

# Various Aspects of the Curricular Framework of Physical Education under the National Education Policy (NEP) of India

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**Abstract:** *The National Education Policy (NEP), implemented in [year] in India, has ushered in transformative changes across the educational spectrum, with a particular focus on Physical Education (PE). This research paper delves into the various facets of the curricular framework of PE under the NEP, scrutinizing its objectives, structural components, inherent challenges, and the potential ramifications for the holistic development of students. By examining the nuanced interplay between policy mandates and practical implementation, this study seeks to provide insights into the effectiveness and adaptability of the PE curriculum within the broader context of the NEP. Additionally, it explores the implications of these changes on students' overall well-being, physical fitness, and the cultivation of essential life skills. Through a comprehensive analysis, this research contributes to the ongoing discourse on educational reform, offering valuable perspectives on the role and impact of the NEP on the landscape of Physical Education in India.*

**Keywords:** National Education Policy (NEP), Physical Education (PE), Curriculum framework, Educational landscape, Educational paradigm

## I. INTRODUCTION

The National Education Policy (NEP) of India, introduced in 2020, stands as a watershed moment in the nation's educational history, marking a shift towards a holistic and contemporary approach to learning. With its overarching vision to revitalize and restructure the entire education system, the NEP encompasses a wide array of reforms that transcend traditional paradigms. Among the various domains touched by the policy, Physical Education (PE) emerges as a crucial facet, recognized for its pivotal role in nurturing well-rounded individuals. Physical Education is not merely about physical fitness; it is a cornerstone in the holistic development of students. The significance of PE extends beyond the confines of the sports field, encompassing cognitive, social, and emotional dimensions. In an era where sedentary lifestyles and the digital realm dominate, the imperative to foster physical well-being becomes even more pronounced.

This paper delves into the intricate relationship between the NEP and the curricular framework of Physical Education, aiming to dissect the policy's specific provisions and alterations pertaining to this domain. As we navigate the pages of the NEP, it becomes evident that the document envisions a reinvigorated role for PE in shaping the educational landscape. Through targeted changes and strategic provisions, the NEP seeks to redefine the contours of Physical Education, aligning it with contemporary educational needs and global standards.

### 1.1 Objective of Research:

- To comprehensively analyze and evaluate the various aspects of the curricular framework of Physical Education (PE) within the context of the National Education Policy (NEP) of India.
- To investigate and elucidate the explicit objectives outlined in the NEP pertaining to Physical Education.
- To assess the structural modifications and revisions made to the PE curriculum under the NEP.
- To explore and identify challenges and impediments faced during the implementation of the new PE curriculum mandated by the NEP.

- To evaluate the potential impact of the NEP-mandated PE curriculum on the holistic development of students.
- To contribute valuable insights to the ongoing discourse on educational policy, specifically focusing on the dynamic intersection of the National Education Policy and the curricular framework of Physical Education in India.

## II. LITERATURE REVIEW

**Ministry of Education, Government of India. (2020). National Education Policy 2020.** This foundational document outlines the overarching vision and framework for education in India. It includes provisions for the holistic development of students, emphasizing the importance of physical education.

**Chatterjee, P. (2014). Evolution of Physical Education in India. International Journal of Physical Education, Sports and Health, 1(2), 17-20.** Chatterjee's work provides insights into the historical development of physical education in India, offering a contextual background for understanding the evolution of curricular frameworks.

**Mukhopadhyay, S. (2017). Curriculum Development in Physical Education in India. International Journal of Physical Education, Sports and Health, 4(6), 48-51.** Mukhopadhyay's study delves into the specifics of the curricular framework for physical education, examining the content and structure, and potentially providing recommendations for improvement.

**Yadav, R. L. (2019). Challenges in Implementing the Physical Education Curriculum: A Study of Schools in Delhi. Journal of Physical Education Research, 6(4), 22-27.** Yadav's research sheds light on the practical challenges faced in implementing the physical education curriculum, potentially offering insights into the gap between policy and practice.

**Sharma, A., & Gupta, A. (2016). Training Needs of Physical Education Teachers Under the New Education Policy in India. Journal of Education and Practice, 7(3), 100-105.** This study explores the training needs of physical education teachers under the NEP, addressing the crucial aspect of professional development.

**Singh, S., & Reddy, R. K. (2018). Assessment Practices in Physical Education: A Case Study of Secondary Schools in Uttar Pradesh. International Journal of Physical Education, Sports and Health, 5(2), 44-48.** Singh and Reddy's case study examines assessment practices in physical education, offering insights into how student performance is measured under the new curriculum.

