

# An Analytical Study on the Awareness of Sports Programs Under the Directorate of Higher Education and State Universities in Haryana

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**Abstract:** *Present study explores the awareness of sports programs within higher education institutions in Haryana, India, under the Directorate of Higher Education and State university of Haryana. While Haryana excels in producing elite athletes, significant gaps persist in institutional sports development and student participation. Drawing on both primary and secondary data, the research assesses program implementation, infrastructure disparities, and stakeholder awareness. Findings reveal high awareness at the college level but substantial unawareness of Directorate-led initiatives among students. The study underscores the need for equitable sports access, improved communication, and strategic policy integration to ensure sports become a universal component of higher education.*

**Keywords:** Sports, Awareness, Directorate of Higher Education (DHE) and State Universities

## 1. Introduction

The role of sports in the educational experience has gained increasing recognition worldwide, transcending the out dated perception of physical activity as a mere extracurricular indulgence. Today, sports are broadly recognized as essential to students' all-around development, contributing to their physical well-being while also promoting social connection and emotional strength, leadership, and time management skills. Educational theorists and global bodies such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) have repeatedly emphasized the inseparability of sports from the educational process. According to UNESCO's *International Charter of Physical Education, Physical Activity and Sport*, participation in sports is a fundamental human right and an essential component of quality education. **Bhullar (1965)** evaluated physical education programmes in Chandigarh's government schools, noting sufficient but poorly maintained playgrounds. She emphasized the need for indoor gymnasiums to ensure continuity during adverse weather. **Kang (1968)** found that while funding for games and sports was adequate in Indian physical education colleges, no distinct budget existed for intramural activities. This highlights a structural oversight despite overall financial sufficiency in sports programming. **D'souza (2004)** found that most colleges under Mangalore University lacked sufficient sports faculty, support staff, and funding for sports activities. Additionally, only half of the colleges had conducted inter-college tournaments in the past five years. **Asai (2012)** found that junior colleges in Mumbai lacked adequate facilities to support effective physical education and sports programs. **Singh (2014)** found that universities in Punjab allocated minimal budgets for sports prizes and lacked quality equipment. He concluded that most institutions faced deficiencies in playgrounds, qualified staff, equipment, and student fitness awareness. **Tesfaye and Deol (2016)** found that Ethiopian university students, particularly

in Addis Ababa, held positive attitudes toward physical education, but lacked adequate curriculum and facilities. Their study of 314 students concluded that these deficiencies significantly impacted students' engagement with the sports curriculum. **Rather (2018)** explored the impact of sports programs on youth in Kashmir, focusing on their role in socialization and crime prevention. The study revealed that sports significantly contribute to reducing criminal behavior, positioning them as an effective tool for crime prevention. **Hanif (2020)** found that sports activities enhance students' physical abilities and deter involvement in illicit behaviors. He highlighted PSTU's effective physical education department and students' high satisfaction with its year-round sports facilities in Bangladesh. **Aggarwal and Arora (2020)** highlighted that well-maintained sports facilities, trained physical education staff, and structured guidance significantly motivate student participation in sports at women's colleges under Delhi University. Their survey-based study emphasized the importance of recruiting qualified coaches and support staff to enhance sports outcomes and student development.

In the Indian context, this realization has been echoed in national policy documents, notably the *National Education Policy (NEP) 2020*, which integrates sports into the formal education system. The NEP advocates for the promotion of physical education and fitness through structured programming, infrastructure development, and the promotion of a "sports-integrated curriculum." Additionally, flagship initiatives such as the *Khelo India* program and the *Fit India Movement* have reaffirmed the centrality of sports within youth development strategies. Yet, despite these ambitious programs, the implementation landscape remains uneven, particularly within institutions of higher education. The state of Haryana stands out as a particularly interesting case. Often referred to as the 'powerhouse of Indian sports,' Haryana has contributed significantly to India's Olympic medal tally and has nurtured world-class athletes across

disciplines such as wrestling, boxing, kabaddi, and athletics. The state's robust sports culture has been supported by strong societal encouragement and local-level sports ecosystems. Nevertheless, this excellence in elite sports has not necessarily translated into widespread institutionalized sports development within higher education settings. There exists a glaring gap between the enthusiasm for competitive sports and the availability of inclusive, structured sports programs accessible to the broader student population in colleges and universities.

