

Synchronizing the National Sports Policy 2025 (Khelo Bharat Niti 2025) with Karnataka's Sports-Education Ecosystem: A Conceptual Framework for Institutional Implementation

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Abstract: *The National Sports Policy 2025 (Khelo Bharat Niti 2025) marks a significant shift in India's sports governance by integrating sports with education, health, youth development, and social inclusion. Aligned with the National Education Policy (NEP) 2020, it promotes sports as an integral component of education through grassroots participation, talent identification, physical education, and collaborative governance. However, effective implementation in Karnataka remains constrained by shortages of Physical Education (PE) teachers, delayed recruitment, inadequate infrastructure, and weak coordination among educational and sports authorities. This conceptual study examines the alignment between the National Sports Policy 2025, the NEP 2020, and Karnataka's institutional implementation from the perspective of coaches and Physical Education professionals. Drawing on policy documents, government reports, and relevant literature, the study identifies key implementation gaps and proposes a phased framework emphasizing policy synchronization, institutional coordination, capacity building, curriculum integration, infrastructure development, digital monitoring, and accountability across schools, pre-university colleges, and universities. The study argues that successful implementation depends not only on progressive policy provisions but also on effective governance, adequate human resources, continuous professional development, and systematic monitoring. The proposed framework offers a practical roadmap for strengthening sports governance, enhancing grassroots participation, and creating a sustainable and inclusive sports ecosystem within Karnataka's educational institutions.*

Keywords: Khelo Bharat Niti 2025, National Education Policy 2020-Karnataka, Sports Governance, Physical Education, Policy Implementation, Institutional Coordination, Grassroots Sports Development

1. Introduction

Sports policy has evolved beyond its traditional emphasis on elite competition and medal success to become an important instrument for promoting education, public health, social inclusion, youth development, and human capital. Across the world, governments increasingly recognize that participation in sports enhances physical and mental well-being while fostering leadership, teamwork, discipline, and lifelong learning. Consequently, sports are now regarded as an integral component of national education and development strategies.

In India, this vision is reflected in the National Sports Policy 2025 (Khelo Bharat Niti 2025), which seeks to establish a comprehensive, inclusive, and sustainable sports ecosystem. Aligned with the National Education Policy (NEP) 2020, the policy promotes the integration of sports into school and higher education through physical literacy, grassroots participation, talent identification, athlete development, and institutional collaboration. It assigns educational institutions a central role in nurturing sporting talent by strengthening physical education, improving infrastructure, and ensuring the availability of qualified Physical Education (PE) teachers and coaches.

Despite this progressive policy framework, implementation at the state level remains uneven. Karnataka provides an important case for examining these challenges. Although the state has introduced several initiatives to promote sports in educational institutions, public reports continue to highlight

persistent shortages of PE teachers, delayed recruitment, inadequate infrastructure, and weak coordination between the Departments of Education and Youth Empowerment & Sports. These institutional constraints reduce opportunities for student participation, limit talent identification, and hinder the effective realization of national policy objectives.

The disparity between policy intent and institutional practice underscores the need for stronger synchronization between national and state-level sports policies. Effective implementation requires coordinated governance, adequate human resources, capacity building, financial investment, infrastructure development, and continuous monitoring. Within this process, coaches and Physical Education professionals play a critical role by translating policy into practice through physical education programmes, talent development, sports competitions, and community engagement.

Against this background, the present study examines the synchronization of the National Sports Policy 2025, the NEP 2020, and sports policy implementation in Karnataka's educational institutions from the perspective of coaches and Physical Education professionals. It identifies key institutional and governance challenges and proposes a practical framework for strengthening policy coordination, improving implementation, and promoting an inclusive and sustainable sports ecosystem across schools, pre-university colleges, and universities.

2. National Policy Direction and Context

The National Sports Policy 2025 (Khelo Bharat Niti 2025) marks a significant shift in India's sports governance by positioning sports as a driver of education, public health, youth empowerment, social inclusion, economic growth, and national development. Aligned with the NEP 2020, the policy adopts a holistic approach that integrates sports into the education system, promotes physical literacy, and ensures opportunities for lifelong participation.

The policy is structured around five strategic pillars: global sporting excellence, mass participation, social development, economic growth through sports, and integration of sports with education. These priorities aim to strengthen grassroots participation, talent identification, athlete development, sports infrastructure, sports science, digital governance, and the professional development of coaches and Physical Education (PE) teachers. Educational institutions are recognized as the foundation of this ecosystem, with schools, pre-university colleges, colleges, and universities expected to promote regular physical education, organized sports, and systematic talent development.

A key strength of the policy is its emphasis on 'collaborative governance', encouraging coordinated action among the Central and State Governments, educational institutions, sports organizations, local bodies, and private stakeholders. It advocates state-specific implementation strategies, digital monitoring systems, public-private partnerships, and transparent accountability to translate national objectives into effective institutional practice.

Despite this comprehensive framework, implementation remains a major challenge at the state level. Karnataka illustrates this gap through persistent shortages of qualified Physical Education teachers, delayed recruitment, uneven staff deployment, inadequate sports infrastructure, and weak coordination between the Departments of Education and Youth Empowerment & Sports. These institutional constraints restrict regular sports participation, physical education delivery, and early talent identification within schools and colleges.

