enforce that the places available with Private School/Govt. Schools/Societies etc, to be declared as the places providing an access to the children living in that vicinity, may be without cost/title cost, after the school hours.** In other words the child should have an access to the sports field within the diameter, which may not be more than a KM.
2. The second aspect is in regard to the concern of the teachers/trainers/coaches for providing them a protection for unnecessary prosecution in case of any injury/fatal/accident caused due to the non negligence on the part of Teachers/Trainer/Coaches and for that the provisions are required to be made for educating the parents that the Motor movements/ activities/adventure activities involve a risk and for that each child need to be insured for such risk.
3. The third aspect is in regard to the equal accountability of the management as well as the officers/authorities responsible for its execution in true letter and spirit.
4. The last, but not the least aspect is in regard to the providing recognition of the institutions, specially the private stakeholders, for which the minimum harassment in obtaining such recognition/registrations, further, it should also be in regard to the institutions providing the professional training/courses in regard to Teacher Education.

Note:

The speaker has raised vital legal issues related to sports and physical education in the interest of children, parents, school management and educational authorities at the Central and State Governments, and stressed the need to have indications / directives in the NEP2020 to create such statutory provisions, if not existing in the State Act concerning implementation of educational programs and practices. Since Education being the State subject, leaving aside the schools and higher education institutions under Central administration where Central Government is to provide funds, it is for the rest of the institutions the States have to release grants from the State Treasury. It is apprehended that for lack of required funds, the States might express their inability to bring any type of legal bindings. Many of the schemes and educational programmes experience a setback due to meagre financial position of the State Governments.

Appendix - IV

Guest Lecture Presented by Prof. Ravi Sahu on UNESCO & Quality Physical Education Program: HVPM & UNESCO – Synergies & Collaboration

Quality Physical Education (QPE) represents active, inclusive, peer-led learning. A tailored QPE programme supports students to develop the physical, social and emotional skills which define self-confident and socially responsible citizens.



Why is QPE key? - Closing the Policy-Practice Gap

To practically support governments develop inclusive, child-centred physical education policy which supports skills acquisition, UNESCO has developed a resource package in partnership with the European Commission(link is external), the International Bureau of Education (IBE), International Council of Sport Science and Physical Education (ICSSPE)(link is external), International Olympic Committee (IOC)(link is external), Nike(link is external), the United Nations Development Programme (UNDP)(link is external), UNICEF(link is external) and the World Health Organization

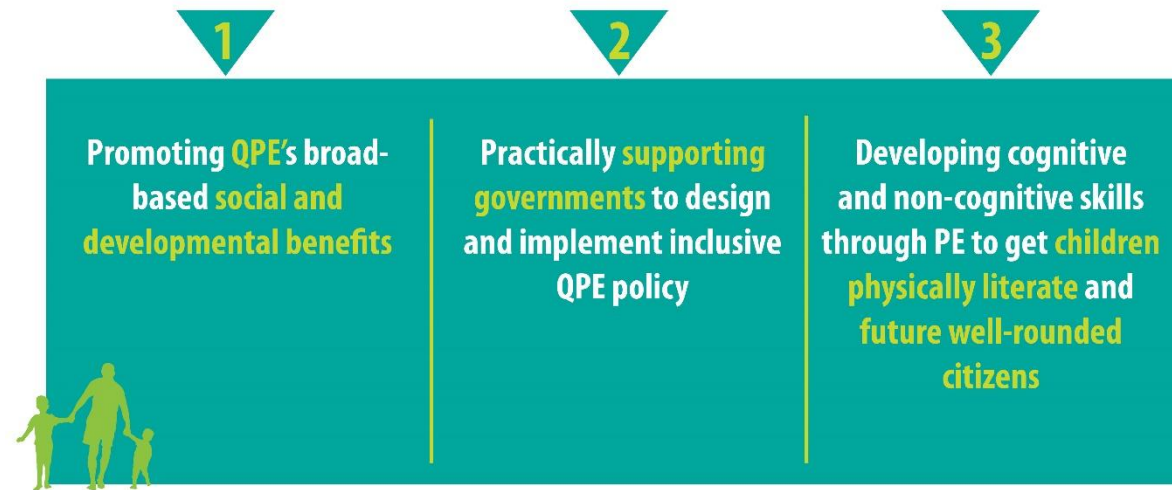
(WHO)(link is external).

