

Status of Physical Education and Sports Development in Uttar Pradesh: An Assessment of Institutional Readiness

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Abstract

This study examines the structural and administrative preparedness of educational and sports institutions in Uttar Pradesh to promote physical education and sports development. 500 stakeholders across six specific categories were surveyed using a structured questionnaire and interviews. The results revealed significant gaps in qualified staffing, availability of infrastructure, necessary programming, and systematic implementation of health initiatives. Although policy frameworks mandate the integration of physical education within institutional systems, gaps remain at the operational level. The study concludes with recommendations aimed at strengthening policy implementation, improving resource allocation, and ensuring the full and equitable development of sports across all institutions in Uttar Pradesh.

Keywords: *physical education, sports development, institutional preparedness, policy implementation*

I. Introduction

Physical education and sports are fundamental components of holistic education. In addition to physical fitness, they contribute to cognitive development, emotional resilience, social integration, leadership qualities, and lifelong health behaviors. Globally, educational systems are increasingly recognizing sports as a tool for sustainable development and youth empowerment.

In India, the National Education Policy 2020 supports experiential and multidisciplinary learning, explicitly integrating sports into mainstream education. The Right of Children to Free and Compulsory Education Act 2009 mandates comprehensive development, including physical education. Furthermore, the Central Board of Secondary Education has issued circulars emphasizing compulsory physical education periods and participation in sports.

Despite these frameworks, implementation challenges remain significant, especially in large and diverse states like Uttar Pradesh. Previous literature has consistently identified staff shortages, inadequate infrastructure, and weak policy enforcement as obstacles to effective sports promotion. However, empirical assessment of institutional preparedness in Uttar Pradesh is limited.

This study aims to address this gap by systematically examining staffing, infrastructure facilities, essential programming, competitive participation, and health-related initiatives at various institutions.

II. Literature Review

Existing research highlights systemic deficiencies in implementing sports administration and education in India. Studies show that bureaucratic shortcomings and lack of funding hinder the recruitment of qualified physical education professionals. Lack of infrastructure, especially in government institutions, undermines effective program delivery.

Expert discussions also highlight the gap between policy intent and implementation on the ground. While national educational policies mandate the inclusion of sports, monitoring mechanisms remain weak. International guidelines emphasize that sustainable sports development requires adequate staff, a structured curriculum, competitive exposure, and institutional accountability.

This study contributes to the literature by providing multi-stakeholder empirical evidence from Uttar Pradesh, offering a thoughtful analysis that compares institutional roles.

III. Methodology

3.1 Selection of Subject

500 stakeholders were randomly selected from various domains connected to physical education and sports in Uttar Pradesh. These included:

- 100 Physical Education Students
- 100 Physical Education Teachers and Heads of Institutions
- 100 Federation and Technical Officials
- 100 Current and Retired Players
- 100 Sports Administrators and Officers

3.2 Data Collection Tools

Data was collected through structured questionnaires and interviews, which included standard, closed-ended questions about institutional policies, staffing, infrastructure, participation, and health programs.

3.3 Data Analysis

To compare stakeholder responses, data were analyzed using descriptive statistics, specifically frequency distribution and percentage analysis.

IV. Results and Discussion

Table 01: Appointment of Qualified Physical Education Teachers, Coaches, and Supporting Sports Staff

Category	Yes (N)	Yes (%)	No (N)	No (%)	Total
Students	42	42.00	58	58.00	100
Teachers/Heads	83	83.00	17	17.00	100
Players	32	32.00	68	68.00	100
Admin/Coaches	28	28.00	72	72.00	100
Federation Officials	56	56.00	44	44.00	100
Total	241	48.20	259	51.80	500

Interpretation: Only 48.20% confirmed the presence of qualified sports staff in their institutions. The stark contrast between the high percentage of confirmation from teachers (83%) and the low from players (32%) reflects inconsistencies in recruitment and deployment.

