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Transforming Games and Sports Education in India: A Review of Policy Frameworks, Institutional Development, Challenges and Emerging Priorities

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Abstract

Games and Sports education is an important component of comprehensive education, physical fitness, personality development, social inclusion and national sporting prowess. The growing policy focus on physical education, sports participation and talent development in India has created new chances to reinforce the sports education system. The report critically examines the growth of games and sports education in India concentrating on policy frameworks, institutional development, educational reforms, problems in development and new objectives. The paper employs a descriptive and analytical approach based on secondary sources such as government reports, policy documents, research publications and institutional studies. It looks at flagship programs including the National instruction Policy 2020, the *Khelo* India Program, the Fit India Movement and institutional systems that support sports instruction at the school, college and university levels. The evaluation underlines ongoing issues such as insufficient sports infrastructure, lack of skilled experts, financial constraints, gender gaps, rural-urban divides, and the low inclusion of sports in mainstream schooling. It also brings to fore rising issues like curricular reforms, sports science, technology innovation, inclusive participation, grassroots talent identification and stronger institutional governance. The study concludes that coordinated policy implementation, sustainable investment and institutional collaboration are critical to reform games and sports education and promote sporting excellence toward *Viksit Bharat* @2047.

Keywords: *Games and Sports Education, Physical Education, National Education Policy 2020, Khelo India, Institutional Development, Sports Infrastructure, Inclusive Education, Sports Governance, Viksit Bharat @2047.*

Introduction

The education of games and sports is a vital part of comprehensive education, human resource development, physical health, psychological well-being and social integration. It is very important in developing physical ability, cognitive capabilities, emotional intelligence, leadership traits, collaboration, discipline and responsible citizenship. The increased awareness of physical education and sports as vital elements of educational development has led to governments and educational establishments around the world integrating physical activities into formal learning systems. Physical education and sports are important in the physical, social, emotional and cognitive development of children (Bailey, 2006). Similarly, UNESCO (2015) noted that quality physical education offers chances for inclusive participation, social equity, lifelong physical activity and sustainable human development. The World Health Organization (WHO, 2020) recommends children and adolescents aged 5–17 years to engage in a minimum of average of 60 minutes of moderate to vigorous intensity physical exercise each day throughout the week to promote physical and mental health. Games and sports have always held a significant place in the cultural traditions, educational practices and community life in India. Indigenous sports including kabaddi, *kho-kho*, wrestling, archery and traditional martial arts have contributed in physical fitness, cultural identity and community participation. But the institutionalisation of modern physical education emerged gradually in schools, colleges, universities, specialist sports institutes and state-sponsored sports programs. The National Education Policy (NEP) 2020 is

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a significant breakthrough in acknowledging sports-integrated learning as a key constituent of holistic education. The policy promotes the participation of sports, physical activities and indigenous games in the teaching-learning process. Subsequently, the National Curriculum Framework for School Education (NCF-SE) 2023 reaffirmed the curricular importance of physical education and well-being (Ministry of Education, 2020; NCERT, 2023). The Government of India has also launched projects like *Khelo* India, Fit India Movement and *Khelo Bharat Niti* 2025 to promote grassroots involvement, talent identification, sports infrastructure development and competitive excellence. These changes mark a slow transition from the treatment of sports as predominantly extra-curricular to the treatment of sports as significant elements of education and national development (Ministry of Youth Affairs and Sports, 2025). But games and sports education still face obstacles such as lack of adequate facilities, lack of qualified physical education teachers, funding constraints, geographical discrepancies, institutional coordination and unequal participation possibilities. In this context, the current analysis studies policy frameworks, institutional growth, significant difficulties and rising objectives for boosting games and sports education in India toward *Viksit Bharat* @2047.

Sports Universities and Colleges in India

Sports universities and colleges are an essential part of the higher education and sports development ecosystem in India. These institutes provide specialised education, professional training, research and skill development in physical education, sports sciences, sports management, coaching, sports medicine and athletic performance. The development of sports-specific universities is a sign of the increasing acceptance of games and sports as an academic field of study and as a way to promote national sporting greatness. The Government of India has supported this development through institutions under the Ministry of Youth Affairs and Sports. Specialised universities and physical education colleges have also been established by state governments (Ministry of Youth Affairs and Sports, 2024).

