



NATIONAL ASSOCIATION OF PHYSICAL EDUCATION & SPORTS
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REPORT
(Part II)
Memorandum

National Webinar

September 15 to 18, 2020

On

National Education Policy 2020: Review and Research

Place and Scope of Physical Education & Sports



In collaboration with

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

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SPORTS FOR ALL

TAFISA Regional Centre for Traditional Sports & Games, Amravati

MEMORANDUM

Preamble:

On the declaration of National Education Policy 2020 by the Ministry of Education Government of India New Delhi, debates and discussions on the Policy are initiated throughout the country by the educationists, managements of schools and higher education institutions, sports organizations and all other agencies being affected by its implementation. Even during formative stage lot of efforts were made to seek advice of various agencies and educational authorities to make the Policy document capable of modernizing our educational system compatible to the international standards and norms and yet preserving cultural, social and ethical values. Accordingly, the Policy is formed and declared.

Now, various educational agencies and stakeholders including physical education and sports bodies are attempting to scanning the document from their angle and interest; whether sufficient provision has been made in the policy and the scope of further development of their subject/ discipline is reflected in it or not.

NAPES is the professional body in the field of physical education and sports functioning since the year 1990. It was with the initiation and inspiration from Padashree Dr. P.M.Joseph founder Principal Lakshmibai College of Physical Education Gwalior and Prof. D.G.Wakharkar first Director of Sports Maharashtra State that this Body was founded under the able leadership of Padmashree P.A.Vaidya- the first batch student of LCPE.

National Webinar on the NEP 2020 was organized by NAPES from 15-18 September, 2020 to find out the place and scope of physical education & sports in NEP. Eminent personalities working in the profession have participated in the event. The study of NEP was conducted by these experts keeping in view the theme of the Webinar, under the following four levels of education:

1. Pre Primary and Primary Education level,
2. Middle, high and higher Secondary level of school education level,
3. Higher Education- college & university level,
4. Teacher Education level.

Detailed section and clause wise study of NEP 2020 was made by these experts- three for each level of education. On the concluding day of the Webinar several suggestions pertaining to specific clauses of NEP were proposed by the participants. All of them were shortlisted and scanned in the context of specific clauses to which they were related. A format of presenting the suggestions/ amendments is developed and all those selected suggestions / amendments are drafted in that format.

The Ministry of Education New Delhi is the authority to which the following memorandum is submitted for consideration and further action:

**NEP 2020 - Selected Suggestions / Amendments
Regarding Physical Education & Sports**

1. Pre Primary & Primary level:						
Sr. No	Section/ Sub Section No.	Clause / Sub Clause No.	Existing Matter	Amendment proposed	Matter after amendment	Justification / Constructive Suggestions
1	2 ^a (p8)	2.2 ^a (p8) Foundation al Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning	Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational and literacy numeracy by Grade 3). Accordingly, all State/UT governments will immediately prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same.	Along with foundational literacy and numeracy, ' Physical Literacy ' is to be included.	Attaining foundational literacy and numeracy for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational, literacy numeracy and Physical Literacy by Grade 3). Accordingly, all State/UT governments will immediately prepare an implementation plan for attaining universal foundational, literacy numeracy and Physical Literacy in all primary schools, identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same.	Physical Education is learning to move and moving to learn. There should be a balance in the programme to include movement exploration, physical fitness, fundamental motor skills and perceptual motor competencies. If children do not received instruction and help to reach their physical potential during the preschool years, it may be too late. Physical education complements education in virtue and knowledge. Moreover, both knowledge and virtue reside in the body. Without the body there would be neither virtue nor knowledge but very few people understand this. In preprimary & primary schools, particular attention must be paid to the development of the body through physical literacy; progress in knowledge and moral training are of secondary importance. Nourishment and care should be primary, teaching and discipline complementary. For effective planning of a physical literacy/activity programme at primary level of

						education set standards are to be followed & considered critically and carefully. Preschool-aged children should be physically active throughout the day to enhance growth and development.
2	2 ^a (p8)	2.3 ^a (p8) Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning	First, teacher vacancies will be filled at the earliest, in a time-bound manner - especially in disadvantaged areas and areas with large pupil-to-teacher ratios or high rates of illiteracy. Teachers will be trained, encouraged, and supported - with continuous professional development - to impart foundational literacy and numeracy.	Add the word 'physical literacy' in the last line.	First, teacher vacancies will be filled at the earliest, in a time-bound manner - especially in disadvantaged areas and areas with large pupil-to-teacher ratios or high rates of illiteracy.....Teachers will be trained, encouraged, and supported - with continuous professional development - to impart foundational literacy, physical literacy and numeracy.	Curriculum should be based on five critical domains namely social, emotional, cognitive, physical and ethical. Special training is required for pre primary children for smooth implementation of this idea. For achieving Foundational Literacy and Numeracy use of Physical Activity and games are good medium for achieving the target in this regard.
2. Middle, High and Higher Secondary Level						
1	4.23 ^a (p15) 4.6.4* (p92)	-- P4.6.4.1* (p92)	All students at all levels of school will have regular periods and opportunities to participate in physical activity and exercise, including sports, games, yoga, martial arts, dance, gardening, and more, in accordance with local availability of teachers and facilities.	Taking the 'whole-of-school approach,' all schools/institutions are to provide high-quality curricular physical education during which students should spend at least half (≥50 percent) of the class time engaged in moderate to vigorous intensity physical activity. All elementary school students should spend an average of 30 minutes per day and all middle and secondary school students should spend an average of 45 minutes per day in	All students at all levels of school will have mandatory regular periods everyday and opportunities to participate in physical activity and exercise, including sports, games, yoga, martial arts, dance etc. Taking the 'whole-of-school approach,' all schools/institutions are to provide high-quality curricular physical education during which students should spend at least half (≥50 percent) of the class time engaged in moderate to vigorous intensity physical activity. All elementary school students should spend an average of 30 minutes per day and all middle and secondary school students should spend an average of 45	1."When appropriately organized, taught, resourced and practiced, physical education, physical activity and sport can make distinct contributions towards a wide range of benefits to individuals, families, communities and society at large." (Article 2: 2.1 UNESCO Charter, 2015) 2. WHO' Global action plan recommends, "Strengthen provision of good-quality physical education and more positive experiences and opportunities for active recreation, sports and play for

