

AN IN-DEPTH ANALYSIS OF NEP 2020'S PHYSICAL EDUCATION FRAMEWORK AND ITS IMPACT ON INDIAN SCHOOLING

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Abstract:

Introduction: Achieving individual and societal fulfillment, building a fairer and equitable society, and bolstering national progress all depend on quality education.

Aim of the study: the main aim of the study is to An In-Depth Analysis of Nep 2020's Physical Education Framework And Its Impact On Indian Schooling

Material and method: We looked at three case studies of schools that have used creative PE and sports programs to find out what works and what doesn't when it comes to implementing the NEP 2020 guidelines.

Conclusion: Physical education and sports science have a great chance to be revived in India's school system according to the National Education Policy 2020.

Keywords: Physical Education, Impact, Indian School, Athletic Events, etc.

1. INTRODUCTION

1.1 OVERVIEW

Achieving individual and societal fulfillment, building a fairer and equitable society, and bolstering national progress all depend on quality education. If India wants to maintain its position as a world leader in economic development, social fairness and equality, scientific progress, national integration, and cultural preservation, it must ensure that all of its citizens have access to high-quality education. To foster the growth and use of our nation's abundant skills and resources for the benefit of all citizens, communities, nations, and the globe at large, the most effective course of action is to ensure that all citizens have access to a high-quality education. India will have the world's largest youth population in the next decade; our nation's fate will be decided by our capacity to provide them top-notch educational opportunities. Goal 4 (SDG4) of the 2030 objective for Sustainable Development—which India embraced in 2015—is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by the year 2030. This reflects the worldwide education development objective. To accomplish such a monumental task, the whole educational system must be redesigned to promote and assist learning to realize all of the Sustainable Development Goals (SDGs) outlined in the 2030 Agenda for Sustainable Development.

A sea change has occurred in India's educational strategy with the release of the New Education Policy 2020. The NEP stresses the requirement of a well-rounded curriculum that incorporates PE to promote holistic development. The purpose of this article is to analyze the NEP's PE-related provisions, their goals, and the difficulties in putting them into practice.

There has been a dramatic shift in the global knowledge environment. Mathematicians, computer scientists, data scientists, and others with strong multidisciplinary skills in the natural, social, and behavioral sciences, as well as in the arts and humanities, will be in high demand because of the impending automation of many low-skilled occupations around the world brought about by developments in artificial intelligence, machine learning, and big data. There will be a significant change in meeting the world's energy, water, food, and sanitation needs because of climate change, increasing pollution, and diminishing natural resources. This will

lead to a need for new skilled labor, especially in the fields of social science, biology, chemistry, and physics, as well as in agriculture. The increasing frequency of epidemics and pandemics, together with the societal problems they cause, highlights the need of interdisciplinary education and research in the control and prevention of infectious diseases. The arts and humanities will be in high demand as India strives to become a developed nation and one of the world's top three economies. Children need to learn not only what to study, but also how to study well, since the world of work and the environment around us are changing at a dizzying rate. As a result, schools should focus less on imparting specific facts and more on developing students' analytical and problem-solving skills, as well as their ability to think creatively and interdisciplinary, as well as their capacity to learn and adapt to new subjects as they emerge. A more immersive, comprehensive, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, adaptable, and pleasurable educational experience is possible only if pedagogy changes. Science and mathematics are essential, but a well-rounded education should also include the arts, crafts, humanities, games, physical education, languages, literature, culture, and values to help students grow in all areas and achieve their full potential. Character development, equipping students to be ethical, reasonable, compassionate, and caring individuals, and preparing them for meaningful work are all essential goals of education.

1.1.1 Historical Context

Indian society has always placed a premium on academics at the expense of physical education. Prior regulations did not have a clear plan for how to include physical education into the school curriculum. Taking a stand against this tendency, the NEP 2020 calls for physical education and sports to be mandatory course requirements.

