



## **EXPLORING THE INFLUENCE OF SPORTS INTEGRATION IN INDIA'S NATIONAL EDUCATION POLICY 2020**

*\* Mrs. Archana Pawan Bhoir & \*\* Dr. Mrs. Renuka K. Shewkani,*

*\* Research Scholar, \*\*I/c Principal, Seva Sadan's College of Education, Ulhasnagar-3*

### **Abstract:**

*With the unveiling of India's National Education Policy (NEP) in 2020, there's a significant emphasis on integrating sports into the educational framework. This article delves into the crucial role of sports in advancing the health and wellbeing agenda of students outlined in the NEP 2020. It not only aims for academic achievement but also for the overall wellbeing of students. The modern education system often focuses heavily on academics, neglecting the potential benefits of sports participation on a student's holistic development. Sports play a vital role in promoting holistic well-being among individuals, especially within the realm of education. Promoting physical literacy among students is one of the key objectives of the NEP 2020. The policy emphasizes the need for adequate playgrounds, sports equipment, and trained physical education instructors to enable students to participate in a varied range of sports activities within the schools. NEP 2020 by giving priority to sports integrations aligns with global initiatives promoting sports culture on students. By integrating sports into the curriculum from an early age, the policy aims to promote a culture where students view sports as essential for their healthy well-being . This article aims to address the need for a comprehensive study on the state of sports in society today.*

**Keywords:** *Sports, Physical Activities, National Education Policy, NEP 2020, Curriculum, Holistic development.*

**Copyright © 2024 The Author(s):** This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial Use Provided the Original Author and Source Are Credited.

### **Introduction:**

In recent years, there has been a growing recognition of the crucial role sports play in fostering overall holistic development among students. Integrating sports into National Education Policy (NEP 2020) has a vital role of creating all-rounded individuals who will excel not only academics but also emotional, social, physical and psychological well being [3]. Integrating sports in the curriculum will shape the educational experience potentially affecting outcome of students, practices of teachers, sports culture of school, and public perceptions of education integrated with sports [1]. Sports can absolutely persuade student's lives and contribute to their all-round development, growth and success [5]. Sports integration in National Education Policy 2020 will add to holistic development and success for the betterment of the younger generation and society at large [4]. NEP 2020 aspires to advocate full potential of sports, not only as a career path but also as a vital aspect of overall social well-being. NEP 2020 also ensures equitable access to sports infrastructure and facilities across educational



institutions, including schools and colleges. The NEP 2020 encourages schools to identify tender talents and support students having potential in sports by providing them specialized training and opportunities for competitive participation in sports.

**Literature survey:**

Coskuner et al. (2021) studied and demonstrated that education along with sports is an important starting point for gaining healthy life skills, especially in the beginning period. Therefore, it would be beneficial for physical education teachers, coaches and sports managers who teach sports to children and young people to consider the role and impact of sports on physical health and well being.

Rani et al. (2021), have highlighted the importance of resources, infrastructure, teacher training, and school engagement to guarantee the effective implementation of sports programs within educational settings. They also recommended that involvement of key stakeholders in the process of designing curriculum will transform into budding a national standard framework in integration of sports in the curriculum across the country.

Burns et al. (2020), suggested that there is growing evidence supporting the positive relationship between sports activities and academic performance. Research study also indicates that students who are engaged in sports activities have better concentration, cognitive function, and academic achievement compared to non sports participants.

Eime et al. (2013), Identifies the benefits of participation in sports on psychology and social health in adults. They recommend that sports participation is advocated as a form of leisure-time and it produces a range of health benefits.

Zamanian et al. (2011), conducted study on comparison of emotional intelligence in elite athletes in several sports and non-athletes. They studied that emotional intelligence is higher in athletes than non-athletes, since they must constantly control and manage their emotions under different conditions of training and competition.

**Evolution of National Education Policy with respect to sports:**

1. Government of India, National Policy on Education (NPE 1968).
2. Government of India, National Policy on Education (NPE 1986).
3. Government of India, National Education policy (NEP 2020)

Sports Integration in previous education policies (NPE 1968 and NPE 1986): Previous studies have highlighted the importance of physical education into educational policies to promote health and wellness among students. The 1968 National Education Policy marked a significant milestone in India's educational landscape by articulating a clear intention to prioritize physical education. The 1986 National Policy on Education (NPE) in India continued the emphasis on sports and physical education, building upon the foundation laid by previous educational policies. In these previous policies, sports were considered just an extra-curricular activity. Now, As per NEP 2020, sports will be treated as a part of curriculum and grading of sports will be counted in education of children. It also acknowledges sports to be equally important as any other subject in the curriculum.