Since Physical Education teachers and coaches are the primary implementers of sports policy, strengthening institutional capacity is essential for achieving the objectives of the Khelo Bharat Niti 2025. Timely recruitment, continuous professional development, improved interdepartmental coordination, adequate financial investment, modern infrastructure, and effective monitoring mechanisms are critical for synchronizing national and state policies. Such measures will enable Karnataka to translate policy intent into sustainable educational practice and strengthen grassroots sports development.

The Khelo Bharat Niti 2025 marks a significant shift in India's sports governance by replacing the National Sports Policy 2001 with a broader framework that positions sports as a driver of education, public health, social inclusion, youth empowerment, and national development. Moving beyond a narrow focus on elite performance, the policy seeks to establish a sustainable sports ecosystem that promotes

participation at all levels, from grassroots engagement to international excellence.

Aligned with the NEP 2020, the policy recognizes sports and physical education as integral to holistic education. It emphasizes the integration of sports into mainstream curricula to promote physical literacy, healthy lifestyles, leadership, teamwork, character development, and lifelong participation in physical activity.

The policy is founded on key strategic priorities, including universal access to sports, grassroots participation, talent identification, athlete development, quality infrastructure, sports science, technology-enabled governance, and the professional development of coaches and Physical Education (PE) teachers. Educational institutions are identified as the primary platforms for implementing these priorities through structured physical education programmes, regular competitions, and systematic talent development.

A central feature of the policy is its emphasis on 'cooperative federalism', requiring coordinated action among the Union and State Governments, educational institutions, sports federations, local bodies, and private stakeholders. State-specific implementation strategies, supported by digital monitoring systems and transparent accountability mechanisms, are expected to translate national objectives into effective institutional practice.

Karnataka provides an important context for examining this implementation process. Although the state has a strong sporting tradition and has introduced several initiatives to promote sports in educational institutions, implementation continues to be constrained by shortages of qualified Physical Education teachers, delayed recruitment, infrastructure disparities, and limited coordination between the Departments of Education and Youth Empowerment & Sports. These challenges reduce opportunities for regular physical education, grassroots participation, and systematic talent identification.

Bridging the gap between national policy objectives and institutional practice requires stronger synchronization between national and state-level governance. Effective implementation depends on timely recruitment, continuous professional development, adequate financial investment, curriculum integration, institutional coordination, and robust monitoring systems. From the perspective of coaches and Physical Education professionals, these measures are essential for translating policy into meaningful educational practice, strengthening sports governance, and fostering a sustainable culture of sports participation and athlete development across Karnataka.

3. Karnataka Scenario: Challenges in Synchronizing National and State Sports Policies

Karnataka has established a progressive framework for sports development through the Karnataka Sports Policy 2018, which complements the objectives of the Khelo Bharat Niti 2025 and the NEP 2020. Together, these policies emphasize integrating sports into education, expanding grassroots

participation, strengthening infrastructure, and developing athlete pathways. However, translating these policy objectives into institutional practice remains a major challenge.

The primary issue is not the absence of policy but the gap between policy formulation and implementation. From the perspective of coaches and Physical Education (PE) professionals, effective implementation is constrained by shortages of qualified PE teachers, delayed recruitment, inadequate infrastructure, fragmented coordination among government departments, and limited financial support. These challenges reduce opportunities for regular sports participation, systematic talent identification, and athlete development.

A major concern is the persistent shortage of qualified PE teachers in government schools and pre-university colleges. Vacant posts are often filled by teachers from other disciplines, weakening structured physical education and limiting the achievement of policy objectives related to physical literacy and competitive sports.

Infrastructure disparities further hinder implementation. While many urban institutions have access to quality facilities, numerous rural schools and colleges lack basic playgrounds, equipment, and training resources, resulting in unequal opportunities for student participation.

Administrative coordination also requires improvement. Effective policy implementation depends on collaboration among the Departments of School Education, Higher Education, and Youth Empowerment & Sports, along with universities and educational institutions. Weak coordination in planning, budgeting, monitoring, and programme execution often leads to inconsistent outcomes and duplication of responsibilities.

Another challenge is the limited institutional integration of sports. Although NEP 2020 recognizes sports as an essential component of holistic education, academic priorities frequently overshadow physical education, reducing curriculum time, institutional support, and the involvement of PE professionals in educational planning.

Overall, Karnataka demonstrates strong policy intent, but institutional capacity must be strengthened through timely recruitment, continuous professional development, improved infrastructure, interdepartmental coordination, adequate funding, and effective monitoring systems. Addressing these gaps is essential for aligning national and state policies and achieving sustainable grassroots sports development.

4. Sports and Education

The Khelo Bharat Neeti 2025 positions educational institutions as the foundation of India's sports ecosystem by integrating sports into mainstream education and promoting lifelong participation in physical activity.

Within this framework, Physical Education teachers and coaches play a central role in translating policy into practice. Beyond conducting games and fitness activities, they promote

physical literacy, organize structured sports programmes, identify talent, mentor students, and facilitate participation from the grassroots to higher levels of competition. Their contribution is critical to creating an inclusive sporting culture and developing future athletes.

Successful integration of sports within education also requires institutional commitment. Schools and colleges should allocate adequate curriculum time for physical education, provide quality infrastructure and equipment, conduct regular fitness assessments and competitions, and establish systematic talent identification programmes. Such measures reinforce sports as an integral component of holistic education rather than an extracurricular activity.