				physical education class.	minutes per day in physical education class. Additional opportunities for physical activity/sports before and after school hours, including but not limited to active transport, before- and after-school programming, and intramural and extramural sports, be made accessible to all students at all levels.	girls and boys, applying the principles of the ‘whole-of-school approach’ in all pre-primary, primary, secondary and tertiary educational institutions, to establish and reinforce lifelong health and physical literacy, and promote the enjoyment of, and participation in, physical activity, according to capacity and ability” (WHO 2018). 3. “Children and young people should engage in moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports” (UK Chief Medical Officers 2019).
2	4.23 ^a (p15) 4.6.4* (p92)	-- P4.6.4.2* (p92)	New Addition	To provide learners with the instructions and skills necessary to lead healthy, active lifestyles and foster both personal growth and a sense of community through physical activity, quality physical education will be treated/ designated as National Essential Requirement (NER) & essential core subject for all students at all level. Main emphasis must be placed on the development of skills that can be used for lifetime	To provide learners with the instructions and skills necessary to lead healthy, active lifestyles and foster both personal growth and a sense of community through physical activity, quality physical education will be treated/ designated as National Essential Requirement (NER) & essential core subject for all level. Main emphasis must be placed on the development of skills that can be used for lifetime fitness and wellness. Instructions should be offered in fitness, wellness, individual and team sports, martial arts, traditional games, dance, aquatics, yoga and outdoor	1.As UNESCO proclaimed, “The practice of physical education, physical activity and sport is a fundamental right for all ” (Article1: UNESCO Charter, 2015) 2. “As the only area of school curricula concerned with developing students’ competence and confidence in sport and physical activity, physical education provides a learning gateway for the skills, attitudes and knowledge necessary for life long physical activity and sport; quality and inclusive physical education

				<p>fitness and wellness. Instructions should be offered in fitness, wellness, individual and team sports, martial arts, traditional games, dance, aquatics, yoga and outdoor adventure activities. As a National Essential Requirement (NER), physical education would receive much-needed resources and attention, which would improve its overall quality in terms of content offerings, instructions, and accountability at all level.</p>	<p>adventure activities. As a National Essential Requirement (NER), physical education would receive much-needed resources and attention, which would improve its overall quality in terms of content offerings, instructions, and accountability at all level for serving all children and youths to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world (more active people for a healthier world).</p>	<p>classes, taught by qualified physical education teachers, should be mandatory in all grades and levels of education.” (Article4: 4.3UNESCO Charter, 2015)</p>
3	<p>4.23^a (p15)</p> <p>4.6.4* (p92)</p>	-- P4.6.4.3* (p92)	New Addition	<p>All educational administrations and authorities of Centre, state, district, local levels and NGOs will ensure that all students at all schools & institutions have equal access to appropriate facilities and opportunities for quality physical education, physical activity and sports. Because physical education is education in movement (primary focus on the body and physical skills); education through movement (an avenue for cognitive, affective, and social development) and Education about movement (addresses the value and benefits of a healthy lifestyle and a fit body), therefore, it provides</p>	<p>All educational administrations and authorities of Centre, state, district, local levels and NGOs will ensure that all students at all schools & institutions have equal access to appropriate facilities and opportunities for quality physical education, physical activity and sports. Because physical education is education in movement (primary focus on the body and physical skills); education through movement (an avenue for cognitive, affective, and social development) and Education about movement (addresses the value and benefits of a healthy lifestyle and a fit body), therefore, it provides students with skills to be responsible adults and contributing members of the society, the nation and the world.</p>	<p>1.As“Every human being has a fundamental right to physical education, physical activity and sport without discrimination on the basis of ethnicity, gender, sexual orientation, language, religion, political or other opinion, national or social origin, property or any other basis”.(Article1:1.1,UNESCO Charter, 2015)</p> <p>2. “Quality physical education is important to the rounded development of an individual – physically, mentally and socially. UNESCO is particularly concerned about the increasingly sedentary lifestyles of young people. Participation in sport, notably physical education, improves academic performance and enhances a child’s ability to</p>

				students with skills to be responsible adults and contributing members of the society, the nation and the world.		concentrate, learn and absorb other subjects, as well as facilitating improved health outcomes. As such, an individual's participation in physical education and sport must form part of a life-long continuum. This participation should be substantiated by national policy and the implementation of quality programmes.” UNESCO (2015)
4	4.23 ^a (p15) 4.6.4* (p92)	-- P4.6.4.4* (p92)	-- New Addition	Adequate facilities and equipments are essential for quality physical education & sports at all levels of educational institutions from foundation/primary school through university, therefore, to attain the desired SD Goals, authorities of Centre, state, district, local levels and NGOs will ensure to provide adequate and safe spaces, facilities, equipments, and dress-options to meet the needs of participants in physical education & sports. Adequate facilities and equipments will be provided and appropriately maintained by all educational institutions of the country at all level.	Adequate facilities and equipments are essential for quality physical education & sports at all levels of educational institutions from foundation/primary school through university, therefore, to attain the desired SD Goals, authorities of Centre, state, district, local levels and NGOs will ensure to provide adequate and safe spaces, facilities, equipments, and dress-options to meet the needs of participants in physical education & sports. Adequate facilities and equipments will be provided and appropriately maintained by all educational institutions of the country at all level.	“Adequateandsafespaces, facilities,equipment,anddress-optionsmustbeprovided and maintained to meet the needs of participants in physical education, physical activity and sport mindful of different needs associated with climate, culture, gender, age, and disability”(Article 8:UNESCO, Charter 2015)