Graph - 01

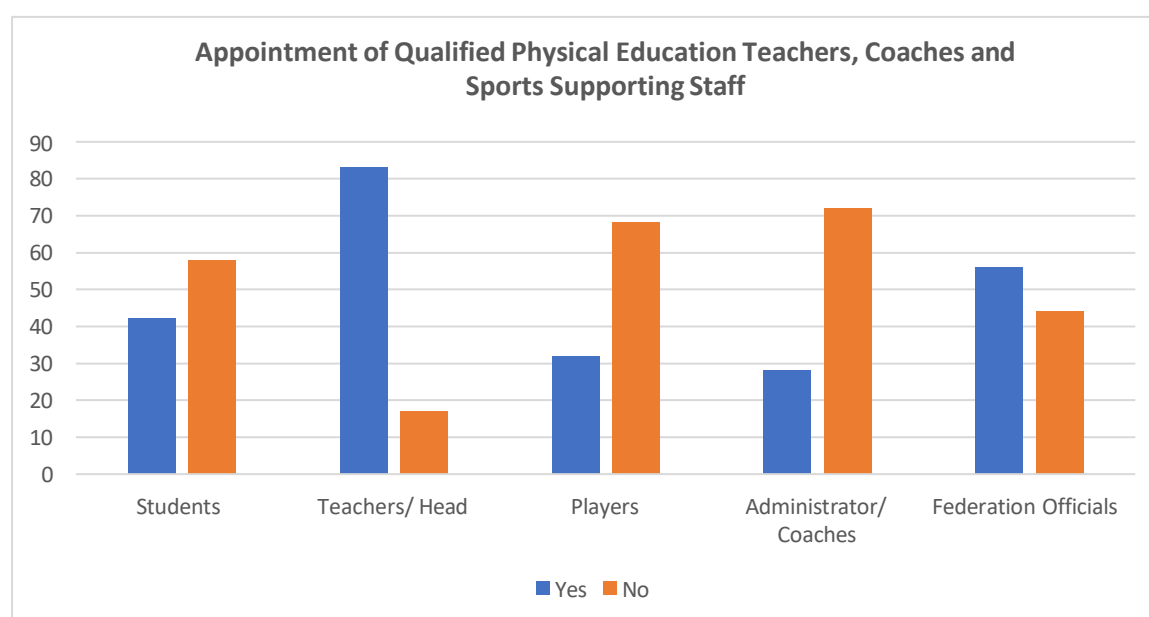


Table 02: Adequacy of Facilities for Physical Education and Sports in Institutions

Category	Yes (N)	Yes (%)	No (N)	No (%)	Total
Students	32	32.00	68	68.00	100
Teachers/Heads	68	68.00	22	32.00	100
Players	22	22.00	78	78.00	100
Admin/Coaches	68	68.00	32	32.00	100
Federation Officials	89	89.00	11	11.00	100
Total	289	57.80	211	42.20	500

Interpretation: While 57.80% rated facilities as adequate, major dissatisfaction among students, (68% said no) and players (78% said no) points to urgent infrastructural upgrades.