Higher education institutions have an equally important role. Consistent with the Khelo Bharat Neeti 2025, universities are encouraged to strengthen sports infrastructure, introduce sports-friendly academic regulations, support student-athletes through flexible learning and scholarships, organize inter-collegiate competitions, and promote research in sports science, coaching, and athlete performance. These initiatives position universities as active partners in India's sports development ecosystem.

From the perspective of coaches and Physical Education professionals, the success of this integration depends on adequate staffing, institutional support, curriculum alignment, and close collaboration among educational authorities, sports departments, and governing bodies. When these elements function cohesively, educational institutions become effective centres for talent development, lifelong fitness, and national sporting excellence.

Consequently, the integration of sports and education under the Khelo Bharat Neeti 2025 provides a comprehensive framework for promoting holistic student development while strengthening India's long-term sports ecosystem. However, realizing this vision depends on effective implementation through coordinated governance, sufficient human and financial resources, and sustained institutional commitment.

5. Institutional Responsibilities for Synchronizing National and State Sports Policies

The effective implementation of the Khelo Bharat Niti 2025 requires coordinated action among government agencies, educational institutions, and sports stakeholders. Since sports and education are shared responsibilities of the Union and State Governments, successful policy implementation depends on clear institutional roles, collaboration, and accountability.

The Government of Karnataka is responsible for aligning the Karnataka Sports Policy 2018 with the objectives of the Khelo Bharat Neeti 2025 and NEP 2020. Its key responsibilities include policy execution, budget allocation, recruitment of qualified Physical Education (PE) teachers and coaches, infrastructure development, and establishment of monitoring mechanisms to evaluate institutional performance.

The Departments of School Education and Higher Education play a crucial role in integrating sports within the educational system. Their responsibilities include incorporating physical education into academic schedules, ensuring the appointment of qualified PE teachers, implementing curriculum guidelines, and monitoring sports programmes. Close coordination with the Department of Youth Empowerment and Sports (DYES) is essential to create a continuous pathway for student participation and talent development.

The DYES serves as the technical and operational agency for sports development. Its functions include infrastructure development, organization of competitions, talent identification programmes, coach education, sports science support, and athlete development initiatives. The department can further strengthen policy implementation through digital monitoring systems and integrated athlete databases.

Schools, colleges, and universities are the primary centres where policy objectives are translated into practice. Their responsibilities include conducting regular physical education programmes, organizing competitions, maintaining athlete records, supporting sports clubs, and providing academic flexibility for student-athletes. Collaboration with sports authorities, universities, and local organizations can further strengthen athlete development pathways.

Institutional leadership is equally important. Principals, college administrators, and management authorities must ensure adequate timetable allocation for sports, effective use of facilities, support for PE staff, and recognition of student sporting achievements. Their commitment significantly influences the success of policy implementation.

From a coach's perspective, effective synchronization depends on coordinated governance rather than isolated efforts. Regular interdepartmental coordination, integrated planning, digital monitoring, and clear accountability mechanisms can strengthen implementation and ensure that policy goals translate into improved participation, talent identification, and holistic student development.

6. Role of Physical Education Teachers in Synchronizing National and State Sports Policies

Physical Education (PE) teachers are central to implementing the Khelo Bharat Neeti 2025, NEP 2020, and the Karnataka Sports Policy 2018. They serve as the critical link between policy objectives and student participation by translating policy directives into daily educational and sporting practices.

Their responsibilities extend beyond conducting physical education classes. PE teachers promote physical literacy, organize sports programmes, conduct fitness assessments, coordinate competitions, maintain performance records, and identify talented athletes for advanced training and competition. Through these activities, they contribute directly to both educational and sporting outcomes.

From the perspective of coaches, PE teachers form the foundation of the grassroots sports ecosystem. Their continuous interaction with students enables early talent

identification, skill development, and athlete monitoring. By connecting promising athletes with coaching centres, academies, and competitive pathways, they help bridge the gap between school participation and higher-performance sport.

However, several challenges continue to affect their effectiveness in Karnataka. Shortages of qualified PE teachers, delayed recruitment, uneven deployment across regions, limited professional development opportunities, and inadequate institutional support often weaken programme delivery and create inconsistencies in policy implementation.

To address these challenges, continuous capacity building is essential. Regular training, certification programmes, exposure to sports science and technology, digital competencies, and policy orientation can enhance the effectiveness of PE teachers. Equally important are adequate infrastructure, equipment, administrative support, and professional recognition.

Strengthening the Physical Education workforce should therefore be viewed as a strategic priority for synchronizing national and state sports policies. Timely recruitment, equitable deployment, ongoing professional development, and stronger collaboration among PE teachers, coaches, educational institutions, and government departments will significantly improve sports participation, talent identification, and student development outcomes across Karnataka.

7. Literature Review

Sreeji and Rajesh (2025) reviewed the transformation of India's sports culture from traditional practices to a modern, technology-driven ecosystem. They observed that sports now contribute significantly to public health, national identity, social cohesion, and economic development. The study also highlights the growing role of artificial intelligence, corporate investment, and esports in sports development. Despite these advancements, challenges such as inadequate infrastructure, gender inequality, commercialization, and unequal access persist. The authors emphasize that coordinated efforts among governments, educational institutions, and private stakeholders are essential for developing an inclusive and sustainable sports ecosystem.