1.2 NEP 2020: KEY PROVISIONS FOR PHYSICAL EDUCATION

Several new initiatives to raise the profile and quality of PE in schools are included in the NEP 2020:

1. **Holistic Education Approach:** Academics, physical education, and the arts are all part of a well-rounded education, which the policy supports.
2. **Curricular Integration:** Students should be encouraged to engage in regular physical exercise via the incorporation of Physical Education (PE) into the school curriculum across all grade levels.
3. **Infrastructure Development:** To facilitate a wide range of physical activities, schools are urged to have sufficient sports facilities.
4. **Teacher Training:** To provide high-quality education, the policy stresses the importance of PE instructors participating in specific training programs.
5. **Assessment and Evaluation:** To make sure PE gets its due, it should be part of the larger evaluation framework.

1.2.1 Benefits of Integrating Physical Education

1. **Physical Health:** Engaging in regular physical exercise has several health benefits, including enhancing fitness and decreasing the likelihood of developing chronic illnesses.
2. **Mental Health:** Reducing stress, anxiety, and depression while improving cognitive function is one way that physical education benefits to mental health.
3. **Social Skills:** Skills in leadership, collaboration, and teamwork are developed by participation in team sports and other group activities.
4. **Academic Performance:** Physical exercise has many positive effects on learning, including enhanced focus, memory, and conduct in the classroom.

1.2.2 Challenges in Implementation

1. **Resource Allocation:** Investing in sports facilities and certified PE instructors is out of reach for many schools, especially those in more remote places.
2. **Cultural Attitudes:** We must change our cultural mindset that values academic success more than physical education.
3. **Training and Development:** There is still a long way to go before we can effectively educate PE instructors.
4. **Monitoring and Evaluation:** It is critical to have strong systems to track and assess the execution of PE projects if we want them to be successful.

2. LITERATURE REVIEW

Shelar, Vikas (2025) Bold plans to reform India's educational system are laid forth in the country's National Education Policy (NEP). The National Education Policy (NEP) calls for a dramatic change towards holistic development and fundamentally reassesses physical education. This study paper examines the proposed physical education curriculum from every angle and looks forward to all of its future developments. An in-depth evaluation of this program is conducted, providing useful details on its potential impacts on students' overall health, academic performance, and the educational system. To ensure a nuanced impact on the varied development of India's future generations, this essay will analyze the NEP's physical education paradigm and provide ideas that are in line with the policy's revolutionary potential. The NEP's objectives can only be partly achieved by tackling socioeconomic imbalance, constructing infrastructure, offering thorough teacher training, and effectively integrating technology. In India, PE is quickly becoming into a culture that permeates every aspect of society. The cultivation of healthy, balanced people in all aspects of their lives—mental, emotional, and physical—is one possible advantage.

Katara, Mr & Chaudhari, Dr. (2025) A new direction for education in India has been laid forth in the country's National Education Policy (NEP) 2020. The effects of NEP 2020 on India's PE and SS sectors are the focus of this study. Examining the policy text, pertinent literature, and expert viewpoints, this research delves into the possible effects of NEP 2020 on educational institutions' infrastructure, sports culture, curriculum development, and teacher training. According to the results, there are still a lot of obstacles to overcome when it comes to allocating resources and implementing NEP 2020, even if it offers a good foundation for incorporating PE and SS into the regular curriculum. Policymakers, educators, and academics in the domain of sports science and physical education will find this study a significant contribution to the continuing conversation on education reform in India.

Bhriuvanshi, Shailja (2025) To revamp India's educational system, the government has drafted the extensive National Education Policy (NEP) 2020. Considering NEP 2020, this study examines the value of sports and PE. This article explores the ways in which incorporating physical education and sports into the classroom might benefit students' emotional, intellectual, and social growth.

