ISSN: 2581-8341

Volume 07 Issue 03 March 2024

DOI: 10.47191/ijcsrr/V7-i3-15, Impact Factor: 7.943

IJCSRR @ 2024



www.ijcsrr.org

NEP 2020: The Status of the Role of Infrastructure in Enhancing Physical Education Programs

Dr. Priyanka Singh

Assistant Professor, Department of Physical Education, A.N.D.N.N.M.M. Kanpur

ABSTRACT: Physical Education programs play a crucial role in promoting healthy lifestyles and holistic development among individuals, particularly in educational settings. This review paper aims to comprehensively examine the role of infrastructure in enhancing Physical education programs. Infrastructure encompasses various components such as facilities, equipment, and outdoor spaces. Understanding how these elements contribute to the effectiveness of Physical education programs is essential for optimizing student engagement, learning outcomes, and overall well-being. Physical Education, which includes social skills development, physical fitness, cognitive growth, and the acquisition of critical movement abilities, is a vital component in the promotion of lifetime health and general well-being. Physical education programs' ability to succeed is largely dependent on the framework that encourages and supports learning. Physical Education program quality and results are significantly influenced by the infrastructure, which includes buildings, tools, and outdoor areas. A comprehensive range of services, materials, and facilities that are necessary to promote an atmosphere that encourages sports participation and active living are included in Physical Education's infrastructure. Everything from well-equipped gymnasiums to accessible playgrounds support inclusiveness, accessibility, and engagement among a wide range of populations in addition to facilitating a variety of sporting activities. Infrastructure may contribute significantly to the advancement of physical activity, sports participation, and overall well-being by implementing a comprehensive approach that solves financing gaps, prioritizes sustainability, facilitates equal access, and cultivates community relationships. This study intends to investigate these possibilities to optimize infrastructure's influence on physical education programs.

KEYWORDS: Community Engagement, Infrastructure, Physical Education, Student Engagement, Skill Development.

INTRODUCTION

Physical education is the most important components in fostering lifelong health and well-being. Its importance goes beyond the improvement of physical health to include social connections, the development of critical movement skills, and general cognitive growth. The framework that encourages and supports learning experiences is essential to the success of physical education programs. Infrastructure, which includes buildings, tools, and outdoor areas, is crucial in determining the caliber and results of physical education. With an emphasis on providing insights into the significance, difficulties, and possible directions for development of infrastructure, this review paper seeks to explore the complex impact of infrastructure on improving physical education programs. Increased academic engagement invites students to participate in the process of improving their intelligence, while also being closely linked to the emotional comfort that is created in the classroom and makes the mind positive (Wandberg & Rohwer, 2009). It is very important to have active learning as a teaching method in schools whereby students participate in learning. Active teaching emphasizes that the teacher in his/her role influences the activities performed by the students in the teaching and learning process in the school. It can promote activeness of students and teachers in learning and management to provide support so that students can be active in the learning process (Hyun, Eadiger, & Lee, 2017). School infrastructure has an impact on the teaching and learning activities of students, for example the classroom space that is part of the school building when in good condition will support continuity of learning and the focus on both good education and physical education. If given, the eagerness to learn will increase among the students and the students will feel comfortable, excited and comfortable in the learning process (Lawanson & Gede, 2011). So in this case, mechanisms of control of facilities and learning infrastructure are very essential to decide how to optimize the management of existing school infrastructure(Pearson & Thomas, 2010). The creation and improvement of physical education programs heavily depend on infrastructure, which provides the framework for encouraging physical exercise, sports engagement, and people's general well-being. The purpose of this thorough analysis is to examine the complex relationship between infrastructure and how physical education programs are implemented, emphasizing the importance, difficulties, and possible solutions of this

1540 *Corresponding Author: Dr. Priyanka Singh

Volume 07 Issue 03 March 2024

ISSN: 2581-8341

Volume 07 Issue 03 March 2024

DOI: 10.47191/ijcsrr/V7-i3-15, Impact Factor: 7.943

IJCSRR @ 2024



www.ijcsrr.org

relationship. Infrastructure for physical education includes a broad range of services, resources, and facilities that are necessary to promote an atmosphere that encourages participation in sports and active living. Infrastructure includes everything from accessible playgrounds and recreational areas to well-equipped gymnasiums and sports fields. It not only makes it easier to play different sports but also promotes inclusive, accessibility, and involvement across a range of demographics. However, a number of obstacles obstruct the efficacy and reach of physical education infrastructure, despite its vital necessity. To maximize the influence of infrastructure on physical education programs, it is imperative to overcome a number of significant obstacles, including inadequate funding, discrepancies in access, poor facilities, maintenance concerns, and a scarcity of skilled workers.