Shirotriya and Beighle (2026) examined Physical Literacy (PL) as the foundation for implementing the NEP 2020 and the Khelo Bharat Neeti 2025. They argue that Physical Literacy shifts Physical Education from an extracurricular activity to an essential component of holistic education by developing students' physical competence, motivation, confidence, and lifelong participation in physical activity. However, effective implementation remains constrained by shortages of qualified Physical Education teachers, inadequate infrastructure, and limited assessment frameworks. The study recommends strengthening teacher education, curriculum integration, and context-specific assessment systems to improve Physical Education delivery.

Valiyev et al. (2025) analysed the implementation of Physical Education and sports policy through a strategic management perspective. The study identifies educational leadership,

institutional planning, stakeholder collaboration, and evidence-based governance as critical factors for successful policy implementation. It further notes that inadequate funding, shortages of qualified teachers and coaches, limited infrastructure, and weak inter-agency coordination remain major barriers. The authors conclude that decentralized governance, continuous professional development, and systematic monitoring are essential for integrating sports effectively within educational institutions.

Motefakeri et al. (2025) investigated the contribution of education to the development of Iran's sports startup ecosystem. The findings indicate that entrepreneurship-oriented curricula, human resource development, research, and university–industry collaboration strengthen innovation and leadership within the sports sector. The authors recommend integrating entrepreneurship and skill development into educational programmes to enhance the sustainability of the sports industry.

Bora, Sinha, and Apralo (2025) examined the contribution of India's Act East Policy to sports development in Northeast India. The study reports that investments in connectivity and infrastructure have expanded opportunities for sports participation, cultural exchange, and youth development. Nevertheless, disparities in rural infrastructure, limited grassroots programmes, and inadequate coaching continue to hinder inclusive sports development. The authors emphasize that sustained government investment, community participation, and effective policy implementation are necessary to achieve long-term regional sports development.

Karmwar and Sharma (2025) examined the contribution of the Afro-Indian Siddi community to sports development through inclusive sports policies. The study highlights that initiatives such as the Special Area Games (SAG) Scheme, Khelo India, and the Khelo Bharat Neeti 2025 have improved grassroots talent identification and athlete development among marginalized communities. Supported by non-governmental organizations, these initiatives also promote education, nutrition, coaching, and psychosocial support. The authors conclude that inclusive sports policies strengthen athlete development while fostering social inclusion, community empowerment, and cultural identity.

Pant and Kumar (2025) explored the role of sports in personality development within the framework of the NEP 2020. They found that integrating sports into school education enhances leadership, teamwork, communication, creativity, resilience, and emotional well-being. However, inadequate infrastructure, shortages of qualified Physical Education (PE) teachers, and unequal access continue to limit implementation. The study concludes that stronger integration of NEP 2020 with national sports policy can significantly promote holistic student development.

Eshi (2025) analysed the Modi Government's Act East Policy and its contribution to sports and regional development in Northeast India. The study reports that investments in infrastructure, education, and youth programmes have expanded opportunities for sports participation and socio-economic development. Nevertheless, implementation delays, infrastructure deficits, and limited community

participation remain major challenges. The author emphasizes that sustainable outcomes require coordinated governance and long-term institutional commitment.

Lakshmeesha (2025) investigated the impact of sports infrastructure development on youth participation in Karnataka. The findings indicate that improved sports arenas have enhanced fitness, organized sports participation, and holistic youth development. However, rural-urban disparities, affordability, and shortages of qualified coaches continue to restrict equitable access. The study recommends sustained investment in infrastructure and grassroots programmes to strengthen inclusive sports participation.

Krishnamurthy and Suresh (2023) reviewed the role of Public–Private Partnerships (PPP) in India's sports sector. They found that private investment has strengthened sports infrastructure, talent identification, athlete development, and professional sports leagues. The authors conclude that structured PPP models can improve resource mobilization, governance, and policy implementation while supporting India's long-term sporting ambitions.

Kumar (2024) examined the relationship between education and Olympic sports development in India. The study argues that sports should be integrated into mainstream education as an equal component of holistic learning. It highlights the need for reforms in infrastructure, governance, teacher preparation, talent identification, funding, and technology. The author concludes that stronger integration of education and sports policies will contribute to healthier citizens and improved international sporting performance.

Thompson et al. (2023) evaluated the implementation of Physical Education laws in New York City elementary schools using district-led audits, feedback, and coaching. The study found that effective implementation depends on strong leadership, qualified PE teachers, continuous monitoring, collaborative support, and regular feedback. The authors recommend audit-based monitoring and coaching as sustainable strategies for improving policy implementation.

Harvey et al. (2020) investigated Physical Education teachers' experiences of implementing the Sport Education model. The study found that the model promotes student engagement, leadership, teamwork, and active learning. However, implementation was constrained by curriculum limitations, inadequate resources, and insufficient teacher preparation. The authors emphasize the need for institutional support, curriculum flexibility, and continuous professional development.

Demiral and Nazıroğlu (2024) examined instructional methods used by coaches and Physical Education teachers in Türkiye. The findings reveal that both groups value learner-centred teaching approaches that enhance motivation and learning. Differences were mainly associated with professional experience and gender. The study concludes that continuous pedagogical training is essential for improving the quality of Physical Education and sports coaching.