Table 1: Major Sports Universities and Institutions in India

University /Institution	Location	Establishment	Major Areas of Education and Training
National Sports University	Imphal Manipur	2018	Sports sciences, sports coaching, physical education, sports management and research
Lakshmibai National Institute of Physical Education (Deemed University)	Gwalior Madhya Pradesh	1957; deemed university status in 1995	Physical education, sports sciences, coaching, sports psychology and research
Tamil Nadu Physical Education and Sports University	Chennai Tamil Nadu	2004 Act; operational from 2005	Physical education, sports sciences, sports management and research
Swarnim Gujarat Sports University	Desar Vadodara, Gujarat	2011	Physical education, sports sciences, coaching, sports technology and professional development
Sri Sri Aniruddhadeva Sports University	Chabua Dibrugarh, Assam	2018	Physical education, sports sciences, sports psychology,

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			nutrition and indigenous sports
Sports University of Haryana	Rai Sonipat, Haryana	2022	Physical education, sports sciences, sports technology, management and coaching
Lakshmibai National College of Physical Education	Thiruvananthapuram , Kerala	—	Physical education, sports training and professional development
Netaji Subhas National Institute of Sports	Patiala, Punjab	1961	Sports coaching, sports sciences and high-performance athlete development
YMCA College of Physical Education	Chennai Tamil Nadu	1920	Physical education, teacher training and sports-related academic programmes

Sources: Ministry of Youth Affairs and Sports (2024); National Sports University (2018); LNIPE; Tamil Nadu Physical Education and Sports University; Swarnim Gujarat Sports University Act (2011); Sports University of Haryana (2022); and respective institutional websites.

Institutional Significance

National Sports University, Manipur (estd. 2018) is the first-ever central university for sports education in India. The purpose is to encourage multi-disciplinary education and research in the areas of sports sciences, sports management, sports technology and coaching. Lakshmibai National Institute of Physical Education, Gwalior was established in the year 1957 and is one of the leading institutes in India for professional training and research in the area of physical education. It was granted university status in 1995 and has made a great contribution to the development of physical education instructors, sports professionals and researchers. Tamil Nadu Physical Education and Sports institution was founded in 2004 under the state law as a specialised affiliating institution exclusively for physical education and sports. Similarly, Swarnim Gujarat Sports University, created in 2011, is also aimed at strengthening professional education, sports research and high-performance training. The Sri Aniruddhadeva Sports University, Assam and the Sports University of Haryana have lately increased the scope for specialised education in the fields of sports sciences, physical education, management and professional coaching. These institutions provide educational opportunities through undergraduate, postgraduate, diploma and research programs including B.P.Ed., M.P.Ed., sports sciences and other speciality qualifications.

Developmental Challenges and Emerging Priorities

Sports universities and colleges, even as they grow, face the constraints of inadequate research infrastructure, limited specialist faculty, inadequate financial resources, uneven geographical distribution, industry-institution linkages and incorporation of developing technology. The future priority should include the strengthening of sports science laboratories, sports medicine, biomechanics, sports psychology, artificial intelligence-based performance assessment, interdisciplinary research and worldwide academic collaboration. There is also a need to focus more on inclusive sports education, women athletes, para-sports, indigenous games and professional employment prospects. Thus, the development of sports universities and colleges is important to integrate academic education with professional training, scientific research and athletic

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excellence. Their growth and institutional modernisation can play an important role in the realisation of NEP 2020, *Khelo Bharat Niti* 2025 and India's goal of *Viksit Bharat* @2047.