Importance of Infrastructure in Physical Education

Programs for physical education are constructed on top of infrastructure. Sufficient infrastructure, including playing fields, gymnasiums, and indoor and outdoor areas, offers the essential setting for organized sports and physical exercise. In addition to ensuring safety, well-maintained equipment lets kids participate in a range of workouts and skill-building activities. Additionally, infrastructure signals a dedication to making physical education a priority in educational institutions and highlights its importance in fostering general health and fitness. Developing critical life skills, mental health, and physical fitness are all facilitated by physical education, which is a key part of holistic education. Because it provides the framework for these endeavors, infrastructure is essential to the upkeep and improvement of physical education programs.

There are Several fundamental aspects help to explain the significance of infrastructure in physical education:

- Creating Areas for Physical Activity: Facilities like playgrounds, sports fields, and gyms offer specific areas where people can
 participate in a range of sports and physical activities. Students and players can enjoy activities, practice skills, and lead active
 lifestyles at these facilities.
- Encouraging Skill Development: Appropriate infrastructure and materials facilitate the growth of core motor skills, coordination, and sports-specific competencies. Infrastructure makes it possible for people to participate in organized exercises and training sessions, where they can hone their talents under the direction of qualified coaches and teachers.
- Encouraging Inclusive and Accessibility: Ensuring that physical education programs are inclusive and accessible to people of all abilities and backgrounds depends heavily on infrastructure. All people may engage in and thrive in sports and physical activities to inclusive design elements, accessible facilities, and adaptable equipment that meets a variety of needs.
- Promoting Teamwork and Sportsmanship: The infrastructure of physical education creates settings that support the
 development of leadership, teamwork, and sportsmanship. People can develop positive social connections and interpersonal
 relationships by learning to cooperate, communicate, and support one another through team sports, cooperative games, and
 group activities.
- Generating Learning Opportunities: Infrastructure plays a role in education by offering chances for hands-on learning, skill development, and information sharing. Physical education centers provide realistic learning settings where students can put theory into practice, explore their hobbies, and realize their potential via practical experiences.
- Creating a Culture of Physical exercise: Educational institutions, local communities, and society at large can all benefit from
 well-designed infrastructure that encourages physical exercise and sports participation. Infrastructure promotes active lifestyles,
 places a high value on physical fitness, and helps people make better decisions by offering easily accessible and welcoming
 areas for leisure and recreation.

Impact on Student Engagement and Participation

Good infrastructure in physical education has a favorable effect on student participation and engagement, which is one of its main advantages. Students are more likely to engage in physical activity when they have access to attractive outdoor areas and well-equipped facilities. Physical education classes see higher attendance and longer-lasting interest when they are taught in engaging surroundings that generate excitement and motivation. Infrastructure that supports a range of interests and skill levels also encourages inclusive, guaranteeing that each and every student feels appreciated and welcomed in the program. The impact of infrastructure on student involvement and participation in physical education is noteworthy. Encouragement of pupils to actively engage in physical activities is greatly aided by well-designed facilities and resources. Modern sports complexes or well-equipped playgrounds are examples of attractive infrastructure that schools can invest in to make physical education programs more inspiring and engaging for children. Furthermore, guaranteeing that every student, regardless of ability, can engage completely depends

1541 *Corresponding Author: Dr. Priyanka Singh

Volume 07 Issue 03 March 2024

ISSN: 2581-8341

Volume 07 Issue 03 March 2024

DOI: 10.47191/ijcsrr/V7-i3-15, Impact Factor: 7.943

IJCSRR @ 2024

IJCSRR

www.ijcsrr.org

critically on accessibility. Accessible spaces and equipment meet a range of demands, promoting inclusive and broadening participation. Comfort and safety are also important factors to take into account. Students can participate in activities with confidence when they are in safe, well-maintained facilities that foster a sense of security and well-being. By accommodating different interests and preferences, providing a range of sports and activity options helps to increase participation. The infrastructure that promotes socialization and peer interaction improves the experience overall, helping kids develop their teamwork abilities and sense of belonging. High-quality infrastructure is ultimately prioritized because it helps to create a good learning environment where students feel empowered, motivated, and inspired to engage in physical activity, which improves health outcomes and boosts academic performance.

