

# Physical Education and Sports in India: Historical Growth and Transformation

Research Review Journal of Educational and Physical Excellence

double-blind peer-reviewed and refereed online bi-annual Journal  
ISSN (online): XXXX-XXX (applied)

1(1) 19-28, 2026

©The Author(s) 2026

 <https://rrjepe.in/>



Received: 19 Oct, 2025

Revised: 24 Nov, 2025

Accepted: 12 Dec, 2025

Published: 20 Feb, 2026

\*Mr. Rajiv L Sharma

*Degree College of Physical Education, Kheda, Gujarat*

**Abstract:** Physical education and sports in India have undergone a long and dynamic process of development, reflecting the country's social, cultural, political, and educational transformations. From early survival-oriented physical activities in prehistoric times to the structured systems of training and competition seen today, physical culture in India has continuously evolved. In ancient India, physical education was closely linked with holistic development, spiritual practices, and martial training, particularly during the Vedic, Epic, and Classical periods. The medieval era witnessed regional diversification, the growth of indigenous martial arts, and the integration of sports with cultural and religious life. The colonial period introduced Western sports and formalized institutional structures, significantly reshaping the organization and perception of physical education. After independence, India focused on policy-driven development, institutional expansion, and the integration of physical education into the educational framework, leading to increased national and international participation in sports. This study examines the historical growth and transformation of physical education and sports in India, highlighting key phases, influences, and challenges, and emphasizes their role in promoting health, national identity, and global engagement.


**Keywords:** Physical education; Sports history; Ancient India; Colonial influence; Post-independence sports development; Indigenous games

## 1 | INTRODUCTION

Physical education and sports are integral components of human development, contributing to physical fitness, mental well-being, social cohesion, and moral values. Physical education is commonly understood as an educational process that uses physical activities to promote overall growth and development of the individual, including physical, emotional, social, and intellectual dimensions

### \*Corresponding Author

 Mr. Rajiv L Sharma, Degree College of Physical Education, Kheda, Gujarat

 reach2rajivsharma5563@gmail.com



Creative Commons Non Commercial CC BY-NC: This article is distributed under the terms of the Creative Commons Attribution-Non Commercial 4.0 License (<http://www.creativecommons.org/licenses/by-nc/4.0/>) which permits non-Commercial use, reproduction and distribution of the work without further permission provided the original work is attributed.

19

Scan and Access



(Bucher, 1975). Sports, on the other hand, refer to organized forms of physical activity governed by rules, often competitive in nature, and aimed at achieving excellence, recreation, and social interaction (Singh et al., 2003). Together, physical education and sports function not only as means of health enhancement but also as tools for character building, discipline, cooperation, and national integration.

In the Indian context, physical education and sports have never been isolated activities; rather, they have been deeply embedded in cultural traditions, educational systems, and social life. Ancient Indian philosophy emphasized a balanced development of body and mind, as reflected in concepts such as *sharira* (body) and *manas* (mind), which were considered interdependent for achieving a meaningful life (Deshpande, 1992). Activities like yoga, martial training, wrestling, and games were regarded as essential for preparing individuals for spiritual pursuits, social responsibilities, and defense of the community.

The historical study of physical education and sports is crucial for understanding the evolution of India's physical culture. History provides insights into how physical practices were shaped by changing social structures, political systems, religious beliefs, and educational ideals across different periods (Kamlesh, 2004). From the survival-oriented activities of early humans to the codified systems of yoga in the classical period, from indigenous martial arts in the medieval era to the introduction of Western sports during colonial rule, each phase contributed distinct influences to India's sporting heritage (Rajgopalan, 1962).

Examining physical education and sports from a historical perspective also helps in identifying continuity and change within Indian society. While colonialism introduced modern institutions, rules, and competitive frameworks, many traditional games and practices continued to thrive at the community level, reflecting cultural resilience and adaptation (Rice, 1929). In the post-independence period, historical understanding has informed policy decisions, educational reforms, and national sports development programs aimed at integrating physical education into mainstream education and promoting sports at the grassroots level (Gupta, 1990).

Thus, a historical analysis of physical education and sports in India is essential for appreciating their role in shaping physical culture, promoting holistic development, and strengthening national identity. It also provides a foundation for addressing contemporary challenges and planning future directions in the field.