Graph - 02

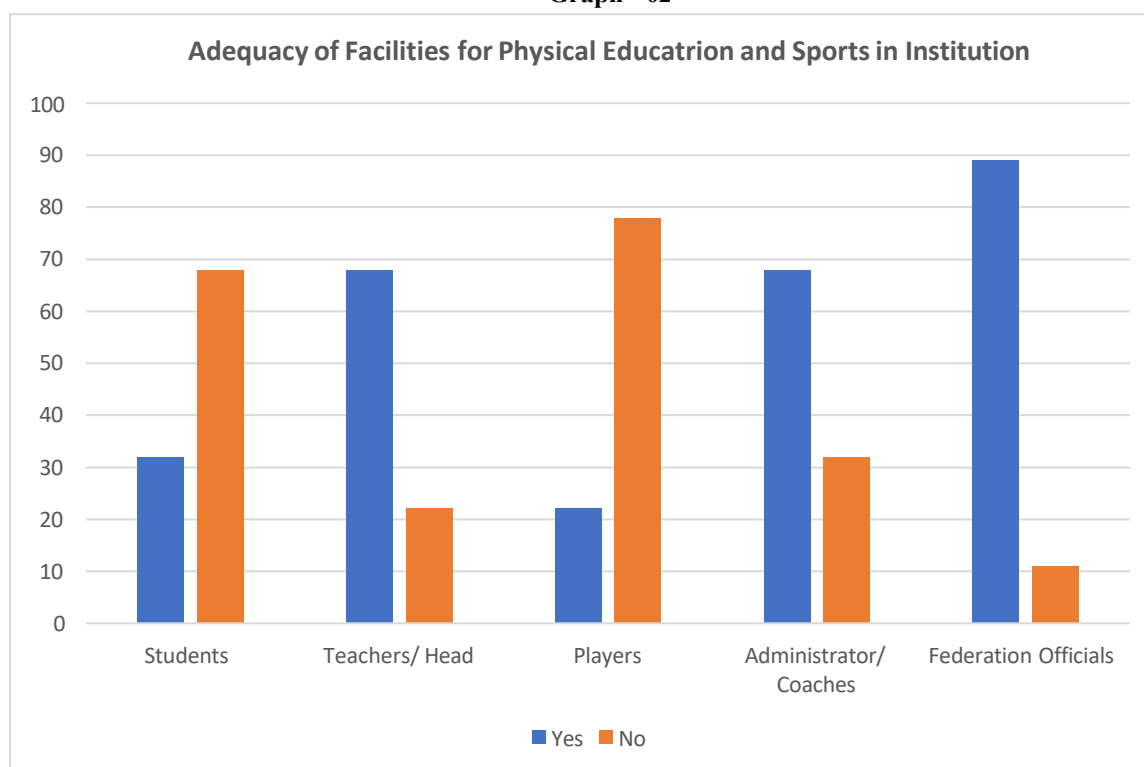


Table 03: Compulsory Physical Education Programme

Category	Yes (N)	Yes (%)	No (N)	No (%)	Total
Students	65	65.00	35	35.00	100
Teachers/Heads	67	67.00	33	33.00	100
Players	58	58.00	42	42.00	100
Admin/Coaches	70	70.00	30	30.00	100
Federation Officials	0	0.00	100	100.00	100
Total	260	52.00	240	48.00	500

Interpretation: While just over half (52%) indicated that physical education is compulsory, the complete absence of such programmes in federations (0%) signals a gap between policy and practice.