5	4.30 ^a . 4.33 ^a (p17) 4.7* (p101)	-- P4.7.2* (p101)	-- New Addition	NCERT being a key national autonomous institution must established a Department of Physical Education in its NIE like other ten departments of different subjects so as to undertake, promote and coordinate research in physical education, physical activity & sports related to school education in the country and also to prepare and publish quality evidence based textbooks, supplementary material and develop various tools for fostering quality physical education on the line of other leading countries and in collaborations with UNESCO, WHO, and national and international professional bodies.	NCERT being a key national autonomous institution must established a Department of Physical Education in its NIE like other ten departments of different subjects so as to undertake, promote and coordinate research in physical education, physical activity & sports related to school education in the country and also to prepare and publish quality evidence based textbooks, supplementary material and develop various tools for fostering quality physical education on the line of other leading countries and in collaborations with UNESCO, WHO, and national and international professional bodies.	1. At present there is no research based physical education department nor qualified person in NCERT to look after this vital subject at national level. Whereas, Kazan Action Plan asserts that “Higher education and research play a fundamental role in fostering quality physical education, physical activity and sport. Specialized institutions must assure initial and continued training of teachers, educators and coaches. Multi-disciplinary research and development must be prioritized to provide for evidence-based policies that are relevant for different sectors of society. Higher education institutions play an important role in promoting and providing opportunities for physical activity and sport on all performance levels, including dedicated programmes for competitive athletes (dual career)”(UNESCO 2017).
6	4.30 ^a . 4.33 ^a (p17) 4.7* (p101)	-- P4.7.3* (p101)	New Addition	While revising National Curriculum Framework by NCERT due attention should be given to prepare a Curriculum Framework for Physical Education for	While revising National Curriculum Framework by NCERT due attention should be given to prepare a Curriculum Framework for Physical Education for which a ‘Physical	1. ‘Where there is no vision, people perish’ (Proverbs 29:18). Hence, the mission of Curriculum Framework should be based on a Vision that

				which a 'Physical Education Curriculum Advisory Committee' may be constituted by NCERT or Government involving leading Experts, institutions (Like LNIFE) & professional organizations like NAPES.	Education Curriculum Advisory Committee' may be constituted by NCERT or Government involving leading Experts, institutions (Like LNIFE) & professional organizations like NAPES.	perceives: "Teachers of physical education working collaboratively to ensure that every learner attains personal wellness through planned, culturally and environmentally sensitive, daily physical activity".
7	15.4 ^a . 15.5 ^a (p 42) 15.2* (p286)	-- P15.2.1* (p286)	-- New Addition	The colleges/Institutions and universities will provide standardized pre-service training and professional development opportunities for physical education teachers to enable them to embrace and promote quality physical education, physical activity & sports across the curriculum. All schools/institutions will maintained specific student - teacher ratio of trained qualified physical education teachers at all level, as per standards prescribed by the government(s).	The colleges/Institutions and universities will provide standardized pre-service training and professional development opportunities for physical education teachers to enable them to embrace and promote quality physical education, physical activity & sports across the curriculum. All schools/institutions will maintained specific student - teacher ratio of trained qualified physical education teachers at all level, as per standards prescribed by the government(s).	1."all personnel who assume professional responsibility for physical education, physical activity and sport must have appropriate qualifications, training and access to continuous professional development".(Article7: 7.1,UNESCO Charter, 2015) 2. WHO's 'Global action plan on physical activity 2018-2030: more active people for a healthier world,' advocates that Governments and stakeholders should "Partner with the education sector to strengthen formal pre service and in-service training for preschool, primary and secondary school teaching staff and administrators to strengthen knowledge and teaching skills on the value of active play, physical education, adaptive physical activity, fundamental movement skills and physical literacy, and on how to include people with disabilities and the least active"(WHO 2018).

8	17.8 ^a . (p46) 14.1* (p270)	-- P14.1.2* (p270)	-- New Addition	To provide a foundation for policy and programme planning, development, implementation, and assessment, education and health organizations at all government levels (center, state, and local) will develop and systematically set up data systems to monitor policies and behaviors pertaining to physical education and physical activity in the schools/institutions /university settings. For this purpose research and testing laboratories at national and regional level will be established.	To provide a foundation for policy and programme planning, development, implementation, and assessment, education and health organizations at all government levels (center, state, and local) will develop and systematically set up data systems to monitor policies and behaviors pertaining to physical education and physical activity in the schools/ institutions/ university settings. For this purpose research and testing laboratories at national and regional level will be established.	1. As “Research, evidence and evaluation are in dispensable components for the development of physical education, physical activity and sport” (Article 6: UNESCO Charter, 2015) 2.“Academia and research institutions should conduct research and evaluation on the policy, implementation and impact of physical education and whole-of-school approaches to strengthen the evidence base and share best practice” ‘Global action plan on physical activity 2018-2030: more active people for a healthier world (WHO 2018).
9	17.8 ^a . (p46) 14.1* (p270)	-- P14.1.2* (p270)	-- New Addition	To achieve the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development, centre and state governments, school/college systems at all levels (state, district, and local), and city planners, parent-teacher organizations and NGOs should systematically consider access to and provision of physical activity through quality physical education in all policy decisions related to the school/college environment as a contributing factor to improving academic	To achieve the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development, centre and state governments, school/college systems at all levels (state, district, and local), and city planners, parent-teacher organizations and NGOs should systematically consider access to and provision of physical activity through quality physical education in all policy decisions related to the school/college environment as a contributing factor to improving academic performance, health, and overall development for all children/youth of the country.	1. “Strengthen national education policy, implementation and monitoring to ensure provision of quality, inclusive physical education in primary and secondary school-aged boys and girls, in accordance with commitments made to implement the Kazan Action Plan” (UNESCO 2017; WHO 2018). 2.“Public authorities at all levels and those bodies acting on their behalf must take action to develop and implement legislation and regulations, define national sport development plans with clear