## 2 | PREHISTORIC AND EARLY HUMAN PHYSICAL ACTIVITIES

In prehistoric times, long before the emergence of organized societies and formal education systems, physical activity was an essential component of human survival. Early humans depended entirely on their physical capabilities to secure food, protect themselves from predators, and adapt to challenging natural environments. Activities such as walking long distances, running, climbing, jumping, lifting, throwing, and fighting were not performed for recreation or fitness in the modern sense but were vital for day-to-day existence (Khan, 1964).

Hunting and gathering formed the core of prehistoric life, requiring endurance, strength, speed, and coordination. Hunting demanded skills such as tracking animals, throwing stones or spears, and working collectively in groups, while gathering involved prolonged movement across varied terrains. These survival-based activities contributed to the development of muscular strength, cardiovascular endurance, agility, and balance, shaping a naturally fit and resilient human body without structured training methods (Rice, 1929). Defensive actions against wild animals and rival groups further reinforced combat skills and reflexive movements essential for survival.

Natural movement patterns dominated early human physical practices. Unlike modern exercise routines, early humans engaged in functional movements dictated by environmental demands. Crawling,

climbing trees, carrying loads, balancing on uneven surfaces, and swimming across rivers were instinctive responses to nature rather than planned activities. Such movements enhanced overall motor development and adaptability, laying the foundation for what is now recognized as functional fitness (Kamlesh, 2004).

Early fitness practices were therefore embedded in daily life and shaped by necessity rather than conscious health awareness. Physical efficiency was maintained through continuous activity, repetition, and adaptation to natural surroundings. Anthropological studies suggest that these habitual movements promoted not only physical strength but also coordination between the nervous and muscular systems, ensuring survival in a hostile environment (Bucher, 1975). Over time, as human societies became more stable and food security improved, some of these survival-based activities gradually transformed into recreational practices, ritual movements, and early forms of games and dance.

Thus, prehistoric and early human physical activities represent the foundational stage in the evolution of physical education. They highlight how physical fitness originated from natural, purposeful movement and survival needs, which later evolved into organized physical practices and sports within structured societies.

### 3 | PHYSICAL EDUCATION IN ANCIENT INDIA

Physical education in ancient India was deeply rooted in the philosophy of holistic development, where physical fitness, mental discipline, moral values, and spiritual growth were viewed as interconnected. Unlike the modern compartmentalized approach, ancient Indian systems emphasized harmony between body and mind, considering physical training essential for fulfilling social, religious, and personal responsibilities.

#### *Vedic Period: Physical Training, Yoga, and Holistic Health*

During the **Vedic period (approximately 1500–600 BCE)**, physical education was closely associated with spiritual practices and daily life. The Vedic texts, particularly the *Rigveda* and *Atharvaveda*, contain references to physical strength, endurance, and vitality as desirable human qualities (Deshpande, 1992). Activities such as archery, chariot racing, wrestling, hunting, and military drills were commonly practiced, especially among the warrior class, to prepare individuals for defense and social duties (Khan, 1964).

Yoga emerged as a significant component of physical and mental training during this period. Early yogic practices, later elaborated in the *Upanishads*, aimed at achieving balance between physical health and spiritual awareness. Practices such as *asanas* (postures) and *pranayama* (breath control) were believed to enhance bodily strength, flexibility, and inner discipline, contributing to overall well-being (Feuerstein, 2001). Health was not viewed merely as physical fitness but as a state of harmony between the body, mind, and environment, a concept that continues to influence physical education in India.

#### *Epic Period: Physical Ideals in the Ramayana and Mahabharata*

The **Epic period (approximately 600–200 BCE)** further reinforced the importance of physical education through the ideals presented in the *Ramayana* and *Mahabharata*. These epics portray heroes and warriors who excelled in physical strength, endurance, discipline, and combat skills. Archery, wrestling (*malla-yuddha*), swordsmanship, chariot driving, and running were depicted not only as military skills but also as symbols of moral strength, courage, and self-control (Rajgopalan, 1962).

The *Dhanurveda*, considered an auxiliary Veda, provided systematic knowledge of archery and warfare, emphasizing physical conditioning, precision, and mental focus. Physical excellence was closely tied to ethical conduct, suggesting that physical education was intended to cultivate both bodily efficiency and

virtuous character (Kamlesh, 2004). Thus, the epic narratives served as powerful educational tools, transmitting physical ideals and values to society across generations.

