

## EXPLORING THE IMPACT OF NEP 2020 ON THE DEVELOPMENT OF INCLUSIVE SPORTS EDUCATION IN INDIAN SCHOOLS

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### Abstract

The National Education Policy (NEP) 2020 is a gigantic approach aimed at shaping the Indian education system. Besides the various objectives, one of its main objectives is holistic development and multidisciplinary learning, which lays a key emphasis on physical education and sports. By examining its provisions, implementation strategies, and challenges, this review paper looks at how NEP 2020 promotes inclusive sports education in Indian schools. It emphasises the policy's focus on curriculum integration, accessibility, and teacher training, and it identifies potential obstacles like funding issues, infrastructure gaps, and the need for capacity building. The report also addresses the broad social implications of inclusive sports education, including cultivating diversity, equity, and empowerment of underprivileged groups. It finds that although NEP 2020 has a lot of potential to improve inclusive sports education, its success will rely on how well it is implemented, how stakeholders work together, and how closely it is monitored.

### INTRODUCTION:

Sports education plays an important role in promoting social inclusion, teamwork, and physical fitness, sports education is essential. In addition to encouraging the growth of motor abilities, it instills virtues like self-control, teamwork, and perseverance(E. Bendikova,2014). In India, academic achievement has frequently taken precedence over sports education, with little attention paid to accessibility and inclusivity. However, by acknowledging the value of sports in holistic education, NEP 2020 seeks to alter this paradigm(K. K. M. Sharma, 2024).

The strategy ensures that children of all abilities have equal access to physical education by introducing a more flexible and diverse curriculum that incorporates sports into the basic educational framework. It also highlights the necessity of inclusive practices, like promoting gender equality

in sports participation and providing adaptive sports programs for children with disabilities (CWD)(D. L. Gallahue,2007).

This study outlines the NEP 2020's goals, methods of implementation, and possible obstacles, and assesses how it affects inclusive sports education. This study outlines the opportunities and challenges in creating a more inclusive and equitable sports education environment by examining the policy's main components and their impact on curriculum design, teacher preparation, and accessibility.

### NEP 2020: Key Aspects Related to Sports Education

1. Holistic and Multidisciplinary Education  
NEP 2020 connects academics with sports education by the help of its holistic approach.

It focuses on the well-equipping of schools to promote a flexible curriculum where sports are carried out in collaboration with academic subjects (Sharma, **IH.Sharma,2020**)

It promotes hands-on training to school-going students in order to make sports education dynamic(**SS Sultania,2024**).

## 2. Increased Focus on Physical and Mental Well-being

It lays much emphasis on regular physical activities for healthy living.

Encouragement of fitness regimens, yoga, and meditation to improve mental health(**S Singh,2020**).

## 3. Inclusive Education Practices

. By guaranteeing children with disabilities (CwD) equitable access to sporting facilities, the policy promotes inclusivity.

. Adaptive sports and assistive technology are used to encourage involvement among kids with disabilities.

Creation of infrastructure that is accessible, such as sports facilities and equipment that are wheelchair accessible ( P Parmar,2024).

programs specifically designed to train and mentor children with disabilities.

Establishing reward programs and sports scholarships for athletes with disabilities in order to promote their involvement (SB Mohanty, 2024).

## 4. Infrastructure and Funding Support

Measures taken by the government to enhance infrastructure, such as the construction of sports fields, indoor spaces, and equipment. Public-private partnerships (PPPs) as a means of improving access to high-quality sports facilities. Sports development funding were introduced to help schools construct inclusive sports facilities (**DP Singh, 2024**).

Encouraging corporate financing for inclusive sports programs through the development of CSR (Corporate Social Responsibility) relationships. Installation of infrastructure upgrades driven by technology, such as digital sports training materials and smart sports facilities.

## Impact of NEP 2020 on Inclusive Sports Education

Increased Participation and Accessibility

- A greater emphasis on providing underprivileged populations with equitable chances.

- Support for the implementation of adaptive sports initiatives in schools.

- Incentives and scholarships for athletes with disabilities (K. K. M. Sharma,2024).

## 2. Curriculum Integration and Skill Development

By including sports in the regular curriculum, students are encouraged to seek professions in athletics.

To improve employability, skill-based sports programs were introduced(**HM. Naveen,2022**).

## 3. Teacher Training and Capacity Building:

NEP highlights the need for physical education teachers' ongoing professional development (CPD) ( **BL Gupta, 2022**)

Training courses emphasizing adaptive sports methods and inclusive sports practices.

## Challenges in Implementing Inclusive Sports Education under NEP 2020

### 1. Infrastructure Deficiency

- Limited sports infrastructure, especially in rural areas.
- Insufficient adaptive sports equipment and facilities for students with disabilities.
- Lack of accessible transportation options for students with disabilities to reach sports venues.
- Poor maintenance of existing sports facilities, reducing their usability.
- Shortage of multi-purpose sports grounds that can accommodate both general and adaptive sports activities (**P Pandey,2024**).
- Inadequate changing rooms, restrooms, and other amenities suitable for differently-abled students.

### 2. Teacher Shortages and Skill Gaps

- Lack of adequately trained physical education teachers.
- Need for specialized training to handle inclusive sports programs.
- Insufficient knowledge of adaptive sports techniques among PE teachers.
- Limited awareness of inclusive teaching practices and strategies (**J Paul, 2023**).
- Lack of professional development programs specifically addressing inclusive sports.
- Teacher attrition and burnout due to workload or insufficient support.

### 3. Funding and Resource Allocation

- Inconsistent funding mechanisms may hinder the effective implementation of inclusive sports policies.
- Dependence on private partnerships may create disparities in access.
- Limited budget allocations for sports education in government schools.
- Difficulty in securing long-term financial commitments for infrastructure maintenance.
- Insufficient funds for purchasing adaptive sports equipment.
- Lack of financial incentives for schools to prioritize inclusive sports programs (DP Singh, 2024).

#### Recommendations

**Monitoring of Policy Implementation:** Consistent audits and assessments to guarantee efficient policy implementation (KR Venugopal, 2024)

**Programs for Teacher Training:** Improved instruction on inclusive practices and adaptive sports for physical education teachers (BL Gupta, 2022)

**Infrastructure Development:** More funds should be set aside for sporting facilities, particularly in underserved and rural areas (P Pandey, 2024).

**Awareness and Community Engagement:** NGOs, local communities, and parents working together to promote inclusive sports education (US Nair, 2025).

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**Technology integration:** includes the use of online resources for CwD accessibility and virtual sports training (P Pandey, 2024).

**Frequent Feedback Mechanisms:** To continuously enhance inclusive sports activities, teachers, parents, and students provide feedback (R Kingston, 2024).

#### CONCLUSION

The NEP 2020 has the potential to create a more inclusive and equitable sports environment by integrating physical education into the curriculum, promoting holistic learning, and offering equal access. However, successful implementation, sufficient funding, and capacity building are essential for the policy's success. The NEP 2020 provides a transformative framework for developing inclusive sports education in Indian schools. Communities, educators, and the government must collaborate to overcome issues, including financial constraints, teacher shortages, and infrastructure deficiencies, if it is to reach its full potential. NEP 2020 may greatly improve inclusivity in sports education and promote a culture of diversity and empowerment with regular monitoring, feedback mechanisms, and active stakeholder participation. India can set the path for a more varied and inclusive sporting future by encouraging adaptive sports, offering fair chances, and developing talent from all facets of society. By promoting adaptive sports, providing equitable opportunities, and nurturing talent from all sections of society, India can pave the way for a more inclusive and diverse sporting future.

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