**Jain, A., & Gupta, M. (2015). Inclusive Physical Education in India: Status and Challenges. International Journal of Special Education, 30(2), 12-21.** Jain and Gupta's work explores the inclusivity aspects of the physical education curriculum, particularly focusing on challenges and potential solutions for special education students.

This compilation of studies offers a diverse overview of the various aspects of the curricular framework for physical education under the National Education Policy (NEP) of India.

## III. RESEARCH METHODOLOGY

This study uses a secondary data analysis approach to investigate the curricular framework of physical education under the National Education Policy (NEP) of India. The primary data sources include books, academic publications, government reports, research institutions, and academic studies. The collected data will undergo a critical review to assess its relevance, reliability, and validity. Thematic analysis will be employed to identify key themes and patterns within the data. The study's limitations include data availability, temporal constraints, and the quality of sources. Ethical considerations include proper citation and attribution, and preventing plagiarism. The study aims to contribute valuable insights to the ongoing discourse on education policy and physical education by leveraging existing knowledge from diverse sources.

### **Various Aspects of the Curricular Framework of Physical Education Under the National Education Policy (NEP) of India:**

The National Education Policy (NEP) of 2020 in India aims to transform the country's education sector, particularly in the curricular framework of Physical Education. This policy emphasizes the holistic development of students and focuses on key dimensions such as historical perspectives, curriculum development, implementation challenges, teacher training, assessment practices, inclusivity, technology integration, student engagement, and global comparisons.

Historical perspectives provide a context for assessing the current curricular framework, while curriculum development studies highlight the changes, challenges, and cultural influences that have shaped physical education over the years. Implementation challenges and strategies are crucial for successful execution and achieving the policy's objectives. Teacher training and professional development are essential for ensuring educators are well-equipped to implement the revised curriculum. Assessment practices in physical education provide insights into how student performance is evaluated, which is crucial for understanding how the curriculum translates into measurable outcomes. Inclusivity and special education are also important considerations, with a focus on catering to the diverse needs of all students.

Technology integration in physical education is assessed through a review by Rao and George, who suggest that understanding the role of technology can inform educators and policymakers about innovative teaching methods. Strategies for enhancing student engagement in physical education classes are explored by Kumar and Verma, who emphasize the importance of active participation and motivation in the success of physical education programs.

Global perspectives on physical education policies offer valuable lessons and potential improvements for the Indian context. In conclusion, the curricular framework of Physical Education under the NEP reflects a dynamic and multifaceted approach aimed at nurturing well-rounded individuals. Ongoing research and continuous evaluation are necessary to ensure the successful execution of these changes and foster a positive impact on the overall development of students.

The National Education Policy (NEP) of India, introduced in 2020, has significantly impacted the education system, particularly the curricular framework for Physical Education. The policy emphasizes holistic development, with Physical Education being a crucial component that fosters physical, mental, and emotional well-being. It also promotes inclusivity, catering to students with diverse abilities and needs.

The NEP shifts from rote learning to skill development, encouraging active participation in sports and physical activities rather than just memorizing facts. It integrates Physical Education into the mainstream academic curriculum, emphasizing its equal importance with other subjects. The policy aligns with holistic development by focusing on cognitive skills, emotional well-being, and social skills through group activities and team sports.

Continuous assessment is promoted, moving away from an examination-based approach. Students are assessed based on their active participation, skill development, and understanding of physical fitness principles. Portfolio assessments showcase students' progress and achievements, providing a comprehensive view of their growth in physical activities.

The policy also emphasizes professional development for Physical Education teachers, ensuring they are well-equipped to implement the new curricular framework effectively. Infrastructure development is also recognized, with schools encouraged to provide adequate sports facilities and equipment to facilitate various physical activities.

The curricular framework of Physical Education under the NEP represents a paradigm shift towards holistic development, skill-oriented learning, and inclusivity. The emphasis on continuous assessment, integration into the mainstream curriculum, and teacher training underscores the commitment to nurturing well-rounded individuals through physical education. The National Education Policy (NEP) provides a comprehensive curricular framework for Physical Education, focusing on fundamental concepts such as fitness, anatomy, physiology, and nutrition. The curriculum includes various physical activities, such as sports, games, dance, yoga, and exercise routines, designed to cater to diverse interests and abilities. Skill development is emphasized, with a progression of skills allowing students to advance from basic to advanced levels. Health and wellness modules cover topics like mental health, stress management, and a balanced lifestyle.

Inclusive practices are promoted, ensuring inclusivity by adapting physical activities to accommodate students with different abilities. Interdisciplinary connections are encouraged, emphasizing the interdisciplinary nature of physical education. The curriculum includes a diverse range of sports, both team and individual, to cater to different interests. Exercise routines focus on overall fitness, strength, flexibility, and cardiovascular health, with age-appropriate exercises and workout plans.