### ***Role of Gurukuls and Ashrams in Physical Training***

Gurukuls and ashrams played a central role in imparting physical education in ancient India. These residential institutions emphasized disciplined living, where students followed a daily routine that included physical work, exercises, martial training, and yogic practices alongside intellectual and spiritual education (Deshpande, 1992). Physical activities such as walking long distances, collecting firewood, water carrying, and participation in sports and combat training were integral to the curriculum.

The aim of physical training in gurukuls was not merely bodily strength but the development of self-discipline, endurance, and resilience. Students were trained according to their social roles, with greater emphasis on martial skills for future warriors and administrators. Ashrams also promoted yoga and meditation as methods of maintaining physical health and mental clarity, reinforcing the holistic approach to education (Feuerstein, 2001).

Overall, physical education in ancient India reflected a comprehensive and value-oriented system that integrated physical training with ethical, intellectual, and spiritual development. This ancient foundation significantly influenced the later evolution of physical education and sports in India.

## **4 | DEVELOPMENT DURING THE CLASSICAL PERIOD**

The **Classical period in India (approximately 200 BCE-500 CE)** represents a significant phase in the historical development of physical education and sports. This era was marked by intellectual advancement, cultural flourishing, and the consolidation of educational and philosophical traditions under major dynasties such as the Mauryas and Guptas. Physical education during this period became more organized and systematic, reflecting the broader social emphasis on balanced human development.

### ***Systematization of Yoga and Physical Practices***

One of the most notable developments of the Classical period was the systematization of yoga as a disciplined method for physical, mental, and spiritual growth. The codification of yogic practices in *Patañjali's Yoga Sūtras* provided a structured framework that integrated ethical conduct (*yama* and *niyama*), physical postures (*āsana*), breath regulation (*prāṇāyāma*), concentration, meditation, and self-realization (Feuerstein, 2001). Physical postures and breathing techniques were recognized as essential for maintaining bodily health, stability, and endurance, thereby reinforcing yoga's role within physical education.

Alongside yoga, traditional physical practices such as wrestling, archery, and military drills were refined and organized. These practices aimed at developing strength, agility, coordination, and mental discipline, particularly among warriors and administrators, while also serving broader social and cultural purposes (Kamlesh, 2004).

### ***Physical Education in Education Systems***

During the Classical period, physical education was an integral part of the educational system, particularly within **gurukuls and ashrams**. Education was holistic in nature, combining intellectual learning with physical training and moral instruction. Students engaged in daily physical activities, including yoga, martial exercises, running, and manual labor, which were considered essential for building character, discipline, and resilience (Rajgopalan, 1962).

Military training received special emphasis, as strong and disciplined armies were necessary for the stability and expansion of kingdoms. Training included horse riding, chariot handling, swordsmanship, and archery. Such physical education practices ensured preparedness for both civic responsibilities and defense, highlighting the functional role of physical training in society (Khan, 1964).

### ***Recreational Games and Community Sports***

Recreational games and community sports flourished during the Classical period, reflecting the social and cultural vibrancy of the time. Board games such as *chaturanga*, considered the precursor to modern chess, promoted strategic thinking and mental agility. Physical games and contests were often organized during religious festivals and public gatherings, encouraging mass participation and social interaction (Rice, 1929).

These activities served recreational as well as educational purposes, fostering cooperation, competitive spirit, and physical fitness among participants. Community sports helped bridge social divisions and contributed to collective cultural expression, reinforcing the social value of physical activity beyond individual fitness.

### ***Influence of Dynasties and Cultural Exchanges***

The patronage of powerful dynasties such as the Mauryas and Guptas played a crucial role in the promotion of physical education and sports. Royal support ensured the organization of training centers, tournaments, and cultural festivals where physical activities were showcased and encouraged (Deshpande, 1992). Kings and nobles often participated in sports, setting examples for the wider population.

Cultural exchanges through trade routes and diplomatic contacts also influenced physical practices in India. Interaction with Central Asian and Hellenistic cultures introduced new games, training methods, and sporting traditions. These external influences were gradually absorbed into the indigenous physical culture, contributing to its diversity and richness (Singh et al., 2003).

In summary, the Classical period laid a strong foundation for the institutional and cultural development of physical education and sports in India. The systematization of yoga, integration of physical training into education, growth of recreational sports, and influence of dynastic patronage and cultural exchange collectively shaped a comprehensive physical culture that influenced later historical periods.

## **5 | PHYSICAL EDUCATION AND SPORTS IN THE MEDIEVAL PERIOD**

The medieval period in India (approximately 500–1500 CE) marked an important stage in the evolution of physical education and sports, shaped by political changes, cultural interactions, and regional traditions. During this era, physical activities continued to serve military, recreational, and social purposes, while new influences enriched India's indigenous physical culture.