2. Review of Literature

The extant literature stresses the pedagogical, developmental, institutional and social importance of physical education and sports. Bailey (2006) evaluated the benefits and effects of physical education and sports in schools and has highlighted their contributions to physical competence, social behaviour, emotional development and cognitive ability. According to the study, positive educational outcomes depend on the quality of teaching, institutional support and inclusive participation, rather than just participation. UNESCO (2015) in its Quality Physical Education: Guidelines for Policy-Makers, emphasised the need for inclusive physical education, educated teachers, adequate facilities, curriculum development and institutional responsibility. The report called for integrated public measures to ensure equal chances for physical education. World Health Organization. (2020). The association between physical activity, sedentary behaviour and health consequences. Its guidelines stressed the need for regular physical activity for children and adolescents, especially in relation to physical fitness, mental health and cognitive development. The Ministry of Education (2020) through the National Education Policy has laid emphasis on holistic and multidisciplinary education, experiential learning, integration of sports and development of life abilities through physical activities. NCERT (2023) through the National Curriculum Framework for School Education expanded the curricular acknowledgement of physical education and well-being and highlighted the development of physical competencies, healthy lifestyles and holistic learning. The Ministry of Youth Affairs and Sports (2021–2026) under the *Khelo* India framework concentrated on sports infrastructure, competitions, talent development, sports academies, physical training and inclusive participation. *Khelo Bharat Niti* 2025 (2025) Ministry of Youth Affairs and Sports emphasised upon sporting excellence, economic development, social development, popular engagement and integration of sports with education. Together, these studies and policy documents show how important physical education is to individual development, the quality of schooling and the nation's sporting competitiveness. However, they also point to the need for greater procedures for implementation, institutional coordination and thorough evaluation of educational and developmental results.

3. Research Gaps

There is a large body of literature on physical education, sports policies and athlete development, but many topics deserve more investigation. First, much of the existing literature focuses on sports participation, physical fitness or competitive performance independently, as comprehensive studies incorporating educational policies, institutional governance, infrastructure and sports development are still crucial. Secondly, the implementation of NEP 2020 and NCF-SE 2023 in different categories of educational institutions needs to be studied in more detail. Third, there is a need to increase the comparative evidence on rural-urban, regional, gender and socio-economic differences in access to quality sports education. Fourth, there is no systematic evaluation of the efficiency of institutional co-ordination, teacher training, sports infrastructure utilisation and grassroots talent development. Integrated policy analysis is also needed for rising objectives like sports technology, inclusive education, sports science and *Viksit Bharat* @2047.

4. Objectives of the Study

The principal objective of the paper is to critically review the development, policy environment, institutional framework and emerging priorities of games and sports education in India. The specific objectives are:

1. To examine the evolution and educational significance of games and sports education in India.
2. To review major policy frameworks, particularly NEP 2020, *Khelo* India and *Khelo Bharat Niti* 2025.
3. To assess the role of educational institutions, sports infrastructure and institutional governance.

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4. To identify developmental challenges relating to accessibility, inclusion, teacher training and financial resources.
5. To suggest emerging priorities and policy measures for strengthening sports education towards *Viksit Bharat @2047*.

5. Research Methodology

The present paper uses a descriptive, analytical and narrative review-based methodology, mostly based on secondary sources. Relevant material is sourced from government policy documents, reports of the Ministry of Education, Ministry of Youth Affairs and Sports, Sports Authority of India, NCERT, UNESCO, WHO, published research articles and other institutional publications. The assessment includes the historical evolution of games and sports education, regulatory changes, institutional framework, infrastructure development, inclusive education, governance difficulties and future development priorities. The authors suggest a theme content analysis to explore policy aims, institutional processes and implementation issues. Comparative analysis can be applied to examine changes over different policy periods and levels of schooling. This study mainly considers advancements in national policy, particularly revisions made since 2020. The conclusions will be interpreted within the limitations of the available evidence, rather than as a consequence of primary field inquiry, due to the secondary sources used.

6. Games and Sports Education in India: Concept, Evolution and Significance

The education of games and sports is the systematic introduction of physical activities, structured games, recreational exercises, traditional sports and competitive athletic practices into the educational process. It includes physical health, development of motor skills, sportsmanship, leadership, team work, discipline, emotional stability and character building. Games and sports education is about fostering lifelong physical activity, healthy lives and social responsibility, not just competitive achievements. According to UNESCO (2015), quality physical education is a planned, progressive and inclusive educational experience that allows for physical, cognitive, social and emotional development. Bailey (2006) further stresses that school sport can be a vehicle for socialisation, self-esteem, educational engagement and physical competency development.

Historical Development in India

We may discuss the growth of games and sports education in India in four general phases.

- **Traditional and Indigenous Period:** Physical activities were connected to indigenous education systems, martial training, traditional games, yoga, wrestling, archery and community-based recreational activities. These disciplines helped to build physical strength, discipline and cultural continuity.
- **Colonial Period:** The modern organised sports like as cricket, football, hockey and athletics proliferated through educational institutions, military organisations and sports associations. Formal sporting events and organised physical training were slowly institutionalised.
- **Post Independence Period:** After 1947, India continued to institutionalise systems for physical education and sports through educational institutions, national sports federations, speciality training institutes and public sports organisations. The setting up of the Sports Authority of India in 1984 was a landmark in the development of organised sports.
- **Modern Era:** Launch of *Khelo* India, Fit India Movement, NEP 2020, NCF-SE 2023 and *Khelo Bharat Niti* 2025 indicate a growing policy focus on sports education, grassroots involvement, talent development, health promotion and international athletic competitiveness.