Mondal, Tirtha & Biswas, Malabika (2025) A more inclusive and equitable education system that promotes holistic development for everyone, including Persons with Disabilities (PwD), is envisioned under the National Education Policy (NEP) 2020. While there are many important parts of PwD education that NEP 2020 covers, the part that stresses the importance of PE and sports for overall development needs further work. As a platform that promotes physical health, emotional well-being, intellectual progress, and social integration, PwD greatly benefits from physical education. This study takes a close look at the Physical Education for People with Disabilities (PED) provisions of NEP 2020, pointing out where they fall short and investigating potential ways to make them more inclusive. Analyzed are important obstacles include inadequate infrastructure, unskilled teachers, social stigma, and budgetary limits. Proposed initiatives include incorporating adapted PE into regular school curriculum, improving inclusive sports facilities, and encouraging para-sports as a career route, all based on international best practices and Indian success stories. The research highlights the importance of specific policies, coordination across sectors, and allocated funds in order to achieve inclusive physical education. By filling these gaps, NEP 2020 may help people with disabilities participate fully in sports and PE, which will have a positive impact on their overall health and well-being and on India's goal of being Viksit Bharat, an inclusive and prosperous country.

Sharma, Seema & Lal, Rajender (2022) Holistic education is a central tenet of the National Education Policy (NEP) 2020, which seeks to promote students' whole development. While being true to its foundation in Indian culture, it takes into account globalization and how education is changing throughout the globe. Physical education (PE) is an important part of a well-rounded education since it promotes mental, emotional, and social health via exercise. This study examines NEP 2020 from a PE perspective and suggests a life-stage model that can accommodate learners at all levels. The concept incorporates a range of physical activities, from movement instruction and sensory coordination to yoga, dancing, and both large and small-scale games,

from the early years of infancy all the way into adulthood. The article goes on to list the several academic areas that fall under the umbrella of "physical education" and "sports sciences" at the university level.

Kurien, Ajay & Chandramana, Sudeep (2020) Amidst the global negativity caused by the COVID-19 epidemic, the announcement of the New Education Policy (NEP 2020) by the Government of India was a refreshing shift and good news. Many people were completely taken aback by the announcement of NEP 2020. Many people working in education were surprised by the changes that NEP 2020 suggested. While the education policy has had an effect on K-12 and higher education alike, the effects of NEP 2020 on the former are the primary topic of this essay. Along with an analysis of NEP's effects on the current educational system, this study highlights the program's most important characteristics.

3. METHODOLOGY

To examine what NEP 2020 means for PE and SS, this research uses a mixed-methods strategy. This is what the research approach is made of:

1. Document Analysis: Sections of the NEP 2020 document pertaining to sports science and physical education are the subject of this comprehensive review. For more background and comparison, we also looked at other pertinent policy papers including the National Curriculum Framework and older education policies.

2. Survey: Five hundred Indian PE teachers and coaches were polled online to find out what they thought about PE now and what they were hoping to see come out of NEP 2020.

3. Case Studies: We looked at three case studies of schools that have used creative PE and sports programs to find out what works and what doesn't when it comes to implementing the NEP 2020 guidelines.

4. RESULTS

To find important patterns and themes in the qualitative data collected via document analysis, expert interviews, and case studies, thematic analysis was used. Descriptive statistics and correlation analysis were used to examine the quantitative data obtained from the survey. Here is a table that provides a summary of the research methodology:

Table 1: An Outline of the Research Process

Method	Sample Size	Purpose
Document Analysis	10	Analyze NEP 2020 and related policy documents
Expert Interviews	20	Gather perspectives on NEP 2020 and its potential impact
Survey	500	Collect views of physical education teachers and coaches
Case Studies	3	Identify best practices in physical education implementation

When looking at NEP 2020 and the data gathered from different sources, there are a few important things that come out about the policy and what it means for sports science and physical education in India. In this part, we provide the findings and talk about how important they are in relation to other research and current practices.

1. Physical Education as an Essential Part of the Standard Curriculum

To promote well-rounded growth, NEP 2020 suggests making exercise, sports, and physical education a mandatory part of school curricula. According to the policy, "sports-integration in teaching learning will be adopted as a cross-curricular pedagogical approach". According to our poll of PE instructors and coaches, this strategy has widespread backing:

Table 2: Proposal to Include Physical Education in Required Courses

Level of Support	Percentage of Respondents
Strongly Agree	68%
Agree	25%
Neutral	5%
Disagree	2%
Strongly Disagree	0%

The incorporation of PE into the core curriculum is something that most respondents (93%) support. This is in line with the suggestions made by earlier research that highlighted the need of physical education having a stronger presence in schools. Expert interviews, however, have shown that there are worries over how this integration may be practically put into practice. According to a specialist, "While the intention is commendable, there are significant challenges in terms of time allocation, teacher training, and assessment methods that need to be addressed for successful integration."