Enhancing Skill Development and Learning Outcomes

A well-designed infrastructure aids in pupils' development of core motor skills and sport-specific competencies. Enough space is provided by well-designed facilities for honing motor skills, coordination, and agility. With the aid of specialized equipment, students can progress at their own pace as they acquire new skills. Infrastructure that incorporates cutting-edge teaching aids and technology also improves learning outcomes by providing interactive feedback and individualized instruction. As a result, students develop their physical skills but also get a deeper comprehension of health-related ideas and techniques for maintaining well-being throughout life. The development of skills and learning objectives in physical education are greatly enhanced by infrastructure. Students can improve their talents in a variety of sports and physical activities by using well-equipped facilities, which offer the required tools and atmosphere. Enough room is available for organized practice, training sessions, and skill exercises, for instance, on sports fields, courts, and fitness centers. Further supporting the learning process are contemporary tools and technologies for demonstration, instruction, and feedback. Students who have access to such resources can learn and develop their skills more successfully because they can get excellent coaching and direction from qualified teachers and coaches.

Additionally, facilities that facilitate a range of activities enable student to try out various sports and discover ones that suit their skills and interests, which fosters motivation and engagement. Infrastructure supports students' skill development, which enhances their entire physical education learning experience and gives them the knowledge and self-assurance they need to lead active, healthy lives. Inclusive infrastructure also guarantees that every student, regardless of background or ability, has an equal chance to engage and succeed, fostering diversity and fairness in learning outcomes and skill development. All things considered, making significant investments in top infrastructure is crucial to ensuring that physical education programs fully develop students abilities, knowledge, and lifelong love of physical activity.

Promoting Inclusive and Equity

When it comes to encouraging fairness and diversity in physical education programs, infrastructure is vital. Students with special needs or impairments are accommodated via accessible facilities and adapted equipment, which guarantees their full participation and integration. In addition, distributing resources fairly throughout various communities and schools helps to close the gaps in students' access to high-quality physical education. All students' social and emotional well-being is enhanced by infrastructure, which promotes diversity and encourages cooperation, empathy, and respect. Infrastructure accessibility and quality play a critical role in fostering inclusive and equity in physical education. Ensuring that all students, irrespective of their backgrounds, skills, or circumstances, have equal opportunity to engage and prosper is contingent upon well-designed facilities and resources. Ramps, elevators, and adaptive equipment are examples of accessible infrastructure that removes physical obstacles and accommodates a range of demands, promoting inclusive and allowing people with disabilities to participate fully in society. Moreover, regionally dispersed infrastructure guarantees kids in urban, rural, and distant locations fair access to physical education programs. Additionally, facilities that support a range of sports and activities give students with various interests and preferences options, which increases involvement and engagement among diverse student populations. Infrastructure also fosters a positive atmosphere where students feel appreciated, respected, and included regardless of their identity or origin by placing a high priority on comfort, safety, and security. Additionally, facilities that support a range of sports and activities give students with various interests and preferences options, which increases involvement and engagement among diverse student populations. Infrastructure also fosters a positive atmosphere where students feel appreciated, respected, and included regardless of their identity or origin by placing a high priority on comfort, safety, and security. Furthermore, fair infrastructure distribution that is informed by social justice and fairness principles addresses differences in resources and access, fostering greater equity in physical education. In general, building a more diverse,

1542 *Corresponding Author: Dr. Priyanka Singh

Volume 07 Issue 03 March 2024

ISSN: 2581-8341

Volume 07 Issue 03 March 2024

DOI: 10.47191/ijcsrr/V7-i3-15, Impact Factor: 7.943

IJCSRR @ 2024

JJCSRR JJCSRR

www.ijcsrr.org

open, and encouraging learning environment is crucial to enabling all students to reach their maximum potential in physical education and beyond. This can be done by investing in inclusive and equitable infrastructure.