Thus, the Indian sports education system has been slowly evolving from the traditional physical training and extra-curricular participation to a more varied system of education, sports science, professional training, talent identification and institutional growth.

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7. Physical Education: Educational and Developmental Significance

Physical education is a planned educational process for the development of physical competence, motor skills, fitness, health awareness and positive attitudes toward physical activity. It is an important part of holistic education since physical well-being is intimately related to psychological development, academic engagement and social adjustment.

The educational significance of physical education can be examined across several dimensions viz.

- **Physical Education:** Educational Importance of Physical Education: The educational importance of Physical Education can be studied under the following dimensions:
- **Physical Development:** Regular physical education enhances muscular strength, cardiovascular fitness, flexibility, endurance, coordination and motor development. Physical activity is a significant contribution to physical health, psychological well-being and cognitive outcomes (WHO, 2020).
- **Cognitive Development:** Well-planned physical exercises can contribute to concentration, decision-making, executive functioning and willingness to learn. Well planned physical education can contribute to both cognitive development and educational accomplishment (Bailey, 2006).
- **Emotional Development:** Being involved in athletics provides opportunity for developing confidence, resilience, emotional control, perseverance and the ability to manage success and loss.
- **Social Development:** Team games promote cooperation, leadership, communication, discipline, mutual respect and social integration.
- **Health and Lifestyle Development:** Physical education encourages lifetime fitness habits and reduces sedentary behaviour and related health hazards.
- **Value-Based Education:** Participation in sports can promote fairness, ethical behaviour, responsibility, respect for rules and responsible citizenship.

Therefore, physical education should not only be recognised as a recreational activity, but as an essential part of education that contributes to the physical, intellectual, emotional and social development of the learners (Bailey, 2006; UNESCO, 2015; WHO, 2020).

8. National Education Policy 2020 and Games and Sports Education

India's educational philosophy saw an essential transition with the National Education Policy 2020, which laid the emphasis on comprehensive, multidisciplinary, experiential and competency-based education. The policy also recognises sports-integrated learning as a pedagogical strategy that links physical activities with academic learning and the development of life skills. According to the Ministry of Education (2020), learning that is combined with sports can promote collaboration, self-discipline, teamwork, responsibility, citizenship and lifelong physical health.

Major Provisions

- **Integration of Sports in Curriculum:** NEP 2020 recommends inclusion of physical activities and indigenous games into educational procedures. Sports-integrated pedagogy aims to improve learning experiences and to foster physical, cognitive and social competencies.
- **Holistic Education:** The strategy opposes tight distinctions between academic, extracurricular and co-curricular activities enabling chances to identify sports and physical education as meaningful components of mainstream education.
- **Experiential Learning:** Games and physical activities are viewed as tools for active learning, problem solving, creativity, teamwork and skill development.
- **Multidisciplinary Education:** The policy supports flexibility in educational routes and promotes the integration of physical education with other academic and vocational topic areas.

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- **Life Skills Development:** Sports education may develop leadership, teamwork, responsibility, discipline, cooperation and emotional resilience.
- **Promotion of Indigenous Sports:** Inclusion of indigenous sports in teaching-learning processes provides opportunity to preserve traditional games and strengthen cultural identity.

The National Curriculum Framework for School Education 2023 further emphasises the value of physical education and well-being as a curriculum area. Together, these reforms provide potential for enhancing the quality and relevance of sports education (Ministry of Education, 2020; NCERT, 2023). Effective implementation requires enough infrastructure, educated teachers, curriculum resources, institutional support and proper assessment systems

9. *Khelo* India Programme and Sports Education Development

The *Khelo* India Program is a flagship national program for development of mass involvement in sports, sports infrastructure, talent identification and competitive excellence. The program, launched in its current flagship format in 2017, has the goal of building a stronger sporting culture and widening the scope for people to participate in organised sports.