Benefitting from the input of more than 50 organizations and individual experts, from all world regions, the Quality Physical Education policy package aims at:

UNESCO in 1976 created, the **International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS)** is:

- a forum that facilitates intellectual and technical exchange in the field of physical education and sport.
- an institutional mechanism for a coherent international strategy in this domain.
- the only global platform of its kind, engaging governments, intergovernmental organizations, the sport movement, academia and specialized NGOs.

Its outcomes and recommendations are continuously strengthening the educational, cultural, and social dimensions of physical education and sport while guiding the implementation of effective policies and practices around the world.



Six MINEPS Conferences have been organized: Paris - France, 1976; Moscow - Russian Federation, 1988; Punta del Este - Uruguay, 1999; Athens - Greece, 2004; Berlin - Germany, 2013; Kazan - Russian Federation, 2017.

MINEPS played a major role in the development of the [International Charter of Physical Education and Sport \(1978\)](#) - establishing the practice of physical education and sport as a fundamental right for all - and the creation of the [Intergovernmental Committee for Physical Education and Sport \(CIGEPS\)](#). It also provided a key platform for the negotiation of the [International Convention against Doping in Sport](#).

In 2013, UNESCO joined forces with the North-Western Counties Physical Education Association (NWCPEA) to **undertake a global survey and literature review on the situation of physical education**. The fundamental aim of the research was to determine a set of [benchmark indicators on Quality Physical Education \(QPE\)](#), which could be framed as core aspects and be adopted and adapted for global implementation.

The research concluded that there are instances of government-level policy commitment to physical education, but while some governments have committed themselves through legislation to school physical education provision, others have been either slow or reticent in translating this into action through actual implementation and assurance of quality of delivery.

The survey identified seven areas of concern:

1. Persistent gaps between PE policy and implementation;	5. Inadequacies in the quality and maintenance of facilities;
2. Continuing deficiencies in curriculum time allocation;	6. Continued barriers to equal provision and access for all;
3. Relevance and quality of the PE curriculum;	7. Inadequate school-community coordination.
4. Quality of initial teacher training programmes;	

Key findings show Participation in QPE, as part of a rounded syllabus, can support the development of:

- Responsible, active global citizens
- Skills and values, such as critical, creative and innovative thinking, problem-solving, decision making, empathy, interpersonal/communicative skills, respect, tolerance, and intercultural understanding, which are required to solve 21st century challenges
- Physically literate pupils with the knowledge and confidence required for academic achievement
- Lifelong engagement in physical activity

The cost of not investing:

- Physical inactivity contributes to 3.2 million premature deaths annually and accounts for 6% of global mortality;
- It is estimated that non-communicable diseases (NCDs) will become the major cause of death in Africa by 2030;
- Physical inactivity causes more deaths than smoking;
- 80.3% of 13 to 15-year olds worldwide do less than 60 minutes of exercise per day;
- Children in early care and education spend only 2-3% of time being active.

Shree Hanuman Vyayam Prasarak Mandal, Amravati (M.S) India

Founded in the year 1914, by the Vaidya Bros.; Late Ambadas Pant Vaidya & Anant Krishna Vaidya as Hanuman Club, HVPM saw humble beginnings in the British ruled India. The club promoted healthy living among Indian youth through practice of traditional sports & games of India. Also, igniting a spirit of nationalism and fighting for the freedom struggle of India.

TSG Propagation Tours

A unique TSG propagation tour program by young HVPM volunteers across 50 world cities; including TSG demonstrations at the Berlin Olympics 1936, then from Sweden, Finland, Denmark, Turkey to other parts of the world. Nationally these tours covered 400 cities across the length and breadth of India motivating Indian youth to adopt TSG and active living lifestyle.