				performance, health, and overall development for all children/youth of the country.		objectives, and adopt other measures to encourage physical education, physical activity and sport, including the provision of material, financial and technical assistance.” (Article 3: 3.3 UNESCO Charter, 2015)
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3. Higher Education- College & University level

Sr. No	Section/ Sub Section No.	Clause /Sub Clause No.	Existing Matter	Amendment proposed	Matter after amendment	Justification
1	9.1 ^a (p 33)	9.1.1 ^a (p 33)	It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethicalas well as professional, technical, and vocational subjects.	To add ‘ physical fitness ’	It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, physical fitness , creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.	Physical fitness shall be given equal importance, as the mental fitness and peace is the byproduct of physical fitness.
2	9.1 ^a (p33)	9.1.3 ^a (p34)	At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems.	To add ‘ healthy and physically fit ’	At the societal level, higher education must enable the development of an enlightened, socially conscious, healthy and physically fit , knowledgeable, and skilled nation that can find and implement robust solutions to its own problems.	Healthy and physically fit society shall also be the aim of policy.
3	10.11 ^a (p35)	10.11 ^a (p35)	Single-stream HEIs will, in particular, add departments across different fields that would strengthen the single stream that they currently serve.	To add ‘The sports and physical education department shall be essential department’	Single-stream HEIs will, in particular, add departments across different fields that would strengthen the single stream that they currently serve. The sports and physical education department shall be essential department in all HEIs.	To develop healthy and physically fit society the culture of recreation through sports and physical activity shall be created and promoted.

4	<p>11^a. (p34) Towards a More Holistic and Multidisciplinary Education</p>	<p>11.7^a. (p37) *Establishment and strengthening of departments needed for multidisciplinary and cross-disciplinary (p226) *11.1. (p228) *P11.1.1. (b) (p229) para 1 *Focus on language, literature, arts, sports, and music: para 2 (p230)</p>	<p>Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, <u>Sports</u>, Translation and Interpretation, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs. Credits will be given in all Bachelor's Degree programmes for these subjects if they are done from such departments or through ODL mode when they are not offered in-class at the HEI.</p>	<p>To curtail the hypokinetic diseases or NCDs and to promote health and fitness among youths, all Higher Education Institutions (HEIs) (Central/State/Deemed/Private/Professional/nonprofessional /aided/non-aided) of the country will give due attention and priority to 'physical education & sports' as a national essential requirement (NER) and access to 'physical education and sports' will consequently be assured and guaranteed for all students by establishing department of physical education & sports at par with their other departments which will be developed on professional line. Credits will be given in all Bachelor's Degree programmes for physical education & sports for pursuing at least 3 hours of mandatory PE lessons a week for 'health and fitness' (Conditioning) in first year and at least 3 hours of sports proficiency course a week in one chosen sport/game during last three years of study to excel in that sport. In addition, if students would like to devote more time to sports training, they will have the possibility of choosing sports club in the institute or sports coaching centers.</p>	<p>Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, <u>Sports</u>, Translation and Interpretation, and other such subjects needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs. Credits will be given in all Bachelor's Degree programmes for these subjects if they are done from such departments or through ODL mode when they are not offered in-class at the HEI.</p> <p>To curtail the hypokinetic diseases or NCDs and to promote health and fitness among youths, all Higher Education Institutions (HEIs) (Central/State/Deemed/Private/Professional/ nonprofessional /aided/non-aided) of the country will give due attention and priority to 'physical education & sports' as a national essential requirement (NER) and access to 'physical education and sports' will consequently be assured and guaranteed for all students by establishing department of physical education & sports at par with their other departments which will be developed on professional line. Credits will be given in all Bachelor's Degree programmes for physical education & sports for pursuing at least 3 hours of mandatory PE lessons a week for 'health and fitness' (Conditioning) in first year and at least 3 hours of sports proficiency course a week in one chosen sport/game during last three years of study to excel in that sport. In</p>	<p>1. "The practice of physical education, physical activity and sport is a fundamental right for all. The freedom to develop physical, psychological and social well-being and capabilities through these activities must be supported by all governmental, sport and educational institutions." (Article1& 1.2UNESCO Charter, 2015)</p> <p>2. "Worldwide, 1 in 4 adults, and 3 in 4 adolescents (aged 11–17 years), do not currently meet the global recommendations for physical activity set by WHO. As countries develop economically, levels of inactivity increase. In some countries, levels of inactivity can be as high as 70%, due to changing patterns of transportation, increased use of technology and urbanization." "The global cost of physical inactivity is estimated to be INT\$ 54 billion per year in direct health care, in 2013, with an additional INT\$ 14 billion attributable to lost productivity. Inactivity accounts for 1–3% of national health care costs, although this excludes costs associated with mental health and musculoskeletal conditions."(WHO 2018)</p> <p>3. "For substantial health benefits, adults should do at least 150 minutes (2 hours and 30 minutes) to 300 minutes (5</p>
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				Teaching, coaching and administration of physical education and sports in all Higher Education Institutions will be performed by qualified professional only. All HEIs will have to recruit them in sufficient numbers to ensure they attain and sustain the competence necessary to nurture the rounded development and safety of all students in their charge and they will be given a professional recognition in keeping with the duties they perform.	in addition, if students would like to devote more time to sports training, they will have the possibility of choosing sports club in the institute or sports coaching centers. Teaching, coaching and administration of physical education and sports in all Higher Education Institutions will be performed by qualified professional only. All HEIs will have to recruit them in sufficient numbers to ensure they attain and sustain the competence necessary to nurture the rounded development and safety of all students in their charge and they will be given a professional recognition in keeping with the duties they perform.	hours) a week of moderate-intensity, or 75 minutes (1 hour and 15 minutes) to 150 minutes (2 hours and 30 minutes) a week of vigorous-intensity aerobic physical activity, or an equivalent combination of moderate- and vigorous-intensity aerobic activity. Preferably, aerobic activity should be spread throughout the week. Additional health benefits are gained by engaging in physical activity beyond the equivalent of 300 minutes (5 hours) of moderate-intensity physical activity a week. Adults should also do muscle-strengthening activities of moderate or greater intensity and that involve all major muscle groups on 2 or more days a week, as these activities provide additional health benefits".(CDC 2020)
5	12 ^a . (p38) Optimal Learning Environments and Support for Students	12.1 ^a . (p38) *P12.2.5. Facilities for sports and arts:	Effective learning requires a comprehensive approach.....Last but not least, the development of capacities that promote student <u>wellness</u> such as <u>fitness, good health, psycho-social well-being,</u> and sound ethical grounding are also critical for high-quality learning. Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, <u>sports/recreation areas,</u>	Many educational institutions of the country ceasing or finishing their sports playfields, courts, grounds, open lawns by constructing buildings, parking etc. which harm physical & sports activities and green environments of the campuses. All Higher Education Institutions (HEIs) have to save and preserve the existing sports playfields/courts and other sports facilities in their campuses at all cost and add new sports facilities	Effective learning requires a comprehensive approach.....Last but not least, the development of capacities that promote student <u>wellness</u> such as <u>fitness, good health, psycho-social well-being,</u> and sound ethical grounding are also critical for high-quality learning. Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, <u>sports/recreation areas,</u> student discussion spaces, and dining areas, a number of initiatives will be	1.As UNESCO proclaimed, "The practice of physical education, physical activity and sport is a fundamental right for all" (Article1: UNESCO Charter, 2015) 2."Adequate and safe spaces, facilities, equipment, and dress-options must be provided and maintained to meet the needs of participants in physical education, physical activity and sport mindful of different needs associated with climate, culture, gender, age, and disability"(Article 8:UNESCO, Charter 2015)