Chen and Chen (2017) explored Physical Education teachers' perceptions of implementing national sports policy in Chinese

universities. The study found that policy reforms increased the importance of sports within higher education, leading to greater institutional support and resource allocation. However, implementation varied across universities due to differences in leadership, resources, and institutional priorities. The authors emphasize that effective implementation requires strong leadership, adequate resources, and continuous monitoring.

Fahlén, Eliasson, and Wickman (2015) examined sports policy implementation in Sweden. Although increased government investment elevated the role of sports in national development, decentralization shifted implementation responsibilities to local sports organizations without sufficient institutional capacity. The study concludes that collaborative governance, clearly defined responsibilities, and accountability mechanisms are essential for effective policy implementation.

Tobias (2025) examined governance and performance management in grassroots team sports development in Laguna. The study found that effective governance, stakeholder collaboration, structured training, and data-driven decision-making positively influence athlete development and grassroots sports participation. However, differences in stakeholder perceptions highlighted the need for improved communication, strategic planning, and inclusive governance. The study recommends an integrated grassroots sports development programme supported by strong governance and continuous performance evaluation.

8. Research Gap

The existing literature demonstrates substantial progress in understanding sports policy, physical education, sports governance, infrastructure development, and athlete development. Studies have examined the integration of sports within education (Kumar, 2024; Pant & Kumar, 2025), physical literacy (Shirotriya & Beighle, 2026), governance and grassroots sports development (Tobias, 2024), public-private partnerships (Krishnamurthy & Suresh, 2023), and international experiences of sports policy implementation (Chen & Chen, 2017; Fahlén et al., 2015; Harvey et al., 2020; Thompson et al., 2023). Collectively, these studies emphasize the importance of institutional support, qualified Physical Education (PE) teachers, effective governance, stakeholder collaboration, and monitoring mechanisms.

Despite these contributions, several important research gaps remain.

First, existing studies largely examine sports policy, governance, or physical education independently, with limited attention to the synchronization of national and state sports policies within educational institutions. In particular, there is no comprehensive analysis of how the Khelo Bharat Niti 2025 can be aligned with the Karnataka Sports Policy 2018 and the NEP 2020 across schools, pre-university colleges, and higher education institutions.

Second, while coaches and PE teachers are recognized as key stakeholders, previous research primarily focuses on their teaching practices or pedagogical approaches rather than their

role as policy implementers. Their perspectives on institutional coordination, policy execution, and implementation challenges remain underexplored.

Third, studies on sports infrastructure, grassroots development, physical literacy, governance, and athlete performance provide valuable sector-specific insights but offer limited evidence on interdepartmental coordination among education departments, sports authorities, universities, and educational institutions, which is fundamental for effective policy implementation.

Finally, although international research highlights the importance of governance, accountability, and monitoring, there is a lack of context-specific implementation frameworks for Indian states, particularly Karnataka. Existing literature does not propose a phased model integrating policy alignment, institutional capacity building, stakeholder coordination, digital monitoring, and continuous evaluation.

9. Objective

9.1 Primary Objective

To examine the synchronization of the Khelo Bharat Niti 2025, Karnataka Sports Policy 2018, and the NEP 2020 for effective implementation in schools and colleges from the perspective of coaches and Physical Education professionals.

9.2 Secondary Objectives

- To examine the alignment between the Khelo Bharat Niti 2025, Karnataka Sports Policy 2018, and the NEP 2020 in promoting sports within educational institutions.
- To identify the institutional, administrative, and human resource challenges affecting the implementation of national and state sports policies in Karnataka, with particular reference to schools and colleges.
- To analyse the role of coaches and Physical Education teachers in synchronizing sports policy implementation, promoting student participation, and supporting talent identification and athlete development.
- To develop a conceptual framework for strengthening policy synchronization through institutional coordination, capacity building, phased implementation, and monitoring mechanisms.
- To recommend strategies for improving governance, institutional collaboration, and evidence-based monitoring to enhance sports participation and sustainable athlete development in Karnataka.

10. Research Methodology

This study adopts a qualitative conceptual research design using document analysis to examine the synchronization of the Khelo Bharat Niti 2025, Karnataka Sports Policy 2018, and the NEP 2020 within Karnataka's educational institutions. The study explores how national policy objectives can be translated into effective state-level implementation, with particular emphasis on the role of coaches and Physical Education (PE) teachers.

Document analysis was selected because it enables the systematic examination of policy documents, government reports, and scholarly literature to identify policy priorities, governance mechanisms, implementation challenges, and institutional responsibilities. The analysis forms the basis for developing a conceptual framework to strengthen policy synchronization in Karnataka.

11. Sources of Data

The study is based entirely on documentary evidence drawn from primary and secondary sources.

11.1 Primary sources

- National Sports Policy 2025 (Khelo Bharat Niti 2025)
- National Education Policy (NEP) 2020
- Karnataka Sports Policy 2018
- Government notifications, implementation guidelines, and official policy communications on sports and education

11.2 Secondary sources

- Government reports on sports and education
- Reports on the recruitment and deployment of Physical Education teachers in Karnataka
- Peer-reviewed journal articles, books, conference papers, and policy studies on sports governance, policy implementation, and Physical Education
- Official publications on sports infrastructure, institutional capacity, and educational reforms

These sources provide the evidence required to examine policy alignment and implementation within Karnataka.