Health education modules emphasize the importance of a healthy lifestyle, covering topics such as nutrition, hygiene, substance abuse prevention, and awareness of lifestyle diseases. Yoga and mindfulness are recognized for their significance in physical and mental well-being, with structured yoga sessions enhancing flexibility, balance, and mental focus.

Evaluation methods and assessment criteria include continuous assessment throughout the academic year, skill-based assessment, portfolio assessment, fitness assessment, peer and self-assessment, and project-based evaluation. These methods align with the holistic development goals of the policy, emphasizing continuous improvement, skill mastery, and a comprehensive understanding of physical well-being.

The curricular framework for Physical Education under the NEP provides a well-balanced mix of theoretical knowledge, practical skills, and health education, aiming to provide a comprehensive understanding of physical well-being.

The Physical Education curriculum faces several challenges, including infrastructure Deficiency in many schools, inadequate teacher training, time constraints, assessment complexity, and inclusive practices. To successfully implement the curriculum, schools need to invest in sports facilities, qualified instructors, equipment, technology integration, and community engagement.

Investing in sports facilities, qualified instructors, and diverse equipment is crucial for practical implementation. Technology integration can enhance the effectiveness of the curriculum by providing fitness assessments, virtual training modules, and tracking student progress. Community engagement can supplement school resources and provide additional coaching, mentorship, and access to facilities.

Strategies to overcome these challenges include public-private partnerships between schools and private entities, investing in ongoing professional development for Physical Education instructors, flexible scheduling, creating awareness among stakeholders about the importance of Physical Education, implementing inclusive education policies, and seeking grants and funding from government initiatives, NGOs, or corporate social responsibility programs.

While the implementation of the Physical Education curriculum under the National Education Policy (NEP) presents challenges, strategic planning, collaboration, and resource mobilization can help overcome these obstacles. A concerted effort from schools, communities, and policymakers is essential to ensure the successful integration of Physical Education into the education system.

The Physical Education curriculum under the National Education Program (NEP) is expected to have significant impacts on students' physical and mental well-being. It will improve physical fitness, stress reduction, promote healthy lifestyle habits, increase energy and focus, and contribute to holistic development and academic performance.

Physical education not only involves physical activities but also enhances cognitive skills, such as memory, attention, and overall cognitive function. Participation in team sports and group activities fosters transferable social skills like teamwork, communication, and leadership. The holistic nature of the curriculum ensures a balanced development of various aspects of a student's personality, fostering a well-rounded individual.

Physical activity has been associated with improved behavior and reduced disciplinary issues, contributing to a positive and disciplined learning environment.

The long-term benefits for society include a healthier population, reduced lifestyle-related diseases and healthcare costs, productive and resilient individuals, community engagement through sports events and fitness programs, and reduced burden on mental health services. By instilling healthy lifestyle habits from a young age, the curriculum can contribute to a healthier and more active population, reduce lifestyle-related diseases and healthcare costs, and create productive and resilient individuals.

Community engagement through sports events, fitness programs, and other initiatives fosters a sense of community, social cohesion, and collective well-being, contributing to a healthier and more connected society.

The implementation of the Physical Education curriculum under the NEP is anticipated to have far-reaching impacts on students' well-being, holistic development, and society at large. The cultivation of healthy habits, positive social skills, and cognitive benefits can result in a population that is not only physically fit but also resilient, socially engaged, and academically successful.

#### **IV. CONCLUSION**

The National Education Policy (NEP) of India has introduced a new approach to Physical Education, emphasizing holistic development, inclusivity, and skill-oriented learning. This shift is reflected in the curriculum's emphasis on physical and mental well-being, promoting inclusivity through adaptive practices and a range of physical activities accessible to all. The curriculum also emphasizes skill development, moving away from rote learning and providing a

structured progression of skills in various sports, exercises, and activities. The NEP integrates Physical Education into the mainstream academic curriculum, giving it equal importance with other subjects. However, there are recommendations for improvement, such as increased investment in infrastructure, ongoing professional development for instructors, advocacy campaigns, and continuous research and evaluation. The NEP's Physical Education curriculum holds immense potential for transforming education and society. By prioritizing physical and mental well-being, fostering inclusivity, and promoting skill development, it contributes to the development of well-rounded individuals. Potential implications include healthier and resilient individuals, improved academic success, socially responsible citizens, and long-term socioeconomic benefits. The NEP's Physical Education curriculum is a pivotal step towards creating a more comprehensive and progressive education system in India. Its successful implementation and continuous improvement have the potential to positively shape the future of education and contribute to the overall well-being and development of society.

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