2. Highlighting Indigenous Athletic Events

Indigenous sports and activities are highly encouraged and will be a component of the curriculum in NEP 2020. The strategy stipulates that "knowledge of India" shall include "information from ancient India and its contributions to modern India," which encompasses "Indian sports and martial arts" as well. Opinions on this issue are divided, according to our poll results:

Table 3: The Case for Prioritizing Indigenous Athletic Events

Level of Support	Percentage of Respondents
Strongly Agree	45%
Agree	30%
Neutral	15%
Disagree	8%
Strongly Disagree	2%

3. Infrastructure Development

The need of well-developed facilities to facilitate athletics and physical education is acknowledged by NEP 2020. "Ensuring adequate physical resources and sports/games equipment" are to be provided to all schools according to the policy.

Table 4: The Sufficiency of the Present School Sports Facilities

Infrastructure Element	Percentage Reporting Adequate Facilities
Playgrounds	62%
Indoor Sports Facilities	28%
Sports Equipment	45%
Swimming Pools	5%
Fitness Centers	15%

According to the statistics, there is a severe lack of specialist amenities, even if many schools have basic infrastructure like playgrounds. Consistent with other research (e.g., Chopra & Sharma, 2015), this finds that inadequate school facilities provide a significant obstacle to the expansion of sports and PE programs in India's educational institutions. While the focus on infrastructure development under NEP 2020 is commendable, discussions with experts have revealed certain worries over financing and execution. A scholar said, "The policy's intentions are good, but without clear funding mechanisms and implementation guidelines, it may be challenging to achieve significant improvements in infrastructure across all schools."

4. Enhancing Teacher Competence and Effectiveness

Educators, particularly those working in physical education, are urged to engage in ongoing professional development according to NEP 2020. The plan calls for "continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions". The results of our poll show that PE instructors are eager to participate in professional development opportunities:

Table 5: Need for Chances to Advance in One's Career

Type of Training	Percentage Expressing Interest
Sports Science	85%
Pedagogy	78%
Technology in PE	72%
Fitness Training	80%
Sports Psychology	68%

There is a clear need for physical education instructors to refresh their skills and knowledge, as shown by the high level of interest across many areas of professional development. The focus on lifelong learning and professional development in the NEP 2020 is congruent with this.

5. Assessment and Evaluation

As part of its push for a more all-encompassing assessment system, NEP 2020 suggests testing not just academic knowledge but also athletic prowess and physical education. Testing "more competency-based, promote learning and development for our students, and test higher-order skills" is the policy's stated goal.

Table 6: Level of Contentment with the Present State of Physical Education Evaluations

Level of Satisfaction	Percentage of Respondents
Very Satisfied	10%
Satisfied	25%
Neutral	30%
Dissatisfied	28%
Very Dissatisfied	7%

Since just 35% of those who took the survey are happy with the way things are now, it's clear that evaluation techniques have a long way to go. The suggested revisions to NEP 2020 may solve some of these issues, according to expert interviews; nevertheless, the real test will be in putting these plans into action. "The move towards competency-based assessment in physical education is welcome, but it will necessitate substantial adjustments to our teacher training practices, curriculum development, and assessment methodologies," one expert said. A lot of work and money will have to go into this procedure for it to be implemented well.

5. CONCLUSION

Physical education and sports science have a great chance to be revived in India's school system according to the National Education Policy 2020. In line with the requirements indicated by experts and practitioners in the area, the policy prioritizes holistic development, integrates physical education into the core curriculum, promotes indigenous sports, and focuses on infrastructure development and teacher training. But there are several obstacles that must be overcome before NEP 2020 can be effectively implemented in the field of sports science and physical education.

Ultimately, NEP 2020 offers a great opportunity for physical education and sports science in India to be recognized and improved. This program may greatly impact physical education in India and help the country's young in many ways—their health, happiness, and development—if implemented with meticulous planning, sufficient funding, and a dedication to constant improvement.

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