**As per Clause No.4.8 in NEP 2020 it is mentioned that:** “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-being while also enhancing cognitive abilities.” – (NEP 2020)*

**Significance of the study:**

Exploring the multifaceted benefits of sports integration in National Education Policy 2020. This article emphasizes the holistic development of students beyond traditional academic achievements. It also highlights the role of sports integration in promoting a culture of inclusivity and diversity providing opportunities for all students, including those with disabilities and special needs. Also exploring the effectiveness of sports integration in enhancing student learning outcomes and overall well-being, the study provides valuable insights for educators, policymakers and other stakeholders seeking to improve educational practices and promote student success.

**Methodology:**

This article is qualitative in nature. The data collected for this article is based on secondary data collected from various official documents, journals, research papers and also various resources like books, websites, newspapers.

**"Transforming Sports Perceptions":**

The negligence of sports within the education system prompts an exploration of strategies to integrate sports more effectively into the academic curriculum. This endeavor involves not only schools and educators but also parents and teachers in fostering a supportive environment for students [1]. Promoting sports for a healthier lifestyle can help reduce stress and depression, ultimately improving the emotional quotient of students [8]. Government is providing deserving sports persons with appropriate awards and recognition to motivate and acknowledge their efforts and accomplishments. One of the primary concerns underlying these efforts is the lack of awareness regarding the importance of sports in promoting a healthy and well-balanced lifestyle [1]. Despite the growing number of career opportunities in both private and government sectors, sports often remain underappreciated and neglected [6]. Furthermore, exploring the effectiveness of sports quotas in college admissions and job opportunities can shed light on their impact in boosting participation and representation in various fields [2]. India's initiatives in sports, including schemes like the Khelo India Scheme, National Sports Development Fund (NSDF), and others, demonstrate the government's commitment to promoting sports and supporting athletes across the country.

**Challenges in implementing sports integrated curriculum in schools as per NEP 2020:**

1. Limitation of sports infrastructure, playgrounds and sports fields can be a challenge while implementing sports as per the NEP 2020 guidelines.
2. Resources like funding, equipments, sports coaches, trainers and organising sports events can be constraints



for schools/institutions.

3. Schools give priorities to academics, examinations, administration and curriculum which can also be a challenge as integration of sports in curriculum may require dedicated time, concentration and resources as well.
4. Some school/institutions may resist changing as some may view sports secondary to academics and can hinder the implementation of sports.
5. Comprehensive teacher training, expertise, and professional development are essential but may create financial challenges to the schools/institutions.
6. Ensuring inclusion and access to all the students including disables and students with special needs can be a challenge.
7. Additional safety plans for accidents, injuries and emergencies may be required especially in schools which can be challenging in limited supervisions.
8. Schools may also find challenges in evaluating the effectiveness of sports and also measuring the impact of same on students.
9. Sustainability is the factor which ensures beyond the initial implementation. It is challenging for schools to develop long term plans for maintenance infrastructure and funding.
10. Awareness, sensitivity, gender norms, culture, may influence participation of students.

**Strategies to overcome the challenges in implementing a sports integrated curriculum in schools as per (NEP 2020):**

Infrastructure can be improved by seeking partnership with sports local organizations, sports clubs and applying for grants to obtain funding through various schemes launched by government to upgrade sports infrastructure, playgrounds and sports fields. Carry out fundraising initiatives, seek for sponsorships, and apply for grants to obtain funding for sports equipment, coaching staff, and organizing sports events. Recognize the importance of both academics and sports and advocate the balanced approach for both. Integrate sports into the curriculum in ways that complement academic goals and foster interdisciplinary learning [4]. Awareness camps needs to be launched to educate all the stakeholders about the sports benefits and misconceptions of prioritizing academics over the sports activities needs to be challenged and promote a culture that values the sports activities [7]. Provide comprehensive teacher training and opportunities for skills enhancement in sports education and coaching. Inclusive policies and practices needs to be implemented to ensure participation of students with disabilities, special needs and also adopt sports activities to accommodate students of diverse needs and abilities. Implement safety rules, protocols and emergency procedures for wellbeing and safety of students during sports training in schools. Provide first aid and injury prevention training to teachers, coaches and staff. Ensure financial sustainability by developing long term plans for maintenance of sports infrastructure and sports events. School has students of diverse background and interests where students should be provided with diverse range of sports that appeal them [5]. To advocate greater recognition and support for integrating sports in education engage all

the stakeholders including parents, teachers, students, and policymakers. Raise awareness by launching campaigns about sports in promoting healthy lifestyle and holistic development of students.