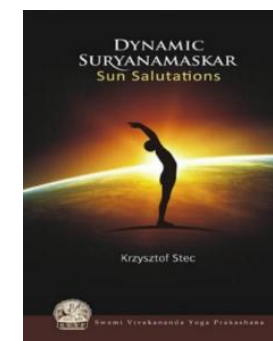
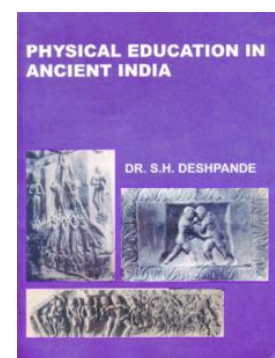
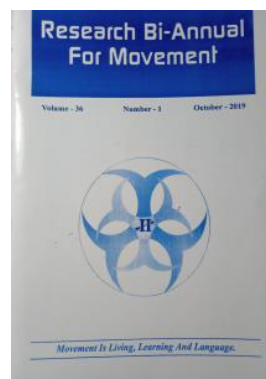
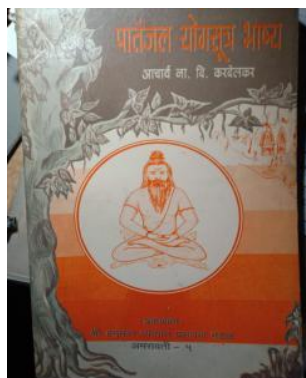
Annual National TSG Festival since 1933

Every year on the day of Dussera Festival, HVPM has been celebrating a grand National TSG Festival at Amravati for around 86 years now. More than 3000 young students from most states of India come together to showcase solidarity and diversity through collective demonstration of Indian traditional physical culture, sports and games.



Publications and Research in TSG & Physical Education

Research scholars from HVPM crossed borders and represented Indian TSG in world conferences and conventions, organised workshops in Mallakhambh and Yoga across Europe and Asia. Similarly, rich texts and research journals are sponsored by HVPM.



Training Qualified PE Teachers

Since more than 50 years the Degree college of Physical Education, Amravati under the auspices of HVPM has been training and producing quality physical education teachers those who are respected in the fraternity holding eminent positions in the field of sports and physical education across India.

- With a proud history of over 100 years in promoting and safeguarding the Indian TSG
- An account of HVPM's projects & activities was shared with UNESCO in 2014
- In May 2016 the General Assembly approved the Accreditation to HVPM as Advisory to the Inter-Governmental Committee working on Safeguarding and Promotion of Intangible Cultural Heritage
- Since the accreditation HVPM has been respectfully invited to the annual convention on safeguarding & promotion of ICH at **Ethiopia – 2016, Chengdu China- June 2017, Korea – December 2017, Mauritius–2018, Columbia – 2019.**