For 2021-22 to 2025-26, *Khelo* India Scheme has identified five broad components as follows:

- Development and up-gradation of Sports infrastructure.
- Competitions and talent development in sport.
- *Khelo* India Centers and sports academies.
- Fit India Movement.
- Promotion of inclusivity through sports.

These components reflect the programme's focus on infrastructure, athlete development, fitness, participation and social inclusion (Ministry of Youth Affairs and Sports, 2021).

Educational and Institutional Significance

- **Grassroots Participation:** *Khelo* India fosters participation of school children, university students and young athletes through contests, training opportunities and institutional assistance.
- **Talent Identification:** The program offers ways to spot athletes with potential and help them develop through coaching, training facilities and sports academies.
- **Infrastructural Development:** Financial support for sports infrastructure aims to expand access to playgrounds, sports complexes, training centers and other infrastructure.
- **Institutional Partnerships & Competitions for Educational Integration:** There are chances to integrate sports involvement to formal education through competitions and institutional partnerships.
- **Gender and Social Inclusion:** Special interventions supporting participation by women, persons with disabilities, rural communities and indigenous groups.
- **Promotion of Indigenous Games:** Traditional games such as kabaddi and *kho-kho* are acknowledged, providing chances for sporting heritage preservation and increased grassroots involvement.

The initiative has contributed to the widening of the institutional environment for sports development. The sustainability of the project, however, needs to be assessed over a longer period using such indicators as continuity of participation, equitable access across geographical areas, infrastructure utilisation, athlete development, and educational achievement.

10. Institutional Development of Games and Sports Education in India

Institutional growth is a necessary condition for the strengthening of the sports education ecosystem. India has established a multi-layered institutional framework comprising educational institutions, government agencies, sports federations, speciality universities, training centers and community organisations.

Table 2: Major Institutional Components

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Institutional Component	Major Role in Sports Education
Ministry of Education	Educational policies, curriculum reforms and integration of physical education
Ministry of Youth Affairs and Sports	Sports policies, national programmes and sports development
Sports Authority of India (SAI)	Coaching, athlete training, talent development and sports support
NCERT and SCERTs	Curriculum development, pedagogical guidelines and educational resources
Schools and School Education Boards	Physical education, sports activities and school-level competitions
Colleges and Universities	Higher education in physical education, sports science and competitive sports
Lakshmibai National Institute of Physical Education	Professional education, research and training in physical education
National Sports University, Manipur	Specialised education and research in sports-related disciplines
National Sports Federations	Sports-specific development, competitions and athlete pathways
Khelo India Centres and Sports Academies	Grassroots training, coaching and athlete development

Source: Compiled from government institutional frameworks, NEP 2020 and Khelo India programme documents.

The efficacy of this institutional ecosystem depends on the collaboration of schools, universities, sports academies, government ministries and sporting organisations. Greater institutional integration is required to provide continuous routes from school-level physical education, through to university sports, professional training and international athletic performance. In addition, academic programs in sports science, sports psychology, sports medicine, sports management, coaching and physical education should be upgraded by educational institutions.

11. Sports Infrastructure: Development, Challenges and Priorities

A basic prerequisite for guaranteeing equal access to quality games and sports education is sports infrastructure. It has playgrounds, gymnasiums, sporting equipment, indoor stadiums, swimming pools, athletics tracks, fitness centers, sports laboratories, coaching facilities and specialised training centers. According to UNESCO (2015), quality physical education requires appropriate facilities, equipment, qualified teachers and accessible learning environments. Infrastructure development and upgradation is also an important policy component within the *Khelo* India concept.

Major Infrastructure Challenges

Lack of infrastructure could be an obstacle for participation and quality of sports instruction. Key challenges include lack of playgrounds in densely populated urban areas, lack of modern sports facilities in rural and underserved areas, lack of specialised equipment, lack of maintenance, lack of accessibility for persons with disabilities and uneven distribution of qualified coaches. Financial limitations can also impact infrastructure development, particularly in under-resourced organisations.

Emerging Infrastructure Priorities

Future infrastructure development must concentrate on multipurpose playgrounds and accessible sports facilities, shared infrastructure between schools and communities, new training centers and better

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maintenance methods. Geographical information systems (GIS) can be used to map the sports infrastructure, identify areas of underservice and improve resource allocation. Proper regulation and equitable access can also promote infrastructure development through public-private partnerships, institutional collaboration and community participation. Sustainable infrastructure plan is not only about developing facilities, but also ensuring that they are accessible, safe, well-maintained, utilised and providing long-term educational advantages.