### ***Impact of Islamic and Central Asian Cultures***

The advent of Islamic rule, particularly during the Delhi Sultanate and Mughal periods, introduced Central Asian and Persian influences into Indian physical culture. Activities such as horse riding, archery, polo, and swordsmanship gained prominence due to their importance in cavalry-based warfare (Rajgopalan, 1962). Polo, in particular, evolved from a military training exercise into a popular royal sport under Mughal patronage. These influences blended with existing Indian traditions, resulting in a composite physical culture that reflected both indigenous and foreign elements (Deshpande, 1992).

### ***Growth of Martial Arts and Wrestling Traditions***

Martial arts flourished across different regions of India during the medieval period. Indigenous systems such as *Kalaripayattu* in Kerala and *Silambam* in Tamil Nadu developed as comprehensive forms of physical training that emphasized strength, flexibility, balance, and combat skills (Phor, 2021). Wrestling (*malla-yuddha*) remained one of the most prominent physical activities, practiced widely in akharas. These wrestling schools combined rigorous physical conditioning with moral discipline and spiritual practices, reinforcing the holistic nature of physical education (Kamlesh, 2004).

### ***Folk Games and Rural Sports Culture***

Folk games played a vital role in sustaining physical activity at the community level. Traditional games such as kabaddi, kho-kho, gilli-danda, and various forms of wrestling were commonly played during festivals, fairs, and seasonal celebrations. These activities required minimal equipment and encouraged mass participation, contributing to physical fitness, teamwork, and social cohesion in rural society (Singh et al., 2003).

### ***Royal Patronage and Sports Promotion***

Royal patronage was instrumental in promoting physical education and sports during the medieval period. Kings and nobles organized competitions, sponsored training centers, and encouraged participation in wrestling, polo, archery, and hunting. Sporting events often formed part of courtly culture and public celebrations, symbolizing power, discipline, and cultural refinement (Rice, 1929). Such patronage ensured the continuity and development of physical practices across generations.

## **6 | COLONIAL INFLUENCE ON PHYSICAL EDUCATION AND SPORTS**

The colonial period (1600–1947) brought significant transformation to physical education and sports in India under British rule. Western ideas of organized sports, formal education, and institutional governance reshaped the existing physical culture.

### ***Introduction of Western Sports***

The British introduced sports such as cricket, football, hockey, tennis, and golf to India. Initially confined to British officials and elite Indians, these sports gradually gained popularity among the broader population, particularly in urban areas and educational institutions (Bucher, 1975). Hockey and cricket, in particular, became deeply embedded in Indian sporting culture.

### ***Establishment of Clubs, Gymkhanas, and Associations***

The colonial administration established clubs and gymkhanas as centers for recreation and social interaction. These institutions laid the foundation for organized sports by standardizing rules, conducting competitions, and promoting regular training. The formation of sports associations in the late nineteenth and early twentieth centuries further institutionalized sports and facilitated participation at regional and national levels (Gupta, 1990).

### ***Physical Education in Schools and Colleges***

Physical education was formally introduced into school and college curricula during the colonial period. British educational policies emphasized physical training for discipline, health, and character development. Teacher training programs and structured physical education courses began to emerge, marking the transition of physical education into an academic discipline (Kamlesh, 2004).

### ***Sports and Nationalism During the Freedom Movement***

Sports became a powerful medium for expressing national identity and resistance during the freedom movement. Indian success in sports such as cricket and hockey challenged colonial notions of racial

superiority and inspired nationalist pride. Prominent sportspersons emerged as symbols of confidence and self-reliance, and sporting events often served as platforms for social unity and political awareness (Rice, 1929).

## 7 | POST-INDEPENDENCE TRANSFORMATION

After independence in 1947, India entered a new phase of sports development characterized by institutional expansion, policy support, and international engagement.

### *Institutional Development and Governance of Sports*

The establishment of national institutions such as the National Institute of Sports and the Sports Authority of India marked a significant step toward professionalizing sports training and administration. These bodies played a central role in talent identification, coaching education, and infrastructure development (Gupta, 1990).

### *Government Policies and Sports Schemes*

The Government of India introduced several sports policies aimed at broad-based participation and elite performance. National Sports Policies and schemes such as Khelo India emphasized grassroots development, athlete support, and modernization of sports infrastructure. These initiatives sought to integrate sports into national development goals (Mohammad, 2023).