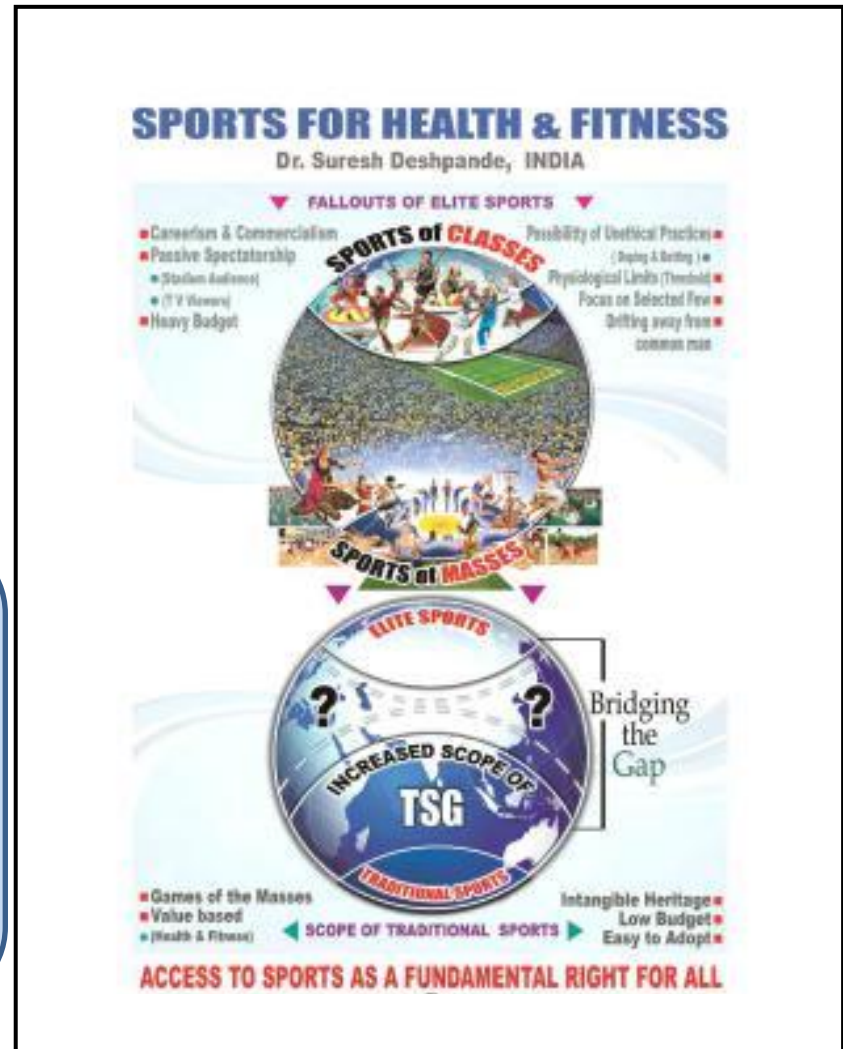
The synergies between the UNESCO efforts in bringing a structured and scientific policy initiative through its member states has involved NGOs like HVPM and academics from the field of Sports Sciences together. The values that HVPM followed in the last 106 years are well in alignment with that of UNESCO and the policy guideline in the NEP 2020. At the 2013 Berlin MINEPS, Dr S. H. Deshpande represented HVPM and participated in the deliberations showcasing the HVPM Model of TSG:

The model clearly lists the fall-outs of promoting elite sports among school children, and the benefits of adopting indigenous games due to high level of ingrained cultural values, low cost or no sports equipment requirement, least infrastructure requirements and age-old, tried and tested health & fitness gains.

Referring to the para 4.8 from the NEP 2020 policy document as stated below, the efforts of HVPM in safeguarding & promoting TSG or indigenous games through the youth at school-level has found due recognition.

4.8. Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities ***including indigenous sports***, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc. Sports-integrated learning will be undertaken in classroom transactions to help students adopt fitness as a lifelong attitude and to achieve the related life skills along with the levels of fitness as envisaged in the Fit India Movement. The need to integrate sports in education is well recognized as it serves to foster holistic development by promoting physical and psychological well-

The contribution from NGOs like HVPM has been path-breaking and should continue across the globe for the betterment of society and the world.



Note: In support of the above paper presenting the document released by UNESCO on the Physical Education policy guidelines for the use of the National government. This document is prepared by the Intergovernmental Committee on Physical Education and Sports and approved by the GA of UNESCO.



Intergovernmental Committee for Physical Education and Sport

Plenary Session
and Joint Meeting with the Permanent Consultative Council - PCC

UNESCO

Room XIII, 1 Rue Miollis, 75015 Paris
6 – 7 March 2014

CIGEPS

CIGEPS/2014/Doc.5
26 February 2014
Original: English

Distribution: Limited

Item 7 of the Provisional Agenda

Quality Physical Education Policy Package

Documents: [CIGEPS/12/Inf/Rev](#) – Final Report CIGEPS Ordinary Session 2012, paras. 29-34 and CIGEPS/Resolution 2012/3; [37C/REP/18](#) – Report by CIGEPS 2012-2013, paras. 9-10.