12. Method of Analysis

The study employs thematic document analysis in three stages.

Stage I: Policy Analysis

National and state policy documents were reviewed to identify common objectives, strategic priorities, governance structures, and institutional responsibilities, with emphasis on sports integration in education, grassroots participation, talent identification, capacity building, institutional coordination, and monitoring.

Stage II: Implementation Analysis

Government reports and related documents were analysed to identify key implementation challenges, including shortages of PE teachers, infrastructure gaps, administrative coordination, resource allocation, institutional support, and monitoring systems. This stage examined factors affecting the synchronization of national and state sports policies in educational institutions.

Stage III: Framework Development

The findings were synthesized to develop a conceptual framework comprising five interrelated components:

- Policy alignment among the Khelo Bharat Neeti 2025, Karnataka Sports Policy 2018, and NEP 2020.

- Institutional coordination among government departments, educational institutions, universities, and sports authorities.
- Capacity building through recruitment and continuous professional development of PE teachers and coaches.
- Phased implementation from pilot institutions to statewide adoption.
- Monitoring and accountability through performance indicators, periodic evaluation, and digital reporting systems.

Together, these components provide a practical roadmap for strengthening sports policy implementation in Karnataka.

13. Proposed Conceptual Framework for Synchronizing National and State Sports Policy Implementation

To effectively implement the Khelo Bharat Niti 2025 in Karnataka, a phased framework is proposed to strengthen policy synchronization through coordinated governance, institutional capacity, qualified human resources, infrastructure development, and continuous monitoring. The framework aligns the National Sports Policy 2025, Karnataka Sports Policy 2018, and NEP 2020 to ensure consistent implementation across schools, pre-university colleges, colleges, and universities.

Phase I: Policy Alignment and Institutional Planning

The first phase focuses on establishing a State Sports–Education Coordination Task Force comprising representatives from the Departments of School Education, Higher Education, Youth Empowerment and Sports (DYES), universities, and Physical Education professionals. The Task Force will align state implementation strategies with national policy objectives and develop standardized operational guidelines.

A statewide audit should assess the availability of Physical Education (PE) teachers, sports infrastructure, equipment, student participation, and institutional readiness. The findings will guide recruitment, infrastructure development, resource allocation, implementation priorities, and measurable performance indicators.

Phase II: Human Resource Development and Capacity Building

The second phase emphasizes strengthening the Physical Education workforce through timely recruitment and equitable deployment of qualified PE teachers, coaches, and sports support personnel.

Continuous professional development programmes should enhance competencies in sports pedagogy, coaching, talent identification, sports science, inclusive physical education, digital technologies, and performance evaluation. Collaboration with universities, the Sports Authority of India (SAI), and recognized sports organizations can strengthen training quality and certification.

Phase III: Pilot Implementation and Institutional Integration

Pilot implementation should be undertaken in selected districts representing diverse educational contexts. Schools and colleges should integrate sports into institutional planning, strengthen physical education programmes, organize regular competitions, establish athlete development pathways, and constitute Sports Development Committees comprising administrators, PE teachers, coaches, parents, and community representatives.

Digital monitoring systems should track student participation, fitness assessments, competition outcomes, talent identification, and institutional performance. Continuous evaluation of pilot projects will facilitate policy refinement before statewide expansion.

Phase IV: State-wide Implementation, Monitoring, and Evaluation

Following successful pilot implementation, the framework should be expanded across Karnataka using standardized norms for recruitment, infrastructure, programme delivery, and institutional accountability.

A centralized State Sports Education Dashboard should monitor key indicators, including PE teacher availability, infrastructure utilization, student participation, talent identification, athlete progression, and institutional performance. Periodic reviews, stakeholder consultations, and performance-based recognition of institutions, PE teachers, coaches, and administrators will strengthen transparency, accountability, and continuous improvement.

14. Expected Outcomes of the Proposed Framework

The proposed framework is expected to strengthen the implementation of the Khelo Bharat Neeti 2025 by enhancing institutional coordination, accelerating the recruitment and professional development of qualified Physical Education teachers and coaches, improving sports infrastructure, and increasing student participation in organized sports.

It will facilitate systematic talent identification, integrate sports more effectively into the educational curriculum, and strengthen collaboration among educational institutions, universities, sports authorities, and government departments. The framework also promotes evidence-based governance through digital monitoring, performance evaluation, and accountability mechanisms, enabling timely policy interventions and efficient resource allocation.

From the perspective of coaches and Physical Education professionals, the framework offers a practical implementation model for translating policy objectives into institutional practice. Its effective adoption is expected to strengthen grassroots sports development, improve athlete progression pathways, enhance physical literacy, and contribute to holistic student development while supporting a sustainable and inclusive sports ecosystem in Karnataka.