			<p>student discussion spaces, and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and enable all students to succeed.</p>	<p>gradually for fostering 'healthy & active campuses'.</p>	<p>required to ensure that learning environments are engaging and supportive, and enable all students to succeed.</p> <p>Many educational institutions of the country ceasing or finishing their sports playfields, courts, grounds, open lawns by constructing buildings, parking etc. which harm physical & sports activities and green environments of the campuses. All Higher Education Institutions (HEIs) have to save and preserve the existing sports playfields/courts and other sports facilities in their campuses at all cost and add new sports facilities gradually for fostering 'healthy & active campuses'.</p>	
6	12 ^a . (p38) Optimal Learning Environments and Support for Students	12.3 ^a . (p39)	<p>Second, each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP). ...For example, all HEIs will have mechanisms and opportunities for funding of topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc.</p>	<p>To encourage mass participation of students in sports and physical education for 'healthy active lifestyle' and for 'excellence in sports', all Higher Education Institutions (HEIs) will put in place well designed intramural programme in different games & sports and sports club system as a standard component of the institute like in other leading Universities of the world. To foster 'Khelo India' & 'Sports for all' movement for healthy and fit youths, all HEIs are to establish at least one or two sports academies or coaching centers in different sports on professional lines and to attract talented sportspersons. They may also have at least</p>	<p>Second, each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP). ...For example, all HEIs will have mechanisms and opportunities for funding of topic-centred clubs and activities organized by students with the help of faculty and other experts as needed, such as clubs and events dedicated to science, mathematics, poetry, language, literature, debate, music, sports, etc. To encourage mass participation of students in sports and physical education for 'healthy active lifestyle' and for 'excellence in sports', all Higher Education Institutions (HEIs) will put in place well designed intramural programme in different games & sports and sports club system as a standard component of the institute like in other leading Universities of the</p>	<p>1. "Quality physical education is important to the rounded development of an individual – physically, mentally and socially. UNESCO is particularly concerned about the increasingly sedentary lifestyles of young people. Participation in sport, notably physical education, improves academic performance and enhances a child's ability to concentrate, learn and absorb other subjects, as well as facilitating improved health outcomes. As such, an individual's participation in physical education and sport must form part of a life-long continuum. This participation should be substantiated by national policy and the implementation of quality programmes." UNESCO</p>