Background: Complementing the progress report contained in the Report by CIGEPS that was presented at the 37th session of the UNESCO General Conference, this document outlines developments made within the framework of the Quality Physical Education policy package, including proposals for follow-up.

Decision Required: [Draft resolution](#) (paragraph 9)

I. Context and objectives

1. Sustainable development starts with safe, healthy, well-educated children. To impart the skills and competences required for the 21st century, education must focus on shaping attitudes and behaviours, and instilling the values that underpin objectives related to peace, social inclusion and equitable development. Quality physical education (QPE) not only has a central place within this framework but should be considered a key aspect of any rounded educational approach. Indeed, participation in physical education (PE), as part of a rounded syllabus, enhances young peoples' civic engagement, decreases violence and negative patterns of behavior, and improves health awareness. Moreover, studies show that students engaged in a regular PE programme benefit from increased academic performance at school as well as heightened confidence and physical literacy. However, despite a wealth of evidence highlighting the importance of PE to child development, the world is witnessing a global decline in its delivery. Further neglect will impact upon national health and education sectors as well as the rounded development of the world's youth. Indeed, rising levels of physical inactivity, along with the substantial associated disease risk, have been described as a pandemic. Cut-backs in physical education provision, as a consequence of the global financial crisis, will only increase these concerns exponentially.

2. Following CIGEPS' call to support governments develop policy in this area, in 2010, there has been growing support for increased public investment in this sector. In 2013, the importance of consolidating government capacity in this area to secure the central position of QPE in school curricula was again asserted by the Berlin Declaration of MINEPS V. Building on this momentum, UNESCO has led consultations with over 40 technical partners in the development of a **QPE Policy Package** designed to actively and practically address the shortfall in current PE provision and to promote the importance of inclusive methodologies which secure, for all pupils, the entitlement to an essential subject area.

3. The Quality Physical Education (QPE) policy package has **three main objectives**, to:

- (i) Support Member States in the development and implementation of inclusive quality physical education (QPE) policy;
- (ii) Empower grassroots stakeholders to implement and advocate minimum standards in QPE;
- (iii) Foster a coherent and cooperative framework for the continued improvement of QPE provision.

II. Building an inclusive QPE Policy Environment

4. Drawing on data from 220 respondents to a structured questionnaire, distributed to all Member States, and a comprehensive literature review, the Secretariat convened experts and institutional partners from around the world in an Expert Consultation held in June 2013 at UNESCO Headquarters. The objective of the Consultation was to establish a roadmap and key outputs which would form the basis of the QPE Policy Package. It was agreed that in order to ensure project traction and legacy at the national level it was important to engage three tiers of stakeholders (Ministers, policy-makers, practitioners). Accordingly, it was decided that the QPE Policy Package would likewise comprise **three layered outputs** each designed for a different end-user:

- (i) an **Info-graphic advocacy document**, aimed at engaging Ministers;
- (ii) **QPE Guidelines for policy-makers** outlining core QPE benchmarks for provision and teacher training, checklists for strengthening provision, good practice examples and a policy matrix to develop inclusive QPE within a full policy cycle;
- (iii) **an interactive, modular QPE toolkit** for school-based practitioners and initial teacher training institutions.

5. The **QPE Policy Package** has been developed with the support of key institutional partners including the European Commission, as well as members of the Permanent Consultative Council of CIGEPS, including UNDP, UNICEF, WHO, UNOSDP, and the International Council of Sport Science and Physical Education (ICSSPE). Moreover, academics and practitioners from each world region have also contributed to the elaboration of the project tools and inclusion of good practice. This broad-based consultation has enriched the document's development and supported the geographically neutral nature of the Guidelines which have been developed to frame characteristics of QPE that are sufficiently flexible and adaptable for any country-level application.