12. Inclusive Games and Sports Education

Inclusive sports education means that all learners, regardless of gender, disability, socio-economic conditions, geographical location or social background, have the opportunity to participate on an equal basis. UNESCO (2015) highlights that inclusive physical education should include access to the curriculum, safe environments, adequate equipment, and educated teachers who can address different educational needs. Likewise, the NEP 2020 provides for equitable possibilities in education, and the *Khelo* India framework has specific provisions for women, persons with disabilities, rural populations and indigenous sporting traditions.

- **Gender Inclusivity:** Girls and women need access to proper facilities, experienced coaches, safe places, financial support and institutional encouragement to have equal chances. Sports education can contribute to women empowerment by building confidence, leadership, physical fitness and social participation.
- **Inclusion of Persons with Disabilities:** The people with disabilities Inclusive sport education include adaptive physical activities, accessible facilities, specific equipment and properly educated trainers. Para-sports and adapted physical education can help with physical development, social integration, confidence and autonomous involvement.
- **Rural and Regional Inclusion:** We need increased access to playgrounds, coaching, equipment and tournaments in rural and geographically challenged places. Community sports centers and school-based programs can be significant in increasing participation.
- **Economic and Social Inclusion:** Financial support and cheap equipment, scholarships and community sports programs can help overcome the obstacles faced by youngsters from economically disadvantaged households. Hence, inclusive sports education should be perceived as an important part of educational equity and social justice rather than as a technique for selecting competitive athletes.

13. Sports Governance and Institutional Accountability

Sport governance concerns the procedures, rules, institutional arrangements and administrative processes by which sporting groups and educational institutions are controlled. Good sports governance is needed for openness, accountability, efficiency, ethical conduct, equitable resource distribution and sustainable institutional development. Khelo Bharat Niti 2025 provides a wider policy framework to promote sports excellence, sports related economic development, social inclusion, public involvement and educational integration. In addition, the National Sports Governance Act, 2025 provides a legislative framework for certain areas of the governance of national sport. Additional notifications have brought into force relevant requirements including notifications issued in 2025 and 2026 (Ministry of Youth Affairs and Sports, 2025-2026).

Major Governance Challenges

Sports governance in India has to focus on institutional coordination, transparency in the distribution of resources, financial management, ethical standards, safeguarding, professional administration and performance monitoring. Coordination problems may arise with the allocation of responsibility among educational institutions, government ministries, sports federations and training groups. There are also further

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concerns on the need for reliable institutional data, consistent quality standards, better grievance-redressal systems and accountable management of sporting facilities.

Emerging Priorities and Governance Reforms

Better governance of sport means better defined institutional duties, transparent decision making, evidence-based planning, professional administration and regular review. Schools need to formulate specific goals for sports development, provide proper funding allocations and monitor participation and performance results. Technology-enabled management information systems can assist infrastructure mapping, athlete development, program monitoring and resource utilisation. Governance reforms should separate popular engagement in sports education and elite competitive sporting achievement, but ensure that the two remain complimentary policy goals.

14. Games and Sports Education towards *Viksit Bharat* @2047

The objective of *Viksit Bharat* @2047 provides a long-term developmental backdrop for boosting games & sports education in India. Economic growth, technological progress, healthy people, trained human resources, inclusive institutions and strong social foundations are essential for a developed society. Games and sports education can contribute to these ends by improving physical well-being, youth development, social inclusion, educational quality and national athletic competitiveness. The *Khelo Bharat Niti* 2025 has five primary pillars: Excellence on the global stage, Sports for economic growth, Sports for social development, Sports as a people's movement and Integration of sports with education. These priorities are crucial to the overall development aspirations of India.