Schools can overcome all the challenges of sports integration in to curriculum by implementing these strategies systematically and create a sports environment which will eventually promote holistic development of students.

**Conclusion:**

Integration of sports into the educational framework as outlined in India's National Education Policy (NEP) 2020 heralds a paradigm shift in the approach to education in India and signifies a significant step towards fostering holistic development among students. In recent years, there has been a notable acknowledgment of the crucial role sports play in fostering holistic development among students, a sentiment reflected in the integration of sports into the National Education Policy (NEP) 2020. This integration signifies a shift towards recognizing sports as integral to shaping well-rounded individuals who excel not only academically but also in their emotional, social, physical, and psychological well-being [8]. Emphasizing collaboration, self-initiative, discipline, teamwork, responsibility, and citizenship, NEP 2020 envisions sports integration as a cross-curricular pedagogical approach. While the policy marks a significant departure from previous educational frameworks where sports were often marginalized as extracurricular activities, its implementation faces several challenges. These include limitations in infrastructure, resource constraints, competing academic priorities, resistance to change, and teacher training needs, inclusivity concerns, safety considerations, evaluation complexities, sustainability issues, and cultural perceptions affecting student participation. However, proactive strategies such as partnerships with local organizations, fundraising initiatives, balanced advocacy for academics and sports, awareness campaigns, comprehensive teacher training, inclusive policies, safety protocols, financial planning, and community engagement can help overcome these challenges. By systematically implementing these strategies, schools can create an inclusive sports environment aligned with NEP 2020 objectives. Such an environment not only promotes holistic student development but also fosters a culture that values sports as a catalyst for well-being and success. Ultimately, the integration of sports into education represents a transformative endeavour with immense promise for nurturing the next generation of well-rounded individuals in India.

**References:**

- Sonu Rani, Sandeep Bhalla (2021) Sports education in India: A contemporary perspective, ISSN: 2456-4419 Impact Factor: (RJIF): 5.18 Yoga 2021; 6(1): 98-102 © 2021 Yoga www.theyogicjournal.com
- Zeki Coskuner, Hakan Buyukcelebi, Kemal Kurak ,Mahmut Acak (2021) Examining the Impact of Sports on Secondary Education Students' Life Skills International Journal of Progressive Education, Volume 17 Number 2, 2021© 2021 INASED 292.
- Ryan D. Burns, Yang Bai, and Timothy A. Brusseau (2020) Physical activity and sports participation associates with cognitive functioning and academic progression: An analysis using the combined 2017–2018 National Survey of Children’s Health. Journal of Physical Activity and Health, 2020, 17, 1197-1204 <https://doi.org/10.1123/jpah.2020-0148> © 2020 Human Kinetics, Inc. Original research.

- Christopher J. Wretman (2017) School sports participation and academic achievement in middle and high school. Journal of the society for social work and research. Volume 8, Number 3.
- Eliasson, I. & Lundstrom, A. (2017) Participation in organized sports and youth adjustment: mediating role of peer support. Orebro University.
- Eime, R.M., Young, J.A., Harvey, J.T. et al. (2013) A systematic review of the psychological and social benefits of participation in sport for children and adolescents: informing development of a conceptual model of health through sport. Int J Behav Nutr Phys Act 10, 98 <https://doi.org/10.1186/1479-5868-10-98>
- Klein, Tim (2011) "Correlations between high school athletic participation and academic performance" Master of education program theses. 60. [https://digitalcollections.dordt.edu/med\\_theses/60](https://digitalcollections.dordt.edu/med_theses/60)
- Zamanian, Faeze & Haghighi, Mina & Forouzandeh, E. & Sedighi, Z. & Salehian, Mir Hamid. (2011) A comparison of emotional intelligence in elite student athletes and non-athletes. annals of biological research. 2. 179-183.
- Government of India, Ministry of Education Department of School Education, Archana Sharma Awasthi , Samagra Shiksha Khelen Bhi Aur Khilen Bhi ,Dated: 21stAugust,2023

***Cite This Article:***

**Mrs. Bhoir A.P.& Dr. Mrs. Shewkani R.K. (2024).** *Exploring the Influence of Sports Integration in India's National Education Policy 2020.* In Educreator Research Journal: Vol. XI (Number I, pp. 273–278).

**ERJ.** <https://doi.org/10.5281/zenodo.10730532>