6. The **QPE Guidelines and Info-graphic advocacy document** have now been finalized and the latter will be published (both online and in hard copy) shortly. Following a generous offer from UNDP, the Guidelines will be translated into French and Spanish while pilot countries are being identified for the next phase. As the Guidelines have been specifically designed for implementation by UN country teams, their implementation at a national level will also contribute to the activities of the UN Task Force on the Prevention and control of Non-Communicable diseases that was set up by ECOSOC in 2013 and is coordinated by WHO. Interest regarding engagement in the pilot phase has already been expressed by a number of countries and the Secretariat is now developing selection criteria and sourcing sponsorship for the next phase, which includes the development of the practitioner's Toolkit.

7. Considering the scope and scale of the project, it is vital that advocacy and visibility initiatives are closely incorporated in the implementation phase. In this regard, UNESCO is exploring the possibility of holding a press conference and publishing an accompanying advocacy statement to mark the launch of the Guidelines, to be co-signed by project partners.

III. Opportunities for engagement

8. The success of the next phase of the QPE Policy Package depends upon the support and stewardship of CIGEPS Members. The time is ripe to launch the pilot phase of the Guidelines, the implementation of which will drive the commitments set forth by the participants of MINEPS V regarding the development of policy and the importance of increased public investment in this sector. Accordingly, there are a number of concrete opportunities for engagement by CIGEPS Members:

- (i) support the translation of the project documents to increase the pilot take-up;
- (ii) express interest as a pilot country;
- (iii) contribute funds to support the national roll-out of the Guidelines;
- (iv) sponsor a press conference for the launch of the Policy Package;
- (v) contribute funds to support the development of an interactive, modular-based Toolkit;
- (vi) sponsor and host a regional hub for the monitoring and evaluation of the pilot phase;
- (vii) host an international meeting convening pilot countries to discuss good practice and implementation challenges, with the view of adapting the Guidelines accordingly.

IV. Draft Resolution

9. Considering the above, the Intergovernmental Committee for Physical Education and Sport may wish to adopt the following resolution:

DRAFT RESOLUTION CIGEPS 2014/5

The Intergovernmental Committee for Physical Education and Sport,

1. *Having examined* CIGEPS/2014/Doc.5;
2. *Welcomes* the progress made in the QPE Policy Package project;
3. *Supports* the proposed next steps and *agrees* to advocate for country participation in the pilot phase;
4. *Recommends* that extra-budgetary funding be raised for the national roll-out of the Guidelines and production of corresponding national toolkits as a matter of priority.

Appendix –V Working Paper:

Scope & Opportunities in NEP 2020

- Reproducing below the salient features of the said Policy for your perusal and study.

Salient Features: National Education Policy 2020:

1. New school structure will be 5+3+3+4
2. Foundation Stage (3 years of Anganwadi, Preschool) Primary school (in grade 1-2) - 5 years
3. Preparatory Stage (Grade 3-5) - 3 years
4. Middle Stage (Grade 6-8) -3 years
5. Secondary Stage (Grade 9-12 in two stages i.e. 9 & 10 (first stage) & 11& 12 (second stage) -4 years
6. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit option, a Bachelor's degree for a 3-year programme and Bachelor's degree with research for a 4-year programme.
7. The PG programme may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelors' programme; and for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme.
8. There may be an integrated 5-year Bachelor's/Master's programme
9. 6th std onwards vocational courses available
10. From 8th to 12 students can choose subjects.
11. All graduation course will have major and minor Example - science student can have Physics as Major and Music as minor also. Any combination he can choose
12. All higher education will be regulated by only one authority.
13. There will be 4 different verticals with independent function at the same time and work in synergy towards common goals.
14. All University government, private, Open, Deemed, Vocational etc will have same grading and other rules.
15. New Teacher Training board will be setup for all kinds of teachers in country, no state can change
16. Same level of Accreditation to any college, based on its rating college will get autonomous rights and funds.
17. New Basic learning program will be created by government for parents to teach children up to 3 years in home and for Pre- school 3 to 6
18. Multiple entry and exit from any course
19. Credit system for graduation for each year, student will get some credits which he can utilize if he takes break in course and come back again to complete the course
20. All schools exams will be semester wise twice a year
21. The syllabus will be reduced to core knowledge of any subject only

22. More focus on student practical and application knowledge

23. For any graduation course if student completes only one year he will get a basic certificate, if he completes two years then he will get Diploma certificate and if he completes full course then he will get degree certificate. So no year of any student will be wasted if he breaks the course in between.