While much attention has been paid to nurturing elite athletes through sports academies and government-sponsored programs, considerably less attention has been directed towards understanding the **availability** and **awareness** of sports programs at the grassroots academic level—especially in universities and colleges governed by the Directorate of Higher Education in Haryana. The presence of formal sports initiatives within higher education institutions (HEIs) not only promotes healthy lifestyles but also plays a crucial role in balancing academic rigor with physical and mental well-being. Moreover, it incorporation of sports into the university culture can significantly enhance social cohesion, reduce dropout rates, and improve overall academic performance.

However, existing data and studies suggest inconsistencies in how sports programs are implemented and communicated across different institutions. While some universities offer structured sports facilities, coaching, and competitions, others may lack even basic infrastructure. Furthermore, a significant portion of the student population remains unaware of the sports opportunities available to them—either due to poor dissemination of information, lack of student engagement, or administrative inertia. This highlights a critical two-fold challenge: the **availability** of sports programs (infrastructure, staffing, budget, and policies) and the **awareness** of these opportunities among the students and stakeholders.

A well-rounded educational experience must bridge this disconnect. While Haryana's contributions to India's sporting excellence are commendable, it is imperative that the same energy be directed towards democratizing access to sports across the broader student demographic in the state's higher education system. A proactive approach from the Directorate of Higher Education and affiliated universities in Haryana is essential to foster sports as a universal right rather than a privilege reserved for elite athletes.

**Aim of the Study:** This study aims to critically assess student awareness of sports programs under Haryana's Directorate of Higher Education and State Universities. Despite Haryana's strong sporting legacy, its higher education system reflects a disconnect between elite achievements and institutional support. Many universities lack consistent infrastructure, coaching, or funding, leading to significant regional and institutional disparities. The research highlights the uneven availability and awareness of sports initiatives, particularly in rural and under-resourced colleges. Students often remain uninformed about existing programs such as inter-college events, scholarships, or Khelo India schemes. The absence of

structured communication further weakens participation, leaving many programs underutilized. This investigation explores these awareness gaps through empirical analysis across diverse institutions in Haryana. It seeks to identify systemic issues affecting access, visibility, and student engagement in sports. Findings will inform recommendations to bridge awareness gaps and enhance institutional sports culture. Ultimately, the study aligns sports development with broader educational and youth welfare goals.

### 1) Scope and Delimitation of the Study:

This study is institutionally focused on the higher education sector of the Indian state of **Haryana**, specifically targeting institutions that fall under the purview of the **Directorate of Higher Education (DHE)** and **State Universities**. The primary population includes students enrolled in undergraduate and postgraduate programs, as well as faculty and administrative staff involved in sports or student affairs.

### 2) Significance and Delimitation of the Study:

This study holds considerable significance across multiple dimensions—educational, administrative, policy-driven, and societal by addressing the critical intersection of sports, awareness, and institutional development within Haryana's higher education system. In a state renowned for its athletic accomplishments, ensuring that the benefits of sports reach all students not just elite athletes is both a social responsibility and an educational imperative as **Academic Contribution, Institutional Relevance, Policy Implications and Social and Developmental Impact**.

### 3) Objective of the Study:

- I. To systematically identify and categorize the various types of sports programs implemented by higher education institutions across Haryana, and to evaluate the extent of their integration within institutional frameworks.
- II. To assess the degree of awareness, participation, and engagement with these sports programs among key stakeholders, including students, faculty members, and administrative personnel.

### 4) Hypothesis of the Study:

H1b: Teachers and students, demonstrate a satisfactory level of awareness concerning the goals, structure, implementation, and potential benefits of the College and University-based sports programs..

### 5) Sampling Design and Size

A total number of 516 respondents were chosen using purposive sampling for include: Students/players, Physical education teachers, University and college administrative representatives

### 6) Data Collection Methods:

**Secondary Data:** Secondary information was sourced from a range of official documents, including institutional annual reports, policy frameworks, strategic plans, and informational bulletins published by universities and the Directorate of Higher Education.

**Primary Data:** Primary data was systematically collected through the administration of structured questionnaires, specifically designed to address the perspectives of three key

stakeholder groups: student-athletes, physical education instructors, and university/college-level administrative officials responsible for sports and physical education programs.

## 7) Tools and Techniques for Analysis:

**Tools and Techniques for Analysis:** The study employed **basic statistical tools** for data interpretation: **Tabulation:** Used to systematically arrange data for comparison across groups. **Graphs:** Utilized to visually represent trends, frequencies, and relationships in the data. **Percentage Analysis:** Applied to understand proportional awareness levels, participation, and institutional program reach.