### *Integration of Physical Education into Education*

Post-independence reforms strengthened the role of physical education within school and university curricula. Inter-school and inter-university competitions were promoted to identify talent and encourage regular participation. Physical education gradually gained recognition as an essential component of holistic education rather than a supplementary activity (Singh et al., 2003).

### *Growth of Competitive and Professional Sports*

India's participation in international competitions such as the Olympics, Asian Games, and Commonwealth Games expanded significantly after independence. Alongside traditional sports, modern professional leagues in cricket, badminton, wrestling, and other disciplines contributed to the commercialization and global visibility of Indian sports. This growth reflected a shift toward high-performance training while maintaining grassroots engagement (Mohammad, 2023).

## 8 | CHALLENGES IN PHYSICAL EDUCATION AND SPORTS DEVELOPMENT

Despite significant historical progress and recent policy initiatives, the development of physical education and sports in India continues to face several structural and systemic challenges. These challenges affect both grassroots participation and elite performance, limiting the overall growth of a balanced and inclusive sports culture.

### *Infrastructure and Funding Issues*

One of the most persistent challenges in physical education and sports development is the inadequacy of infrastructure and financial resources. Many schools, particularly in rural and semi-urban areas, lack basic facilities such as playgrounds, gymnasiums, and sports equipment. Even where infrastructure exists, poor maintenance and limited access restrict effective utilization (Gupta, 1990). At the higher level, the availability of world-class training facilities remains uneven, affecting athlete preparation and performance in international competitions.

Funding constraints further compound infrastructural shortcomings. Although government investment in sports has increased over time, allocation often falls short when compared to global standards. Limited

financial support impacts talent identification, coaching quality, sports science integration, and athlete welfare, making it difficult to sustain long-term development programs (Mohammad, 2023).

### ***Regional Disparities and Access***

Regional inequality presents another major challenge in the development of physical education and sports. Access to quality training facilities, professional coaching, and competitive opportunities varies widely across states and regions. Urban centers and a few sports-focused states tend to receive greater attention and resources, while remote and economically weaker regions remain underserved (Singh et al., 2003). This imbalance restricts the discovery and nurturing of talent from diverse social and geographical backgrounds.

Socio-economic factors such as poverty, gender inequality, and lack of awareness also limit participation, especially among girls and marginalized communities. Inadequate institutional support and cultural barriers further hinder equitable access to physical education and sports opportunities (Kamlesh, 2004).

### ***Need for Diversification Beyond Popular Sports***

Another critical challenge is the disproportionate focus on a limited number of popular sports, particularly cricket. While cricket's success has contributed positively to India's global sporting image, it has also overshadowed other sports that require attention and investment. Disciplines such as athletics, indigenous games, and less-commercialized sports often struggle to attract sponsorship, media coverage, and institutional support (Bucher, 1975).

Diversification is essential for developing a comprehensive sports ecosystem that promotes mass participation and elite excellence across multiple disciplines. Encouraging traditional and indigenous sports alongside modern Olympic disciplines can help preserve cultural heritage while expanding opportunities for broader engagement and international success (Mohammad, 2023).

In conclusion, addressing infrastructural gaps, reducing regional disparities, and promoting diversification are crucial for strengthening physical education and sports development in India. A coordinated approach involving policy reform, educational integration, and community participation is necessary to overcome these challenges and ensure sustainable growth.

## **9 | CONCLUSION**

The historical development of physical education and sports in India reflects a continuous process of adaptation shaped by social needs, cultural values, political influences, and educational philosophies. From the survival-oriented physical activities of prehistoric communities to the holistic and value-based practices of ancient India, physical education has remained an integral part of Indian life. The Vedic, Epic, Classical, and Medieval periods emphasized the balanced development of body and mind through yoga, martial training, games, and community participation, establishing a strong indigenous foundation for physical culture.

The colonial period introduced Western sports, formal institutions, and structured educational practices, significantly transforming the organization and perception of physical education and sports in India. While this era brought modernization and standardization, it also altered traditional systems, creating a dual legacy of indigenous and Western sporting traditions. After independence, India focused on institutional development, policy formulation, and educational integration, aiming to promote mass participation and achieve excellence at the international level.

Despite notable progress, challenges such as inadequate infrastructure, regional disparities, and overdependence on a few popular sports continue to hinder balanced development. Addressing these issues requires sustained investment, inclusive policies, and greater emphasis on physical education

within the education system. Promoting indigenous games alongside modern sports can further strengthen cultural continuity while expanding opportunities for participation.