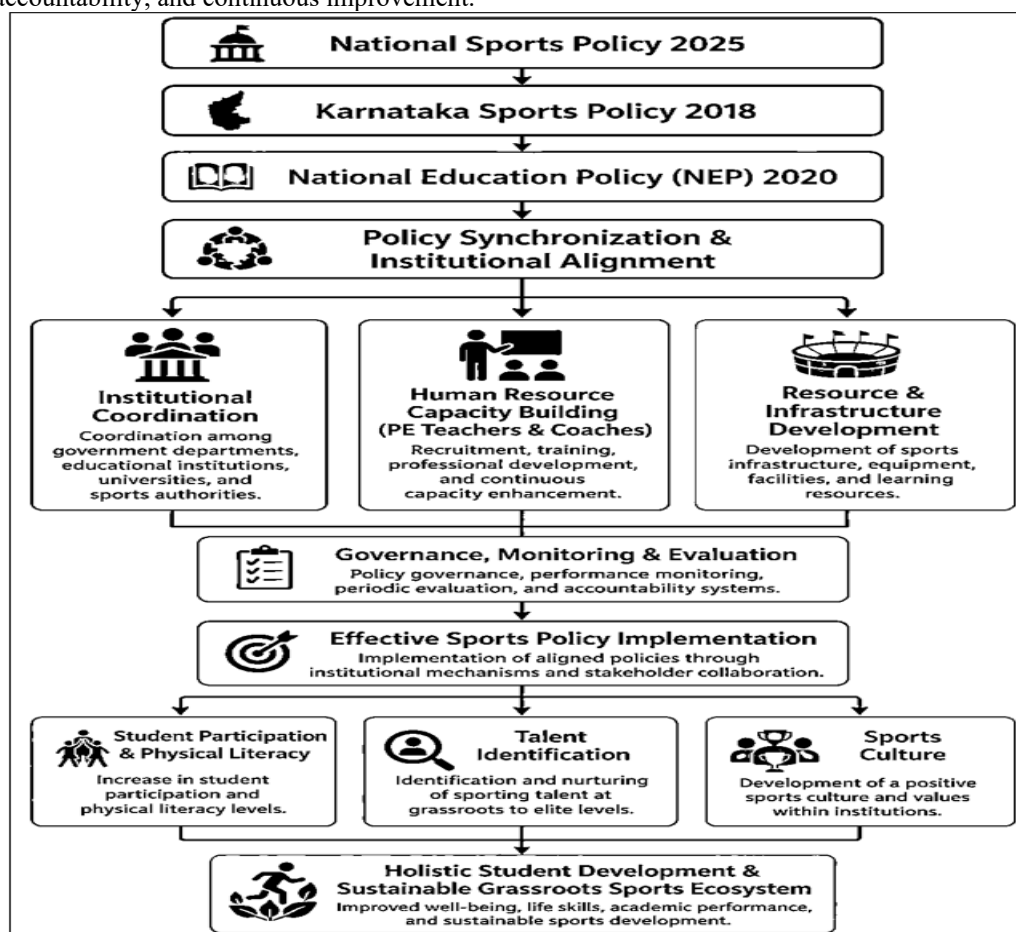


Figure 1: Conceptual Framework for Synchronizing the Khelo Bharat Neeti 2025, Karnataka Sports Policy 2018, and NEP 2020 in Educational Institutions. Source: Author of this Study

15. Monitoring and Accountability

The success of the Khelo Bharat Niti 2025 depends on an effective monitoring and accountability system that measures implementation and supports continuous improvement. A data-driven approach enables policymakers and educational institutions to identify implementation gaps, evaluate progress, and make informed decisions.

Karnataka should establish a set of Key Performance Indicators (KPIs) to assess institutional capacity and programme outcomes. These should include PE teacher vacancies and recruitment, student-to-PE teacher ratios, availability and utilization of sports infrastructure, student participation in physical education and competitions, completion of professional development programmes, fitness assessment outcomes, talent identification, and athlete progression to higher levels of competition.

A centralized State Sports Education Dashboard should integrate data from the Departments of School Education, Higher Education, and Youth Empowerment & Sports (DYES). Standardized digital reporting from schools, colleges, and universities will enable real-time monitoring, facilitate resource allocation, and improve coordination across departments.

Regular quarterly reviews and annual evaluations should assess institutional performance, staffing, infrastructure, participation levels, and athlete development. The findings should guide policy refinement, resource allocation, and recognition of high-performing institutions, PE teachers, coaches, and administrators.

Financial accountability can be strengthened through Direct Benefit Transfer (DBT) for scholarships, training support, travel assistance, and athlete incentives, ensuring timely and transparent delivery of government benefits.

Institutional accountability should further be reinforced through clearly defined responsibilities, periodic audits, stakeholder feedback, and public reporting of performance indicators. Maintaining digital records of participation, infrastructure use, and competition outcomes will support evidence-based planning and continuous improvement.

From the perspective of coaches and Physical Education professionals, monitoring should function as a quality improvement mechanism rather than merely an administrative requirement. Performance data can inform training needs, improve coaching practices, optimize resource utilization, and strengthen athlete development pathways.

Overall, a robust monitoring and accountability framework combining measurable indicators, digital governance, financial transparency, and regular evaluation will enhance policy implementation, strengthen institutional performance, and support sustainable sports development in Karnataka.

16. Scope of the Study

This study examines the implementation of the Khelo Bharat Niti 2025 within Karnataka's educational system, focusing on

schools, pre-university colleges, colleges, and universities. It explores the synchronization of the National Sports Policy 2025 with the Karnataka Sports Policy 2018 and the NEP 2020, emphasizing institutional coordination, governance, and implementation. The analysis is presented from the perspective of **coaches and Physical Education (PE) professionals**, recognizing their central role in translating policy objectives into institutional practice through sports education, talent identification, and athlete development.