## 2. Review of Literature

The Government of India has progressively emphasized the integration of sports within the educational system. The **National Education Policy (NEP) 2020** marked a critical shift by recognizing physical education and sports as integral to the development of well-rounded individuals. It mandates schools and higher education institutions to adopt a *sports-integrated curriculum* and emphasizes "well-being" as a core objective of education. Similarly, initiatives such as **Khelo India**, **Fit India Movement**, and **Sports Authority of India (SAI) Schemes** have attempted to increase institutional participation and student involvement in sports (Ministry of Youth Affairs & Sports, 2020).

According to *Sharma & Chaudhary (2018)* in their study of North Indian universities, nearly 40% lacked proper playgrounds or gym facilities, especially in rural campuses.

*Singh (2019)* found that only 25% of government colleges in Haryana had full-time physical education instructors.

A nationwide **UGC report (2016)** confirmed inconsistent implementation of physical education guidelines due to budgetary constraints, lack of trained personnel, and administrative apathy.

*Rao & Kumar (2017)* studied awareness levels among undergraduate students in Karnataka and found that while 60% were interested in sports, only 20% actively participated largely due to lack of awareness about available programs.

A similar pattern was observed by *Bharadwaj (2020)* in Madhya Pradesh, where program participation was skewed toward urban campuses, and female participation was notably low due to cultural and logistical barriers.

The *All India Survey on Higher Education (AISHE, 2020)* also reflects poor student enrolment in physical education programs, underscoring awareness as a key concern.

*Green (2015)* compared student participation models in UK universities and emphasized the role of clear institutional communication and student-led clubs.

*Fuchs & Eisenberg (2019)*, in their study of U.S. colleges, found that mandatory sports orientation and mobile apps

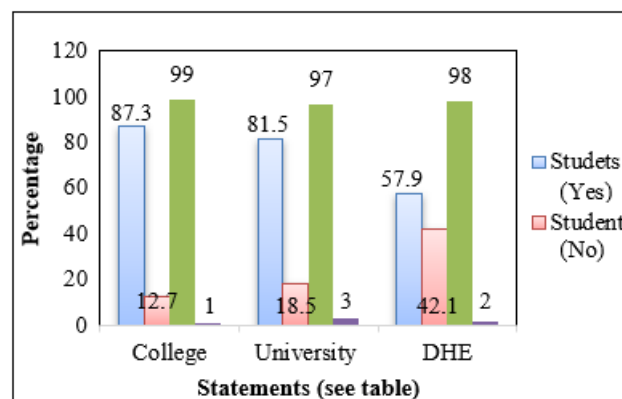
significantly improved student awareness and engagement.

The **European Union's White Paper on Sport (2018)** stresses community building, inclusion, and active lifestyles through structured university-level sports programs.

## 3. Data Interpretation

**Table 1:** Awareness of Sports Programmes of Colleges, University and Directorate of Higher Education

Sr. No	Group	Statements	Yes		No	
			F	%	F	%
1	Students (N=416)	Sports programme of Colleges	363	87.3%	53	12.7%
2		Sports programme of University	339	81.5%	77	18.5%
3		Sports programme of Directorate of Higher Education (DHE)	241	57.9%	175	42.1%
4	Teacher (N=100)	Sports programme of Colleges	99	99%	1	1%
5		Sports programme of University	97	97%	3	3%
6		Sports programme of Directorate of Higher Education (DHE)	98	98%	2	2%



The data reveals a clear disparity in awareness of sports programs among students and teachers in Haryana's higher education institutions. While student awareness is high for college-level programs (87.3%) and moderately high for university-level programs (81.5%), it drops significantly to 57.9% for Directorate of Higher Education (DHE) initiatives—indicating a major communication gap. In contrast, teacher awareness remains consistently high across all levels: 99% for college, 97% for university, and 98% for DHE programs. This contrast highlights a breakdown in internal communication, where information is reaching faculty but not being effectively transmitted to students. To ensure equitable access and alignment with educational policy goals, targeted efforts are needed to enhance student engagement and awareness, particularly regarding state-level sports initiatives.

## 4. Conclusion

Finding of the study shows that hypothesis is accepted and the data clearly shows that student and teacher are well



aware of the sports programs with institutional. This awareness gap found about the sports program of Directorate of Higher Education Haryana among the students. The proactive communication strategies are essential to democratize sports access and align with NEP 2020 goals. The finding of Mr Kang (1968), D'souza (2004), Asai (2012) and Rather (2018) also supports the results of the present study. National Education Policy (NEP) 2020, advocates for the promotion of physical education and fitness through structured programming, infrastructure development, and the promotion of a "sports-integrated curriculum"

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