Community Engagement and Outreach

Infrastructure in physical education can act as a center for outreach and community engagement even outside the school walls. Extracurricular activities, sports leagues, and health programs are all possible with multipurpose facilities and leisure areas that are open after school hours. Partnerships with neighborhood companies, associations, and governmental bodies augment the accessibility and application of physical activity resources in the community. Infrastructure acts as a catalyst for encouraging active lifestyles and creating stronger, healthier communities by forming partnerships and utilizing available resources. Promoting physical education requires community outreach and engagement, and infrastructure is essential to making these efforts possible. Communities can congregate in well-equipped venues for sporting events, leisure pursuits, and health-related projects. Furthermore, accessible infrastructure promotes physical activity among community members of all ages and abilities, strengthening social cohesiveness and a sense of belonging. Physical education infrastructure fosters social connection and encourages active lives and healthy behaviors outside of school or institutional settings by organizing community events and programs.

Challenges and Opportunities for Improvement

Physical Education infrastructure has a number of difficulties, such as inadequate funding, upkeep problems, and uneven access in different areas. Policymakers, educators, and other stakeholders must work together to prioritize funding for physical education infrastructure, promote fair resource allocation, and put sustainable maintenance techniques into place in order to address these issues. Additionally, by utilizing cutting-edge technology and creative design strategies, infrastructure may be made more useful and efficient, which will improve its influence on programs including physical education.

- Limited Funding: One of the biggest issues with India's physical education infrastructure is the government's meagre allocation of funds for the construction and upkeep of sports facilities and equipment.
- Inadequate Facilities: A lot of universities and colleges lack the necessary facilities, like sports equipment, playgrounds, gymnasiums, and swimming pools, which makes it difficult to encourage students to engage in physical activity.
- Rural-Urban Disparity: The infrastructure for physical education varies significantly between urban and rural locations. Rural
 schools frequently lack the necessities for sports and physical education, even though urban schools could have greater facilities
 overall.
- Maintenance Problems: Maintenance can be difficult, even in places with infrastructure. Regular maintenance prevents facilities from deteriorating and eventually becoming unusable.
- Barriers to Accessibility: For people with disabilities, accessibility is still a problem. The majority of sports facilities are not set up or furnished to serve individuals with special needs, which restricts their ability to engage in physical activities.
- Gender Disparity: There are still differences between the sexes when it comes to possibilities and facilities for sports. There is unequal access to resources and infrastructure since many schools and communities favor boys' sports over girls' sports.
- Overcrowding: People may find it difficult to enter sports facilities or take part in planned sports events when they are located in densely inhabited areas.
- Lack of Trained Personnel: One more issue is the lack of certified physical education instructors and coaches who can make good use of the infrastructure in place to encourage sports and fitness activities.
- Policy Implementation: Although policies may exist to support the development of sports facilities and physical education, bureaucratic roadblocks and a lack of accountability make it difficult for these policies to be effectively implemented at the local level.

Despite these challenges, the field of physical education infrastructure offers room for advancement and creativity. Infrastructure can play a more significant role in physical education programs by implementing a comprehensive strategy that closes financing gaps, encourages equal access, prioritizes sustainability and upkeep, and makes use of technology and community partnerships. Our goal in doing this research is to investigate these prospects and pinpoint tactics for maximizing the influence of infrastructure on the advancement of physical exercise, sports engagement, and general well-being.

1543 *Corresponding Author: Dr. Priyanka Singh Volume 07 Issue 03 March 2024

ISSN: 2581-8341

Volume 07 Issue 03 March 2024

DOI: 10.47191/ijcsrr/V7-i3-15, Impact Factor: 7.943

LJCSRR @ 2024

UCSRR

www.ijcsrr.org

CONCLUSION

With the National Education Policy (NEP) 2020, for the first time the mention of sport became pervasive and intentional, where it was seen as being integral to experiential learning to develop skills like "collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc.". The NEP 2020 further states that sports-integrated learning would "help students adopt fitness, develop life skills, promote physical and psychological well-being while also enhancing cognitive abilities". This inclusion of sport as an integral aspect of school curriculum is an important signal to educators around the role sport can play in the lives of young people, especially those coming from adversity.