17. Nature of the Study

This research is **conceptual, descriptive, and policy-oriented**, based exclusively on qualitative document analysis. It does not involve surveys, interviews, or statistical analysis. Instead, it critically examines policy documents and related literature to identify implementation challenges, institutional responsibilities, and governance mechanisms. Based on this analysis, the study proposes a conceptual framework to strengthen the synchronization of national and state sports policies in Karnataka's educational institutions.

18. Findings and Discussion

The document analysis identified four key findings on the implementation of the **Khelo Bharat Niti 2025** in Karnataka.

18.1 Integration of Sports and Education

The National Sports Policy 2025, aligned with NEP 2020, establishes educational institutions as the foundation of India's sports ecosystem. It promotes the integration of sports into education through quality physical education, talent identification, athlete development, improved infrastructure, and institutional support. The policy also encourages universities to provide academic flexibility, scholarships, mentoring, and competitive opportunities for student-athletes.

18.2 Implementation Challenges in Karnataka

Despite a progressive policy framework, implementation in Karnataka is constrained by shortages of qualified Physical Education (PE) teachers, delayed recruitment, inadequate infrastructure, uneven resource distribution, and weak coordination among implementing agencies. These challenges limit regular sports participation, quality physical education, and systematic talent identification, indicating that the primary constraint is implementation capacity rather than policy design.

18.3 Framework for Policy Synchronization

The study proposes a phased framework to strengthen policy implementation through five interrelated components:

- Policy Alignment among the National Sports Policy 2025, Karnataka Sports Policy 2018, and NEP 2020.
- Capacity Building through recruitment and continuous professional development of PE teachers and coaches.
- Pilot Implementation in selected educational institutions.
- Statewide Expansion based on validated pilot outcomes.
- Monitoring and Accountability using digital reporting systems and measurable performance indicators.

This framework provides a practical roadmap for improving institutional coordination and policy implementation across Karnataka.

18.4. Monitoring and Accountability

The study highlights the importance of evidence-based monitoring for effective implementation. A State Sports Education Dashboard, supported by key performance indicators, periodic reviews, institutional performance assessments, and Direct Benefit Transfer (DBT) mechanisms for athlete support, can strengthen transparency, accountability, and efficient resource utilization.

19. Limitations of the Study

This study has certain limitations that should be considered while interpreting its findings.

- 1) **Conceptual Nature:** The study is conceptual and based solely on document analysis. It does not include primary data collected through surveys, interviews, or field observations from coaches, Physical Education teachers, administrators, or policymakers.
- 2) **Geographical Scope:** The analysis is confined to Karnataka, focusing on the synchronization of the National Sports Policy 2025, Karnataka Sports Policy 2018, and the NEP 2020. Therefore, the findings may not be directly generalizable to other Indian states with different administrative and institutional contexts.
- 3) **Policy-Focused Analysis:** The study relies on official policy documents, government reports, and published literature. As implementation of the Khelo Bharat Neeti 2025 is still evolving, subsequent policy revisions and implementation experiences may influence future findings.
- 4) **Lack of Empirical Validation:** The proposed conceptual framework has not been empirically tested. Its effectiveness should be validated through future studies involving coaches, Physical Education teachers, educational administrators, policymakers, and other stakeholders.

Institutional Focus: The study primarily examines schools, pre-university colleges, colleges, and universities. It does not extensively explore sports policy implementation in professional sports organizations, private academies, community sports clubs, or elite training centres.

20. Discussion

The findings indicate that the Khelo Bharat Neeti 2025 provides a comprehensive framework for integrating sports with education; however, its effectiveness depends on strong implementation at the state and institutional levels. In Karnataka, shortages of qualified PE teachers, infrastructure gaps, fragmented governance, and limited monitoring continue to restrict policy outcomes.

From the perspective of coaches and Physical Education professionals, successful implementation requires coordinated governance, qualified human resources, adequate infrastructure, continuous professional development, and data-driven monitoring. Strengthening these institutional

capacities will improve sports participation, talent identification, athlete development, and holistic student development.

Overall, the study concludes that effective synchronization of the Khelo Bharat Neeti 2025, Karnataka Sports Policy 2018, and NEP 2020 depends on strengthening institutional capacity, interdepartmental coordination, and accountability mechanisms. These measures are essential for translating policy objectives into sustainable improvements in sports education and grassroots sports development across Karnataka.

21. Conclusion

This study demonstrates that successful implementation of the Khelo Bharat Neeti 2025 depends on effective synchronization between national and state policies rather than policy formulation alone. The analysis indicates that institutional coordination, recruitment of qualified Physical Education professionals, infrastructure development, stakeholder collaboration, and continuous monitoring constitute the critical pillars of successful implementation. Coaches and Physical Education teachers emerge as the principal policy implementers who translate policy objectives into educational practice. The proposed conceptual framework offers a practical roadmap for Karnataka to align national and state sports policies across schools and higher education institutions. Although conceptual in nature, the framework provides useful guidance for policymakers, educational administrators, and sports practitioners and establishes a foundation for future empirical research on sports policy implementation across Indian states.

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