Graph - 03

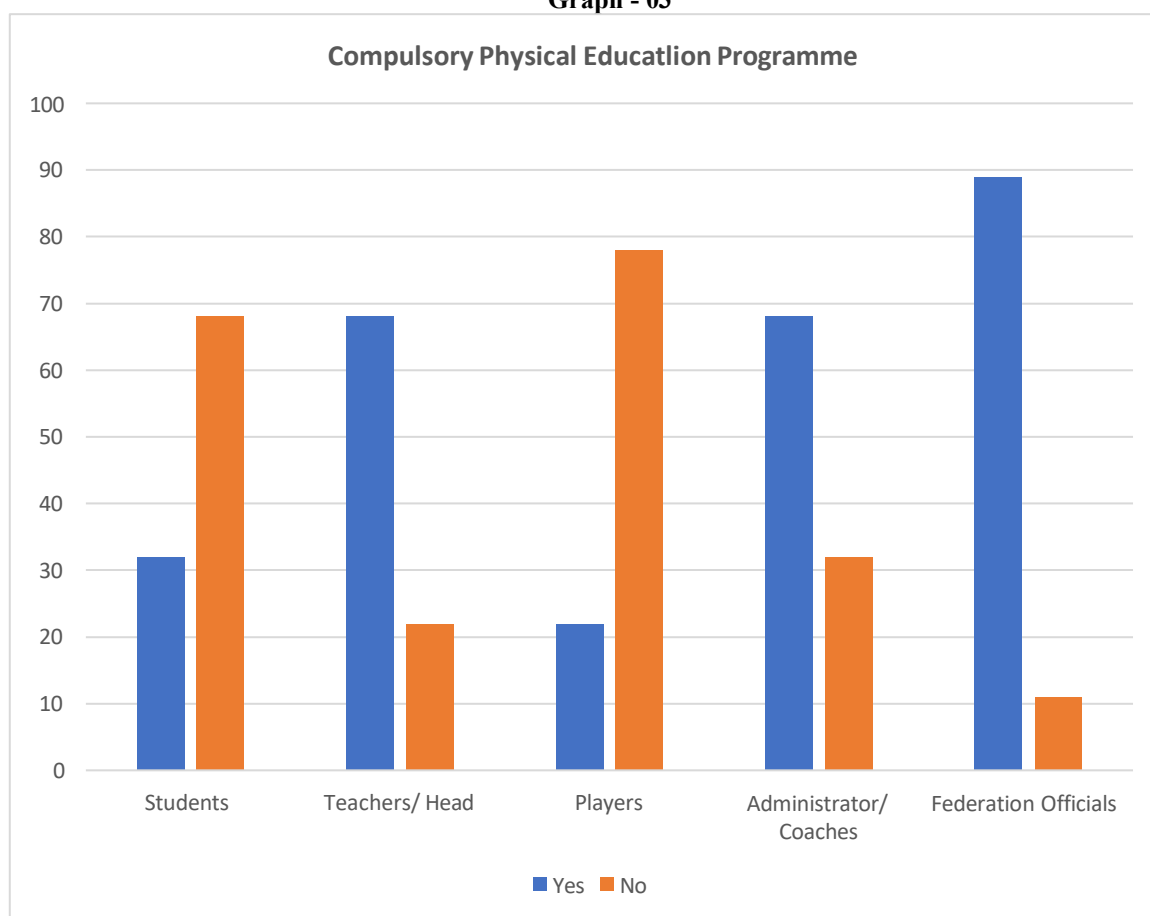


Table 04: Participation in Inter-Institutional Sports Tournaments

Category	Yes (N)	Yes (%)	No (N)	No (%)	Total
Students	68	68.00	32	32.00	100
Teachers/Heads	78	78.00	22	22.00	100
Players	79	79.00	21	21.00	100
Admin/Coaches	85	85.00	15	15.00	100
Federation Officials	100	100.00	0	0.00	100
Total	410	82.00	90	18.00	500

Interpretation: Institutional participation is high (82%), with federation officials and administrators leading. Student responses suggest access could still be improved.