Table 3: Emerging Priorities for 2047

Priority Area	Suggested Development Strategy	Expected Contribution
Curriculum Reforms	Integrate quality physical education across educational stages	Holistic student development
Universal Sports Participation	Expand school and community sports programmes	Physical fitness and healthy lifestyles
Institutional Development	Strengthen universities, sports institutes and coaching centres	Professional sports education
Infrastructure Expansion	Develop accessible and multipurpose sports facilities	Equitable participation
Sports Science and Technology	Expand research, biomechanics, analytics and sports medicine	Improved training and performance
Teacher and Coach Development	Strengthen professional training and continuing education	Quality physical education
Inclusive Sports Education	Improve opportunities for girls, persons with disabilities and disadvantaged groups	Social equality and integration
Indigenous Sports	Integrate traditional games into curricula and community programmes	Cultural preservation and participation
Governance Reforms	Strengthen transparency, accountability and institutional coordination	Efficient sports administration
Research and Innovation	Promote multidisciplinary sports research and evidence-based evaluation	Sustainable sports development
Sports Economy	Develop sports-related skills, enterprises and employment pathways	Economic opportunities

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International Competitiveness	Connect grassroots education with structured athlete-development pathways	Sporting excellence

Source: Author's proposed framework based on NEP 2020, UNESCO (2015), Khelo India and Khelo Bharat Niti 2025.

Strategic Direction

The evolution of games and sports education to 2047 calls for a comprehensive strategy that involves educational reforms, infrastructure development, institutional governance, technology, inclusivity and sustainable finance. There should be more focus on the development of ongoing sporting opportunities from early childhood through to higher education. Schools should promote the development of both leisure and competitive sports while still meeting the educational goals of physical fitness, social development, and lifetime learning. Sports science, artificial intelligence, digital monitoring, biomechanics and data analytics can provide further potential to improve training and performance. But technology interventions should be done with proper safeguards around privacy, fairness, accessibility and responsible use. Realising these objectives will need effective coordination between the central and state governments, educational institutions, sports organisations and community stakeholders.

15. Major Developmental Challenges and Policy Recommendations

The preceding review indicates that the transformation of games and sports education in India depends upon addressing several interrelated institutional, educational and socioeconomic challenges.

Table 4: Policy Recommendations and Priorities

Major Challenges	Policy Recommendations
Inadequate integration of physical education into routine educational practices	Strengthen implementation of NEP 2020 and NCF-SE 2023
Insufficient sports infrastructure	Expand accessible, multipurpose and community-linked sports facilities
Shortage of professionally trained physical education teachers	Improve recruitment, professional education and continuous training
Rural–urban and regional disparities	Introduce needs-based infrastructure and funding allocations
Gender disparities in participation	Strengthen safe facilities, coaching opportunities and support programmes
Limited participation of persons with disabilities	Expand adapted physical education and accessible infrastructure
Inadequate institutional coordination	Establish integrated education–sports planning and monitoring mechanisms
Financial and resource constraints	Strengthen public investment and accountable partnership models
Limited application of sports science	Promote sports science laboratories, research and professional training
Weak monitoring of educational outcomes	Develop indicators for physical literacy, participation, inclusion and learning outcomes
Limited recognition of indigenous games	Incorporate traditional sports into curricula and local competitions

Uneven access to talent-development opportunities	Establish transparent pathways connecting schools, universities and sports academies

Source: Author's synthesis of the reviewed policy frameworks and institutional literature.

A central policy priority should be to move from an infrastructure- and competition-centred approach towards an integrated model emphasising universal access, quality physical education, inclusive participation, institutional accountability and sustainable athlete development. Such an approach can strengthen the relationship between education, public health, social development and sporting excellence.

16. Conclusion

Teaching games and sports is vital to promote holistic educational development, physical health, psychological well-being, social integration and national sporting excellence. The assessment emphasises the growing policy acknowledgement of sports education in India via National Education Policy 2020, National Curriculum Framework for School Education 2023, *Khelo India* Program and *Khelo Bharat Niti* 2025. These programs provide crucial institutional and policy bases for integrating physical education, sports participation, talent identification and competitive excellence into the education system. However, the difficulties of infrastructure, teachers' availability, institutional coordination, financial resources, gender inequities, regional disparities and inclusive participation still need to be addressed. Stronger games and sports education can be achieved through coordinated educational reforms, proper investment, professional capacity building, transparent governance and thorough evaluation of program outcomes. Sports also has educational and developmental value that can be further enhanced with more emphasis on sports science, technology innovation, indigenous games, community engagement, and equitable access. The study concludes that for the development of physically active, socially responsible and productive citizens, the transformation of games and sports education into an inclusive, accessible and institutionally integrated system is a prerequisite. Such change can be a major contributor in human resource development, quality of education, sustainable development and India's desire to become a developed and globally competitive nation under the vision of *Viksit Bharat* @2047.

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