				eight to ten coaches of different sports in their sports and physical education departments for quality sports training & teaching.	world. To foster 'Khelo India' & 'Sports for all' movement for healthy and fit youths, all HEIs are to establish at least one or two sports academies or coaching centers in different sports on professional lines and to attract talented sportspersons. They may also have at least eight to ten coaches of different sports in their sports and physical education departments for quality sports training & teaching.	(2015). 2. "Early positive experiences of play, games and physical activities should be prioritized for all so as to lay a foundation of the knowledge, skills, attitudes and motivation necessary for the maintenance of lifelong participation in physical activity and sport". (Article 4.2 UNESCO Charter, 2015).
7	12 ^a . (p38) Optimal Learning Environments and Support for Students	12.9 ^a . (p40)	Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Towards this end, students will be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc.	A statutory autonomous national body having expert BOG will be setup to conduct inter- university tournaments and extramural programmes of all Higher Education Institutions (HEIs) on professional manners. For nurturing and promoting excellence in sports for national pool of elite athletes, regular Regional and National University Games will be established on professional lines for which all HEIs will have appropriate sports facilities & infrastructure including sports hostels etc. Academics of elite sportspersons of all HEIs will specially be taken care of and will not be compromised at all. This national body for university sports competitions must implement the principles of good governance including transparent and democratic procedures for elections and decision-making, regular	Students are the prime stakeholders in the education system. Vibrant campus life is essential for high-quality teaching-learning processes. Towards this end, students will be given plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc. A statutory autonomous national body having expert BOG will be setup to conduct inter- university tournaments and extramural programmes of all Higher Education Institutions (HEIs) on professional manners. For nurturing and promoting excellence in sports for national pool of elite athletes, regular Regional and National University Games will be established on professional lines for which all HEIs will have appropriate sports facilities & infrastructure including sports hostels etc. Academics of elite sportspersons of all HEIs will specially be taken care of and will not be compromised at all. This national body for university sports competitions must implement the principles of good governance including transparent and democratic procedures for elections and decision-	1. "All organizations and institutions dealing with physical education, physical activity and sport must implement principles of good governance. These include transparent and democratic procedures for elections and decision-making, regular consultations with stakeholder groups, as well as clear provisions for the redistribution of funds, and the rigorous enforcement of the principles of accountability and transparency". (Article 10.1 UNESCO Charter, 2015) 2. Well structured & designed Inter-university championships and extramural programmes in different sports are set means for nurturing, training & raising 'student athlete Olympians' in the leading universities of top ranked country in Olympic games namely US, Russia, Germany, UK, China, Australia. Where students' participation in sports

				consultations with stakeholder groups, as well as clear provisions for the redistribution of funds, and the rigorous enforcement of the principles of accountability and transparency.	making, regular consultations with stakeholder groups, as well as clear provisions for the redistribution of funds, and the rigorous enforcement of the principles of accountability and transparency.	competitions is ranged from 65% to 85% which is less than 10% in India. Hence, to enhance mass participation of youths in various games & sports a statutory autonomous national body having expert BOG is essentially required to streamline inter-university competitions and extramural programmes of all Higher Education Institutions (HEIs) in the country.
8	12 ^a (p38) Optimal Learning Environments and Support for Students	12.10. ^a (p40)	Financial assistance to students shall be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.	To add <i>talented sportspersons</i> .	Financial assistance to students shall be made available through various measures. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs <i>and also talented sportspersons</i> . The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students <i>including talented sportspersons</i> .	Globally, this is a set practice that students during university or college days play sports at the elite level in parallel with their studies. The special scholarships are instituted specifically for such sportspersons every year in almost all top ranked universities to nurture their student athletes and foster sports which in turn enhances their world ranking or standing. Elite university student athletes are sports nurseries and feeder cadre for national teams in almost all top ranked country in Olympics and World championships. If such scholarships are instituted in all Higher Education Institutions of the country, this will be big boost to motivate students to participate in sports and show their talents beside creating sports culture and conducive healthy ecosystem.