24. All the graduation course fees of all Universities will be regulated by single authority with capping on each course.

Some of the points and issues are raised below in the context of place of sports and physical education in the National Education Policy. There may be several other issues or deficiencies, or even positive provisions regarding sport and physical education in the Policy which need to be highlighted. Being a professional body, NAPES through its affiliated institutions and learned members undertakes responsibility to study, review and contemplate on national level the Policy with the object to submit a few amendments and recommendations to the concerned authorities for consideration.

Detailed study and review of the draft Policy in the context of sport and physical education is necessary, particularly at middle school and high school level where students develop their skill level and understanding of the sport or game. Even at collegiate level, advance coaching in the games or sport discipline is much needed.

In fact, from school level through collegiate education, there should have been two separate wings of physical education and sports programs: 1. Health and fitness well being program (for all students) and 2. Sports coaching program (for sports talent students). The first one would provide opportunity for all students to resort to daily practice of exercise like: Yogasana, aerobics, suryanamaskars, Dand-Baithaks, running, walking, minor and lead up relays and games as well as mass drills. P.E.T. will conduct classes on regular basis and maintain health and fitness record of the students under the guidance of medical officer attached to school, which will be made available to parents as well as to the school authority. There will be a full time job for a PET in the school. This will not only protect the job of In-service teachers but also provide job opportunity to trained but unemployed youths. Schools will have specific student - teacher ratio to be maintained, as prescribed by the government. At higher education level, sports program may be kept optional which would give scope to talented sports persons to enhance their skills and fitness for their participation in competitive sports. Necessary infrastructure facilities and competent coaches in specialized sports should be provided to the colleges and universities for running intensive coaching program.

Sports research and testing laboratories at regional level in each State should be established under the management of sports medicine experts and technicians. In order to create Short term PG level courses be instituted in the subjects like: Sports Management, Sports Media, Sports Medicine, Sports Nutrition, Sports Biomechanics, Computer based courses in Sports Technology, etc. This will strengthen technical manpower in international sports.

Industrial Training Institute based short term courses could be started in the design and manufacturing of sports goods to encourage indigenous entrepreneurship in sports goods manufacturing and marketing to boost the 'Start Up' Program.

Dr.S.H.Deshpande

General Secretary

NAPES & Convener

National Webinar.

H.V.P..Mandal, Amravati.

Appendix –VI Working Committees:

Technical Team

Sr.No.	Name	Position
1	Prof. Deepa Vaidya	Team Leader
2	Dr.Nitin Wankhade	Team Member
3	Mr.Aniket Ambekar	Team Member
4	Mr.Jay Kale	Team Member
5	Mr.Chaitnaya Koleshwar	Team Member
6	Mr.Sidharth Ganvir	Team Member
7	Mr. Sachin Vinchurkar	Team Member

Information Circulation & Publication Committee

Sr.No.	Name	Position
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2	Dr. Madhukar Bhurnase	Member
3	Dr. Yogesh Nirmal	Member

4	Dr. Dinanath Nawathe	Member
5	Dr.Vijay Pande	Member

Registration & Certification Committee:

Sr.No.	Name	Position
1	Dr. Ajaypal Upadhaye	Leader
2	Dr. Seema Dattey	Member
3	Prof. Ajay Chendke	Member
4	Prof. Shital; Kale	Member
5	Dr.Sunil Labde	Member
6	Prof. Sandip Mandale	Member
7	Prof.Sandip Khandare	Member
8	Prof.Prasad Mokashi	Member
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1	Dr. Tomy Jose	Leader
2	Dr. Sanjay Yede	Member
3	Prof. Aarzo Rode	Member
4	Dr. S.D.Patil	Member
5	Dr.Uday Manjre	Member
6	Dr.Anita Gupta	Member