Graph - 04

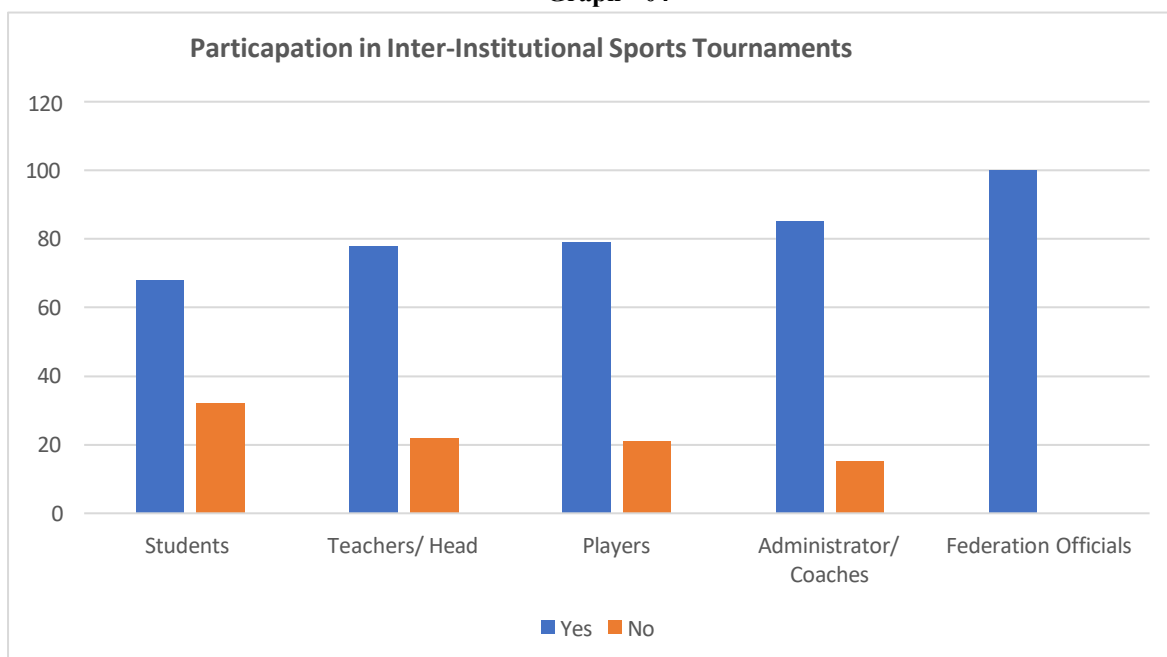


Table 05: Health and Hygiene Awareness and Check-Ups

Category	Yes (N)	Yes (%)	No (N)	No (%)	Total
Students	81	81.00	19	19.00	100
Teachers/Heads	80	80.00	20	20.00	100
Players	76	76.00	24	24.00	100
Admin/Coaches	86	86.00	14	14.00	100
Federation Officials	90	90.00	10	10.00	100
Total	413	82.60	87	17.40	500

Interpretation: A majority (82.60%) confirmed institutional health programmes. Federation officials show the highest implementation rate, while athletes reflect lower engagement.