9	17 ^a . (p45) Catalysing Quality Academic Research in All Fields through a new National Research Foundation	17.5 ^a . (p45)	Furthermore, in addition to their value in solutions to societal problems, any country's identity, upliftment, spiritual/intellectual satisfaction and creativity is also attained in a major way through its history, art, language, and culture. Research in the arts and humanities, along with innovations in the sciences and social sciences, are, therefore, extremely important for the progress and enlightened nature of a nation.	Nationwide 'fitness and wellness' programme for youths under 'Fit India movement' will be launched in which all Higher Education Institutions (HEIs) (including technical and professional) must test the fitness and physical activity level of their students at least twice a year by conducting some fitness test namely Cooper's 12/09 minutes test for cardio respiratory efficiency, Push up test, sit up test, 50 meter dash, sit & reach test, Standing Broad Jump, and shuttle run test as these test need least equipment and efforts or using some digital/computer based tools/apps. This data of 'Youth Fitness' will be compiled at institution level, state level and at national level for research and planning. 'Fitness and Wellness' centers will be essential part of sports & physical education departments in all HEIs. To promote research in the field physical education and sports for prophylactic health care with sports for all, pedagogy and andragogy development, holistic development through physical education and sports, etc. with amalgamation of ministry of youth affairs and sports to	Furthermore, in addition to their value in solutions to societal problems, any country's identity, upliftment, spiritual/intellectual satisfaction and creativity is also attained in a major way through its history, art, language, and culture. Research in the arts and humanities, along with innovations in the sciences and social sciences, are, therefore, extremely important for the progress and enlightened nature of a nation. Nationwide 'fitness and wellness' programme for youths under 'Fit India movement' will be launched in which all Higher Education Institutions (HEIs) (including technical and professional) must test the fitness and physical activity level of their students at least twice a year by conducting some fitness test namely Cooper's 12/09 minutes test for cardio respiratory efficiency, Push up test, sit up test, 50 meter dash, sit & reach test, Standing Broad Jump, and shuttle run test as these test need least equipment and efforts or using some digital/computer based tools/apps. This data of 'Youth Fitness' will be compiled at institution level, state level and at national level for research and planning. 'Fitness and Wellness' centers will be essential part of sports & physical education departments in all HEIs. To promote research in the field physical education and sports for prophylactic health care with sports for all, pedagogy and andragogy development, holistic development through physical education and sports, etc. with amalgamation of ministry of	1. As "Research, evidence and evaluation are in dispensable components for the development of physical education, physical activity and sport" (Article 6: UNESCO Charter, 2015) 2. "Academia and research institutions should conduct research and evaluation on the policy, implementation and impact of physical education and whole-of-school approaches to strengthen the evidence base and share best practice" 'Global action plan on physical activity 2018-2030: more active people for a healthier world (WHO 2018).
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				cater the need of different physical education and sports professionals (other than teachers) as stated in this NEP.’	youth affairs and sports to cater the need of different physical education and sports professionals (other than teachers) as stated in this NEP.’	
10	18. ^a (p46) Transforming the Regulatory System of Higher Education	18.5 ^a (p47)	The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and the progress made on their implementation. HEGC will be entrusted with the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme offerings at HEIs across disciplines and fields.	Higher education institutions have always set standards in terms of provision, participation and success. Hence, under their Institutional Development Plan (IDP) all Higher Education Institutions will put in place their own comprehensive plan and policy for physical education, physical activity & sports which should endeavor to unleash the potential of physical education, physical activity & sports to contribute to and deliver a brilliant experience that benefits students, staff, the society and the institution by 2025. This plan should identify the values which are established on the key messages about the impact of physical education, physical activity & sports as: 1) an essential curricular activity that create opportunities for the transfer of learning between the lecture rooms and the sports grounds, through the training and development of professional skills of students; 2) significant connections are made through sports which connect people from varied	The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of higher education based on transparent criteria, including the IDPs prepared by the institutions and the progress made on their implementation. HEGC will be entrusted with the disbursement of scholarships and developmental funds for launching new focus areas and expanding quality programme offerings at HEIs across disciplines and fields. Higher education institutions have always set standards in terms of provision, participation and success. Hence, under their Institutional Development Plan (IDP) all Higher Education Institutions will put in place their own comprehensive plan and policy for physical education, physical activity & sports which should endeavor to unleash the potential of physical education, physical activity & sports to contribute to and deliver a brilliant experience that benefits students, staff, the society and the institution by 2025. This plan should identify the values which are established on the key messages about the impact of physical education, physical activity & sports as: 1) an essential curricular activity that create opportunities for the transfer of learning between the lecture rooms and the sports grounds, through the training and development of professional skills	1. “Strengthen national education policy, implementation and monitoring to ensure provision of quality, inclusive physical education in primary and secondary school-aged boys and girls, in accordance with commitments made to implement the Kazan Action Plan” (UNESCO 2017; WHO 2018). 2. “Public authorities at all levels and those bodies acting on their behalf must take action to develop and implement legislation and regulations, define national sport development plans with clear objectives, and adopt other measures to encourage physical education, physical activity and sport, including the provision of material, financial and technical assistance.” (Article 3: 3.3 UNESCO Charter, 2015)

				backgrounds and cultures, building relationships and creating valuable networks for life.3) physical education, physical activity& sports benefit health and performance as it engage significant numbers of students through sports and games activities that enhance the health and well-being of students and staff, amidst a backdrop of daily challenges and pressures; 4)Enhances profile of the Institution as it has a enormous role to play to enhance and promote the institution's profile and reputation in national and international arenas, whether it is through top class facilities, successes of the teams and top performing athletes, awards, representations, ambassadors or showcase events etc. This policy should specify the strategic objectives namely participation & performance and facilitators like profile, people, governance, finance & management and infrastructure.	of students; 2) significant connections are made through sports which connect people from varied backgrounds and cultures, building relationships and creating valuable networks for life.3) physical education, physical activity& sports benefit health and performance as it engage significant numbers of students through sports and games activities that enhance the health and well-being of students and staff, amidst a backdrop of daily challenges and pressures; 4)Enhances profile of the Institution as it has a enormous role to play to enhance and promote the institution's profile and reputation in national and international arenas, whether it is through top class facilities, successes of the teams and top performing athletes, awards, representations, ambassadors or showcase events etc. This policy should specify the strategic objectives namely participation & performance and facilitators like profile, people, governance, finance & management and infrastructure.	
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4. Teacher Education level