In conclusion, physical education and sports in India have evolved into powerful tools for health promotion, social integration, and national identity. A historically informed and policy-driven approach is essential for ensuring their sustainable growth and for nurturing a vibrant sports culture that reaches every section of society.

## REFERENCES

- [1] Bucher, C. A. (1975). *Foundations of physical education* (7th ed.). St. Louis: The C. V. Mosby Company.
- [2] Deshpande, S. H. (1992). *Physical education in ancient India*. Varanasi: Bharatiya Vidya Prakashan.
- [3] Gupta, S. P. (1990). *Report of the Committee on Improvement in Teacher Training Programme in Physical Education*. New Delhi: University Grants Commission.
- [4] Kamlesh, M. L. (2004). *Principles and history of physical education*. New Delhi: Friends Publications.
- [5] Rajgopalan, K. (1962). *Brief history of physical education in ancient India (from earliest times to the end of the Mughal period)*. Delhi: Army Educational Press.
- [6] Rice, E. A. (1929). *A brief history of physical education*. New York: A. S. Barnes & Company.
- [7] Singh, A., Bains, J. S., Gill, J. S., Barar, R. S., & Rathee, N. K. (2003). *Essentials of physical education*. Ludhiana: Kalyani Publishers.
- [8] Bucher, C. A. (1975). *Foundations of physical education* (7th ed.). St. Louis: The C. V. Mosby Company.
- [9] Kamlesh, M. L. (2004). *Principles and history of physical education*. New Delhi: Friends Publications.
- [10] Khan, E. E. (1964). *History of physical education*. Patna: Scientific Book Agency.
- [11] Rice, E. A. (1929). *A brief history of physical education*. New York: A. S. Barnes & Company.
- [12] Deshpande, S. H. (1992). *Physical education in ancient India*. Varanasi: Bharatiya Vidya Prakashan.
- [13] Feuerstein, G. (2001). *The yoga tradition: Its history, literature, philosophy and practice*. New Delhi: Motilal Banarsidass.
- [14] Kamlesh, M. L. (2004). *Principles and history of physical education*. New Delhi: Friends Publications.
- [15] Khan, E. E. (1964). *History of physical education*. Patna: Scientific Book Agency.
- [16] Rajgopalan, K. (1962). *Brief history of physical education in ancient India (from earliest times to the end of the Mughal period)*. Delhi: Army Educational Press.
- [17] Rice, E. A. (1929). *A brief history of physical education*. New York: A. S. Barnes & Company.
- [18] Singh, A., Bains, J. S., Gill, J. S., Barar, R. S., & Rathee, N. K. (2003). *Essentials of physical education*. Ludhiana: Kalyani Publishers.
- [19] Bucher, C. A. (1975). *Foundations of physical education* (7th ed.). St. Louis: The C. V. Mosby Company.
- [20] Deshpande, S. H. (1992). *Physical education in ancient India*. Varanasi: Bharatiya Vidya Prakashan.
- [21] Gupta, S. P. (1990). *Report of the Committee on Improvement in Teacher Training Programme in Physical Education*. New Delhi: University Grants Commission.
- [22] Kamlesh, M. L. (2004). *Principles and history of physical education*. New Delhi: Friends Publications.
- [23] Mohammad, A. (2023). Physical education in India: A critical review and reflection. In J. Ahmed & A. Masih (Eds.), *Teaching and teacher education in India* (pp. 215-234). Singapore: Springer.

- [24] Phor, R. K. (2021). Historical analysis of physical activities and sports in ancient India. *Purva Mimaansa*, 12(10), 132-140.
- [25] Rajgopalan, K. (1962). *Brief history of physical education in ancient India (from earliest times to the end of the Mughal period)*. Delhi: Army Educational Press.
- [26] Rice, E. A. (1929). *A brief history of physical education*. New York: A. S. Barnes & Company.
- [27] Singh, A., Bains, J. S., Gill, J. S., Barar, R. S., & Rathee, N. K. (2003). *Essentials of physical education*. Ludhiana: Kalyani Publishers.

**Cite this article**

Physical Education and Sports in India: Historical Growth and Transformation. (2026). *Research Review Journal of Educational and Physical Excellence*, 1(1), 19-28. <https://rrjepe.in/index.php/rrjepe/article/view/14>