Graph - 05

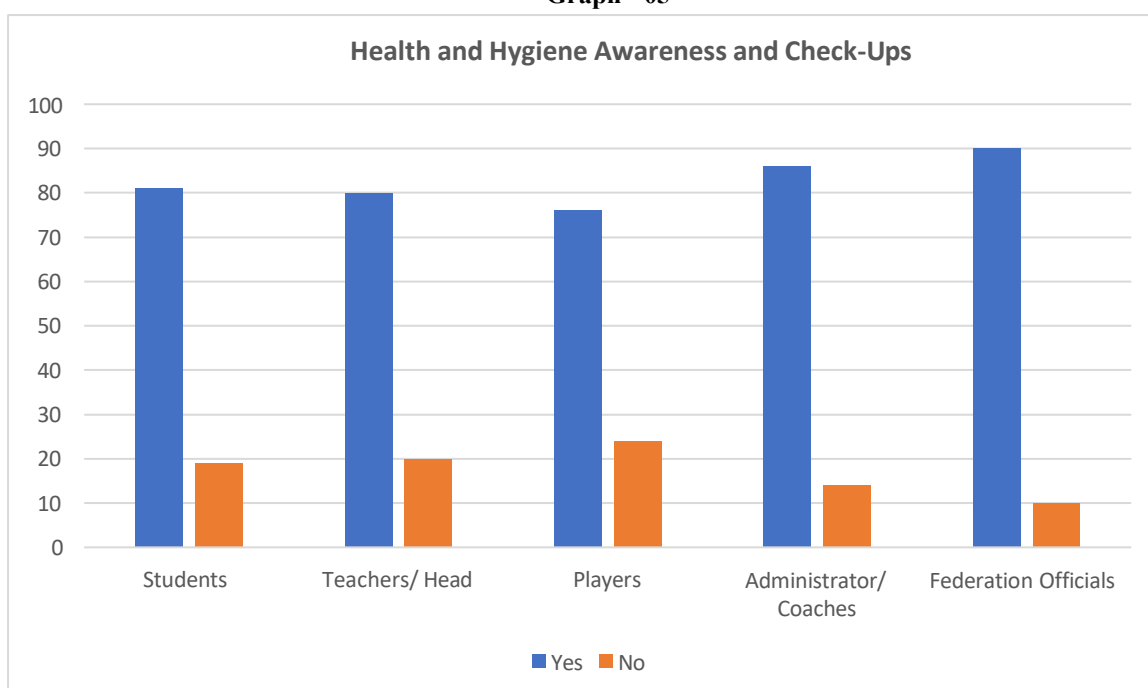
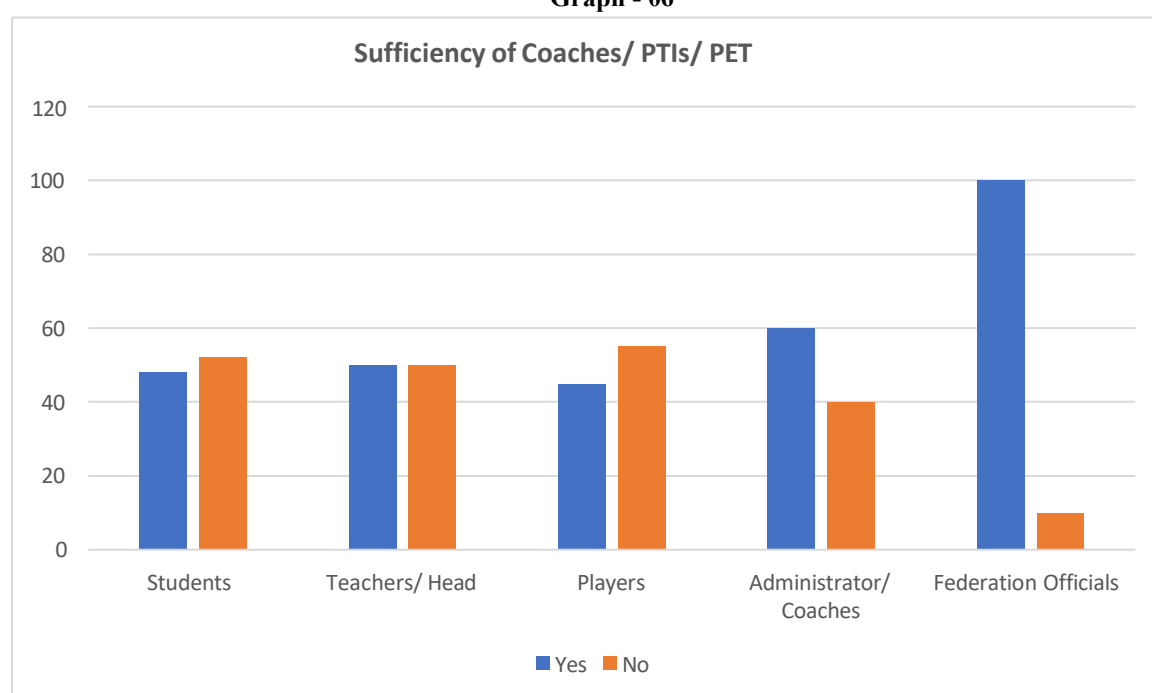


Table 06: Sufficiency of Coaches/PTIs/PETs

Category	Yes (N)	Yes (%)	No (N)	No (%)	Total
Students	48	48.00	52	52.00	100
Teachers/Heads	50	50.00	50	50.00	100
Players	45	45.00	55	55.00	100
Admin/Coaches	60	60.00	40	40.00	100
Federation Officials	100	100.00	0	0.00	100
Total	303	60.60	197	39.40	500

Interpretation: 60.60% believed they had sufficient personnel. The 100% affirmation from federations contrasts sharply with student and player responses, again suggesting an implementation gap at the ground level.

Graph - 06



V. Discussion of findings

The data reveal both encouraging developments and critical deficiencies in the promotion of physical education across institutional settings in Uttar Pradesh. These findings resonate with prior studies and national/international guidelines.