1	15 ^a (p 42)	15.1 ^a (p 42)	15.1. Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge,	1. To add the words 'traditional sports', 2. To add the phrase "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates.	15.1 Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions	As affirmed in clause 15.1, "Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and
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		<p>formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.</p>	<p>The great teacher inspires.”</p>	<p>and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including <i>traditional sports</i>, tribal traditions, while also being well-versed in the latest advances in education and pedagogy. <i>The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.</i></p>	<p>development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including traditional sports, tribal traditions, while also being well-versed in the latest advances in education and pedagogy”.</p> <p>Teachers should be provided scope to develop their competency in allied fields by introducing Skill development short Capsule Courses like:</p> <ul style="list-style-type: none"> • Sports Tourism • Hospitality Management in Sports • Competition and Venue Management • Sports Nutrition • Fitness and Wellness • Rehab Therapy in Sports • Strength and Conditioning • Herbal Sports Nutrition • Yoga and Healing Science • IT in Sports Training and Analysis • Sports Synthetic Turf Installation and Management • Indoor Synthetic Flooring Installation and Management • Fitness Equipment Manufacturing Technology • Sports Goods Manufacturing Technology • Sports Apparels Manufacturing Technology • Sports Journalism through Social Media • Sports Photography
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						<ul style="list-style-type: none"> • Sports Media Management
2	15 ^a (p 42)	15.4 ^a (p 42)	<p>As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.</p>	.		<p>Physical education and sports has many allied and applied connected sciences and streams like</p> <p>Physical Education (TEI) Physical Education and Sports Sciences</p> <ul style="list-style-type: none"> ➤ Sports Management ➤ Sports Tourism ➤ Sports Journalism ➤ Sports Physiotherapy ➤ Sports Psychology ➤ Sports Biomechanics ➤ Sports Engineering ➤ Sports Analytics ➤ Sports Nutrition ➤ Sports Administration ➤ Adventure Sports Education ➤ Exercise and Rehab Science etc. it has its own depth and super specialties. <p>All the developed countries started more and more focus on this kind of courses.</p> <p>These courses can be taken up by cluster universities that will have independent entities with their own Acts. The minimum five or six group of colleges in each region will break away from traditional affiliating universities to form cluster university. Some of the following vocational courses are more impactable for the professional competence of the students to get immediate job in the sports industry and allied</p>

						<p>areas:</p> <ul style="list-style-type: none"> ➤ Pool Life Guard ➤ Gym Operation Personnel ➤ Fitness Training Instructor ➤ Strength and Conditioning Trainer ➤ Play Field Management ➤ Sports Rehab Therapist ➤ Sports Massage Therapist ➤ Sports Turf and Ground Curator ➤ Sports Manager ➤ Sports Event Manager ➤ Sports Tour Manager ➤ Physical Fitness Trainer ➤ Sports Consultant ➤ Sports Commentator ➤ Crowd Manager ➤ Performance Analyst ➤ Match Analyst ➤ Sports Media Manager ➤ Sports Photographer ➤ Sports Videographer ➤ Sports Video Analyst ➤ Grassroots Sports Trainer ➤ Sports Nutrition Planner ➤ Sports Equipment Maker ➤ Sports Good Implements Maker ➤ Sports Leotards / Appeals Maker of super specialties field of sports education.
3	15 ^a (P. 42)	15.5 ^a (p42)	The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science,	To add the following: during the first two years and next two years will be devoted in teaching technology in the subjects of their choice including the practicals and internship program.	Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more during the first two years and next two years will be devoted in teaching technology in the subjects of	1. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc.

		<p>chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.</p>		<p>their choice including the practicals and internship program.</p>	<ol style="list-style-type: none"> 1. Bringing change in the teaching model every year and curriculum based on Industry requirement, Industry experienced research faculty, robust infrastructure and beyond classroom education would enhance the quality of education, increase in employment and entrepreneurship. Understanding the science of pedagogy and implementing the same would make a difference in the education system in India in the future. 2. An Integrated (blended) programme of undergraduate teacher preparation blends subject matter preparation and teacher preparation by offering coursework in both areas concurrently and in an integrated manner during the undergraduate years. 3. An Integrated (blended) programme of undergraduate teacher preparation blends subject matter preparation and teacher preparation by offering coursework in both areas concurrently and in an integrated manner during the undergraduate years. Most of the committees and commissions on education have repeatedly pointed about the mismatch between theory and practice in teacher education courses. Blending these two important domains of teacher preparation will
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						contribute to prepare a teacher who is knowledgeable and skilled in both subject-matter and pedagogy.
4	15 p.no.43	15.11	A National Mission for Mentoring shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.			Committee should recommend standard and unprejudiced strong monitoring mechanism to the state and central government for short and long-term mentoring/professional support to university/college teachers.
Sr. No	Section/ Sub Section No.	Clause /Sub Clause No.	Existing Matter	Amendment proposed	Matter after amendment	Justification/ Constructive suggestions
5	15 p.no.43	15.12 New clause	To create and add matter in amendment proposed.	Following three programmes are proposed to be added in NEP2020. 1. 6-Year Integrated Master of Physical Education Program (B.P.Ed.+M.P.Ed) 2. 4-year integrated B.P.E.+B.P.Ed programme. 3. 3-years Bachelor of Physical Education & Sports (BPES) for Skill Development & Vocational Competency.	1. 6-Year Integrated Master of Physical Education Programme (B P. Ed.+M.P.Ed) 2. 4- year integrated programme (B.P.E.+B.P.Ed) 3. 3-year Bachelor of Physical Education & Sports Programme (B.P.E.S.) for Skill Development and Vocational Competency.	Teacher preparation programme in India varies according to the stages of school and higher education. The needs, requirements, and learning abilities of students vary at each level. Hence level and stage-specific teacher preparation programmes are essential. The first proposed integrated course emphasizes upon preparing teachers for Higher Education. The four-year integrated programme aim at preparing teachers for Secondary Education by integrating

						<p>general studies comprising science, arts, social science, health education, sports skills and academics of physical education (B.P.E.) and professional studies (B.P.Ed) comprising foundations of physical education, pedagogy and practicum related to the tasks and functions of a physical education teacher while maintaining a balance between theory and practice, as well as, coherence and integration among the components of the programme.</p> <p>The 3-year degree programme is for skill development and inculcating vocational competency that will be helpful in promoting entrepreneurship and start up initiatives in sports field. Therefore, the proposed integrated courses will ensure vertical mobility of learners.</p>
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*Item number of NEP2020 of the Govt. of India *Item number of detailed draft document of NEP2019 of the Govt. of India

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