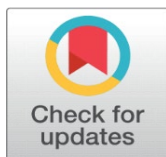
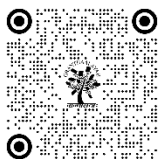


SUGGESTIVE MODEL OF PHYSICAL EDUCATION IN NEP-2020

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ABSTRACT

Education aims at all-round development, and the National Education Policy (NEP) 2020 emphasizes holistic education. It considers globalization and the transformation of education worldwide while remaining rooted in Indian culture, tradition, and values. Physical Education, a vital component of an integrated education system, educates the mind through movement and contributes to emotional, physical, and social well-being. This paper analyses NEP 2020 through the lens of Physical Education and proposes a stage-wise model suited to learners across different phases of life. From early childhood through lifelong learning, the model includes a variety of physical activities like movement education, sensory coordination, minor and major games, yoga, and dance. The paper also outlines academic domains for those pursuing Physical Education and sports sciences in higher education.

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Keywords: National Education Policy, Nep-2020, Physical Education, Holistic Development, Lifelong Learning

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1. INTRODUCTION

India's educational reforms through the NEP 2020 aim to reimagine the schooling experience by promoting equity, flexibility, and holistic development. For decades, Physical Education (PE) was treated as peripheral—often downgraded compared to cognitive disciplines. NEP 2020 corrects this oversight by recognizing physical education as essential to the physical, mental, and emotional well-being of learners (Government of India, 2020).

Physical Education not only builds physical strength and coordination but also enhances mental resilience, emotional stability, and social cooperation. This paper proposes a structured model that aligns PE with different stages of learning as suggested in NEP 2020's 5+3+3+4 model, with extensions into higher education and lifelong engagement.

2. LITERATURE REVIEW

- **Historical Perspective of PE in Indian Education:** Physical education in traditional Indian education was closely aligned with holistic development. Ancient systems such as the *Gurukul* included physical training, yoga, and martial arts (Sengupta, 2013). However, colonial and post-independence education models shifted focus toward academics, marginalizing physical activity (Bucher & Wuest, 2006).

- **Holistic Development and NEP 2020:** NEP 2020 is rooted in the philosophy that education must cater to the complete development of the child. The policy links PE directly with life skills, emotional intelligence, leadership, and health literacy (Government of India, 2020). It promotes experiential learning where physical activity contributes meaningfully to the learning process.
- **Benefits of Stage-Based Physical Education:** Research shows that age-appropriate physical activities significantly improve cognitive development, self-regulation, and academic achievement (Ratey & Hagerman, 2008). Play-based learning in early years fosters curiosity, while sports in adolescence help instill discipline and cooperation (Bailey, 2006).
- **Global Models:** Countries like Finland and Japan integrate daily physical activity into curricula, recognizing the link between movement and cognitive engagement (WHO, 2010). NEP 2020 echoes such approaches, contextualizing them for India's demographic and cultural diversity.

3. METHODOLOGY

This study is based on qualitative analysis of NEP 2020 and secondary academic literature on physical education, curriculum development, and human development. The suggestive model presented is conceptual, aligning educational stages with suitable physical activities.

4. SUGGESTIVE MODEL OF PHYSICAL EDUCATION BASED ON NEP-2020

The NEP 2020 recommends a 5+3+3+4 system followed by higher education and lifelong learning. The following model assigns appropriate physical activities to each stage:

Stage	Objectives	Activities / Field of Study/ Programme Suggested
Foundational Stage (Ages 3-8)	Develop gross and fine motor skills Enhance sensory integration and coordination Promote joy in movement	Movement education Free play and imaginative games Animal movements (crawling, hopping, balancing) Rhythmic dancing and clapping games Basic yoga postures for relaxation
Preparatory Stage (Ages 8-11)	Build social cooperation through group play Introduce structured games Develop body awareness	Partner activities Minor games (tag, relay races, dodgeball) Folk dances Introductory yoga and breathing exercises
Middle Stage (Ages 11-14)	Refine physical skills and teamwork Instil values like respect and fairness Introduce sport-specific skills	Major games (football, basketball, volleyball) Adventure sports Strength and flexibility exercises Basic training on rules and refereeing Surya Namaskar and mindfulness yoga
Secondary Stage (Ages 14-18)	Prepare students for physical activity as a lifestyle Encourage leadership and peer teaching Introduce sports science fundamentals	Sport-specific training (track and field, martial arts, cricket, etc.) Resistance training and aerobics Yoga for stress management Sports management projects Volunteering in physical activity events
Undergraduate Stage	Professional skill development Research exposure and innovation in sport science	Kinesiology and biomechanics Exercise physiology Sports psychology Coaching methods and pedagogy Inclusive PE for diverse populations

<p>Postgraduate Stage and Research</p>	<p>Deepen knowledge in niche areas Foster academic and technological innovation</p>	<p>Performance enhancement and analytics Rehabilitation and sports therapy Policy development and program evaluation Technology in sports (e.g., motion sensors, AI)</p>
<p>Lifelong Learning Stage</p>	<p>Maintain lifelong fitness and wellness Foster social bonds through recreation Promote mental health in adult and aging populations</p>	<p>Community walking or yoga clubs Workplace fitness sessions Intergenerational games and sports days Health literacy programs for senior citizens</p>

5. ASSESSMENT AND EVALUATION

Traditional physical education assessment in India has often focused solely on physical performance. NEP 2020 proposes a shift to **holistic assessment**, including:

- Participation and engagement
- Social behaviour and teamwork
- Attitude and leadership
- Self-reflection on fitness goals
- Basic knowledge of health and safety

Such evaluation fosters intrinsic motivation and ensures that students of varying abilities are encouraged and recognised.

6. RECOMMENDATIONS FOR IMPLEMENTATION

- **Policy Level:** Allocate funding and develop monitoring systems for PE inclusion.
- **Institutional Level:** Establish PE departments with full-time trained staff.
- **Training:** Organize capacity-building programs for teachers.
- **Community Involvement:** Engage parents and local organizations to promote sports beyond school hours.

7. CONCLUSION

The National Education Policy 2020 repositions Physical Education as central to India’s vision for a healthier, more equitable society. This paper offers a stage-wise model that supports the NEP’s goal of holistic, value-based, and skill-driven learning. When implemented systematically, Physical Education will not just contribute to student fitness, but also nurture empathy, leadership, and lifelong health-consciousness.

CONFLICT OF INTERESTS

None.

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