1. Appointment of Qualified Physical Education Staff (Table 01): Only 48.20% of respondents confirmed the presence of qualified teachers and coaches. Teachers/heads reported high compliance (83%), whereas players (32%) and administrators (28%) reported substantially lower affirmation. This discrepancy indicates uneven deployment and monitoring of qualified personnel.

Only 48.20% of respondents confirmed the appointment of qualified physical education teachers and coaches. This aligns with Thakur and Joshi (2022), who identified systemic challenges in deploying qualified personnel due to bureaucratic inefficiencies. Similarly, Sharma and Kapoor (2020) emphasized institutional apathy and inconsistent policy enforcement as major barriers to qualified recruitment. Our findings reinforce these claims, showing that students and players—those directly impacted by staff competence—reported the lowest satisfaction.

2. Infrastructure Gaps (Table 02): With 42.20% of stakeholders citing inadequate sports facilities, our study supports Mishra (2023), who argued that infrastructure remains a bottleneck despite existing policy frameworks. Students and players again showed the highest

dissatisfaction, pointing to a discrepancy between policy on paper and execution on the ground.

3. Lack of Universal Compulsory PE Programs (Table 03): Only 52% of respondents reported the presence of compulsory physical education. Federation officials (0%) reported no such implementation, indicating a systemic failure at the organizational policy level. These findings corroborate Singh (2021), who emphasized the uneven implementation of compulsory physical education mandates across institutions.

4. Tournament Participation Encouraging but Unequal (Table 04): While 82% affirmed participation in inter-institutional tournaments, students' lower rate (68%) suggests limited access. The NEP 2020 and CBSE Circular No. Acad-11/2019 both stress the importance of competitive opportunities, yet real-world access appears restricted for student populations.

5. Health and Hygiene Initiatives (Table 05): A promising 82.60% confirmed regular awareness programmes and check-ups. The World Health Organization (2022) stresses institutional responsibility for promoting health, and our findings affirm that these global expectations are partially being met, although players (76%) still reported a lower implementation rate.

6. Staffing Sufficiency (Table 06): Only 60.60% felt their institutions had enough PE personnel. The disparity between federation officials (100%) and students (48%) points to a disconnect between policy-making bodies and ground-level realities. Thakur and Joshi (2022) highlight this phenomenon as a major barrier to sustainable implementation.

Synthesis: Across all dimensions, the data suggest that while policy frameworks like NEP 2020 and RTE Act (2009) provide a solid foundation, there is a critical gap in execution. As Singh (2021) notes, policy intent is not translating into widespread institutional practice. Moreover, the CBSE's stipulations on mandatory periods for PE are often sidelined, as echoed in Sharma and Kapoor's (2020) findings.

VI. Discussion

These results demonstrate a persistent policy-practice gap in implementing physical education programs in Uttar Pradesh. While national policies provide a comprehensive framework, institutional enforcement remains unaligned.

Staff shortages directly affect program quality and athlete development. Lack of infrastructure further reduces student participation and access. Relatively good performance in tournament participation and health-related initiatives demonstrates progress; however, inclusion and consistent implementation remain concerns.

The perceived gap between administrators and student/athletes highlights the need for independent audit and monitoring systems to ensure accountability. Without a structured evaluation system, policy mandates risk remaining symbolic rather than operational.

VII. Conclusion

This study reveals significant gaps in institutional preparedness for physical education and sports development in Uttar Pradesh. Although policy frameworks exist, operational challenges in staffing, infrastructure, and necessary programming hinder large-scale implementation.

To address this gap, the study recommends:

- Transparent and adequate recruitment of qualified physical education staff.
- Dedicated funding for infrastructure development.
- Strict enforcement of mandatory physical education periods.
- Creating an independent monitoring and evaluation framework.
- Strengthening athlete-centred health and participation systems.

Addressing these structural deficiencies is essential to achieving equitable and sustainable sports development in alignment with national educational goals.

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