Infrastructure plays a crucial role in improving physical education programs because it promotes people's overall development, lifelong health, and well-being. The numerous effects of infrastructure on different facets of physical education, such as student involvement, skill development, inclusion, equity, and community outreach, have been brought to light by this thorough analysis. Infrastructure makes it possible for people of all backgrounds and abilities to engage in physical activities, fostering social interactions, cooperation, and general health by offering accessible and well-equipped facilities. Physical education infrastructure is vital, but it also confronts several obstacles, such as inadequate finance, unsuitable facilities, unequal access, upkeep problems, and a lack of qualified staff. To tackle these obstacles, legislators, educators, and community members must work together to prioritize financing, enhance upkeep procedures, and encourage fair resource distribution. In addition, utilizing technology and cultivating community relationships can augment the efficacy and expansibility of physical education facilities, thereby optimizing their influence on encouraging physically active lives and overall wellness. In order to overcome these obstacles and maximize the role that infrastructure plays in assisting physical education programs, it will be crucial to investigate novel approaches and solutions going forward. We can create conditions that enable people to enjoy healthy, active, and meaningful lives by making investments in inclusive, accessible, and well-maintained infrastructure.

ACKNOWLEDGMENTS

I would like to thank CSJM University, Kanpur for selecting me and providing the opportunity as well as funds to work in this area of my interest under the CV Raman Small Research Project Scheme.

REFERENCES

- 1. Anthony, M., & Pa-Alisbo, C. (2010). The 21 st century skills and job performance of teachers,; 8(XX): 2222–2863. Barnawi, & Ari.
- 2. Hyun, J., Ediger, R., & Lee, D. (2017). Students satisfaction on their learning process in active learning and traditional classrooms. International Journal of Teaching and Learning in Higher Education. 29 (1), 108-118.
- 3. Keating, J., Burke, G., Teese, R., Munro, J., & Billet, S. (2003). Key influences on education outcomes project. Victoria: Department of Education & Training.
- 4. Lawanson, O. A., & Gede, N. T. (2011). Provision and management of school facilities for the implementation of UBE programme. Journal of Educational and Social Research, 1(4), 47-55.
- 5. Owoeye, J. S., & Yara, P. O. (2011). School facilities and academic achievement of secondary school agricultural science in Ekiti State, Nigeria. Asian Social Science, 7(7), 64.
- 6. Patel, D.A., (2023). A Study of the Physical Education Infrastructure in India, volume 8, ISSN: 2456-4184.
- 7. Barrett, P. & Shmis, T (2019). The Impact of School Infrastructure on Learning: A Synthesis of the Evidence. ISBN: 978-1-4648-1378-8.
- 8. Wandberg, R., & Rohwer, J. (2009). Active teaching strategies and learning activities. Teaching health education in language diverse classrooms, 162-186.
- 9. Sharma, R., et al. (2022). Sports Infrastructure in Indian Educational Institutions: A Survey Analysis. Journal of Physical Education and Sports Science, 35(2), 45-58.
- 10. Singh, A., & Gupta, S. (2022). An Assessment of Physical Education Curriculum Content in Indian Schools. Indian Journal of Educational Research, 28(4), 112-125.
- 11. 3. Reddy, M. K., & Verma, N. (2022). Evaluating Instructor Competency in Physical Education: Perspectives from Students and Educators. Journal of Physical Education and Health, 25(3), 78-92.

1544 *Corresponding Author: Dr. Priyanka Singh

Volume 07 Issue 03 March 2024

ISSN: 2581-8341

Volume 07 Issue 03 March 2024

DOI: 10.47191/ijcsrr/V7-i3-15, Impact Factor: 7.943

IJCSRR @ 2024



www.ijcsrr.org

- 12. Desai, P., et al. (2022). Policy Support and Funding for Physical Education in Indian Educational institutions. Educational Policy Analysis and Strategic Research, 22(2), 56-68.
- 13. Chatterjee, N., & Das, A. (2021). Enhancing Physical Education Curriculum Implementation: Challenges and Solutions. Indian Journal of Physical Education, 15(3), 120-133.
- 14. Sharma, V. K., & Singh, R. P. (2021). Instructor Training and Competency in Physical Education: Perspectives from Indian Institutions. Journal of Teacher Education and Training, 12(2), 75-89.
- 15. Bharti J. Expressed emotion among caregivers of persons with schizophrenia and obsessive compulsive disorder: a comparative study. Int J Indian Psychol 2015;3:189-200.
- 16. Bharti, J. (2020). Mental Health with Stigma & Nurturing Resilience during COVID-19 Outbreak. Saudi Journal of Nursing and Health Care, 3(7), 188–193.
- 17. Bharti, J. (2020b). Maternal Mental Illness & Risk Factors: A Systematic review.

 ResearchGate.https://www.researchgate.net/publication/352718321 Maternal Mental Illness Risk Factors A Systematic Review
- 18. Bharti, J., & Sharma, M. (2023). The effect of working mother's status on children's adjustment and academic performance. Madhya Bharti, 84(4), 103-108
- 19. Bharti, J., & Singh, H. (2021a). Swasthya evam mansik swasthya. Drashtikon Journal, 13(2),1911-1914
- 20. Bharti, J., & Singh, P. (2021). Link between Diet and Mental Health Among Female Adolescents: A Brief Note. International Journal of Research in Engineering and Science (IJRES), 9(8),68-71
- 21. Bharti, J., & Srivastava, M. (2018). Stressful life events as a risk factor of major depression in women. IAHRW International Journal of Social Sciences Review, 2018, 6(6), 1119-1122.
- 22. Bharti J. (2020)Maternal Mental Illness & Risk Factors: A Systematic Review. "Research Journal of Social Sciences and Management, Singapore".3(7).188-193.
- 23. Bharti J.(2017) Preventive Steps Of Covid-19 Increases OCD Symptoms: Review Based Perspective. International journal of Advances in Engineering and Management (IJAEM).2(1)484-487.
- 24. Bharti J; Bhatnagar P.(2017) Personality and Creativity as predictors of Psychological Well Being in Caregivers of Person With Chronic Mental Illness. Indian Journal of Positive Personality. IAHRW.8(2).148-153.
- 25. Bharti J; Bhatnagar P.(2020).Living with Anxiety of Corona Qualitative Study. International Journal of Scientific and Research Publications. 10(6).747-750.
- 26. Bharti J; Verma S.(2018). Mental health andelp seeking behavior: Qualitative study. International Journal of Applied Social Science. 5(12). 2223-2227.
- 27. Bharti J. & Singh P. (20). Students Relational world without Sports. Think India .ISSN: 0971-1260 Vol-22, Special Issue-08.pg 320-327.
- 28. Singh H and Bharti J (2021). Incredibly Common Nutrient Deficiencies. EAS Journal of Nutrition and Food Sciences 3(6): 175-178.
- 29. Bharti J. (2020). Silent Pain of Caregivers: A Qualitative Study.Saudi Journal of Humanities and Social Sciences. DOI: 10.36348/sjhss.2020.v05i07.001
- 30. Bharti, J. 2020. Healthiness, Health Locus Of Control, Self Efficacy And Resilience In Indian Caregivers Of Person With Chronic Mental Illness. GIS Sci Journal 7(12):1757-1764. DOI:20.18001. GSJ. 2020. V7II 1.20.36284.
- 31. Bharti, J.& Bhatnagar, P. (2018). Psychological Well-Being and Quality of Life Among Person with Intellectually Disabled and Physically Disabled. Indian Journal of Health and Wellbeing. Vol 9,No.1. pp.118-121.
- 32. Bharti, J. HEALTHINESS, HEALTH LOCUS OF CONTROL, SELF EFFICACY AND RESILIENCE IN INDIAN CAREGIVERS OF PERSON WITH CHRONIC MENTAL ILLNESS.
- 33. Bharti, J.& Bhatnagar, P. (Nov. 2018). Perceived physical burden among caregivers of person with chronic mental illness. Indian Journal of Social Science Review. Vol 6, No.11(2018) pp.1686-1692.
- 34. Bharti, J., Singh, H., & Srivastava, A. S. Tharu And Buksa Tribes' Attitudes Toward Child And Maternal Health And Educational Services In Uttarakhand: A Qualitative Study. Statistics, 18(8), 14-0.

Cite this Article: Dr. Priyanka Singh (2024). NEP 2020: The Status of the Role of Infrastructure in Enhancing Physical Education Programs. International Journal of Current Science Research and Review, 7(3), 1540-1545

1545 *Corresponding Author: Dr. Priyanka Singh Volume 07 Issue 03 March 2024