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**CONCEPT OF WOMEN'S EMPOWERMENT THROUGH PHYSICAL EDUCATION
AND SPORTS UNDER NATIONAL EDUCATION POLICY (NEP) 2020**

ABSTRACT

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This policy proposes the revision and revamping of all aspects of the physical education and sports structure, including its regulation and governance, to create a new system that is aligned with the inspirational goals of 21st century physical education and sports. The National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that physical education must develop not only cognitive capacities but also the foundation capacities such as critical thinking, problems solving, social, ethical and emotional capacities and dispositions. Physical education and sports for girls has a strong and very important effect on the role of women in society. It tends to draw more women into the labour market. This increase in female labour force participation expands income earning opportunities for many households and better utilizes the labour, skills and talents of women. Physical education and sports brings social benefits that improve the situation of the poor, such as lower fertility, improved health care of children and greater participation of women in the labour market. It helps in growing women intellectual horizons, well being and potential for empowerment. With the promotion of economic reform policies, the role of physical education is being reinter prated and redefined. Market promoting policies are posing a challenge to physical education and are being considered as both a powerful force of economic progress and the focal point of learning in a society.

KEYWORDS: Women empowerment, physical education and sports, 21 century and new educational policy.

Introduction:

New education policy (NEP) 2020:

The new National Education Policy is a welcome change at a time when the health, happiness and immunity of children are becoming increasingly important due to the pandemic. The new NEP includes several key points that are instrumental for the holistic development of a girls. The NEP acknowledges sports to be equally important as any other subject like English or science, thereby increasing the Fun and Engagement that girls desperately seek in a school. Through play, girls can develop physically, mentally and socially.

Present scenario of women's physical education and sports in India.

In spite of the fact that, the physical education of women or girl is vital importance in the development of the family, society and the nation and further it has been recognized by different instruments both at international and national level. There are still overwhelming cultural and economic reasons in India, which keeps female children from not receiving physical educational attention as their male counterparts. The girls child is made to perform household and agricultural chores. This is one of the many factors limiting girls physical education. Access to physical education for girls does not rely on proximity of schools only. It its part of a larger preference, which creates inherent discriminatory particles. Education initiative hence cannot rely solely on building educational infrastructure, but also need to address some of the root causes of discrimination against

women and girls which affect the decisions made by parents.

In New Education Policy (2020), physical education trends have developed to incorporate a greater variety of activities besides the skills necessary to play typical team sports such as football or basketball. Introducing students to activities like bowling, walking/hiking or Frisbee at an early age can help them develop good activity habits that will continue into adulthood. Teachers have begun to incorporate stress reduction techniques such as yoga and deep breathing an ancient arts form focused on slow meditative movements, is a relaxation activity with many benefits. Studies have shown that it enhances muscular strength and endurance, as well as cardiovascular endurance. It also provides psychological benefits such as improving general mental health, concentration, awareness and positive mood. It can be taught to any age student with little or no equipment, making it ideal for mixed ability and age classes. Teaching non-traditional sports may also provide motivation for students to increase their activity, and can help them learn about different cultures.

Education institute:

A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered and where good sports and physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education.

Physical literacy:

Physical literacy is a 21st century term that first emerged in the sport literature before also being applied to physical education. The concept of physical literacy covers a variety of conditions for a student. Whether its motivation, confidence, physical competence, knowledge and understanding for student. Teachers implement these different concepts into their lesson plans to teach and develop students accordingly and appropriately for their individual success and education. Whether the class produces positive effects on student's health, behaviour and academic performance depends upon the kind of program that is taught.

Reasons for Low/no physical education and sports participation by women

Although boys and girls have equal access to education and training programs, but in fact boys are given preference over girls for cultural and economic reasons.

1. Gender based inequality in family and society.
2. Social discrimination and economic exploitation.
3. Occupation of girl's child in domestic tasks.
4. Low retention rate and high dropout rate.
5. Absence of female physical education teacher in school
6. Insecurity in school and colleges.
7. Distance of school and colleges from residences.
8. Inadequate facility of transport.
9. Poverty
10. Unequal treatment at school and colleges.
11. Inferiority complex
12. Lack of proper infrastructure.
13. The girls are mostly have to face the problems of fulfilling the basic needs like food and clothing to co-operate mothers.
14. Parents are reluctant to educate their girls. They only educate their girls up to 10th or 12th standard.
15. Girls are mostly married around the age of 16 to 17.
16. The boys are treated partially as compared to girls who are less favoured by the parents.
17. The parents have to spent much amount on the marriage of their girls. Similarly physical educated girls don't remain sources of income once they are married. Thus, they don't take initiative in participating physical educating the girls and spending additional amount on it.
18. Girls are unsafe not only in urban areas, but also in rural areas. The concern for values and virtues in the society is deteriorating at a faster rate.
19. Girls being very sincere, honest and hardworking, they are preferred to boys so far their help in parents profession is concerned.
20. Widespread illiteracy and superstition come in the way of overall development of the girls.
21. Girls are given scanty amount as pocket money as compared to boys.

Object of the study:

To know the women's empowerment through physical education and sports under new physical education policy (NEP) 2020.

Relationship between sports, physical education and women empowerment:

1. Recognition of women as an essential human resources base of each country.
2. A strong commitment to equip women with the necessary range of physical skills empowering them in their decision making role.
3. Institution of feminine leadership model suited to the needs of social development across all sectors. With the adoption of several policies the participation of women in physical education has changed.
4. Cultural, social and economic factors still prevent girls from getting physical education opportunities and so the question of equality in physical educational attainment is still an illusion.

Fundamental principles of NEP 2020

1. Recognizing, identifying, and fostering and unique capabilities of each student in general and girls in particular by sensitizing physical education teachers as well as parents to promote each student's holistic development in both academic and spheres.
2. The highest priority to achieving foundational physical education sports literacy by all students by Grade 3;
3. Flexibility so that sports learners have the ability to choose their trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
4. Extensive use of technology in physical education and sports teaching and learning increasing access for Divyang students, and educational planning and management;
5. Synergy in curriculum across all levels of physical education from early childhood care and physical education to school education to higher education;
6. A light but tight regulatory framework to ensure integrity, transparency and resource efficiency of the sports educational system through audit and public disclosure while encouraging innovation and out of the box ideas through autonomy, good governance, and empowerment;
7. Continuous review of progress based on sustained research and regular assessment by physical educational experts.

Review of literature:

Korishetti (2003) reported that as female physical education rises fertility, population growth and infant and child mortality fall and family health improves. Increases in girls physical education enrollment are associated with increases in women's participation in the labour force and their contributions to households and national income. **Jean Dereze (1995)** viewed that physical education as one of the most important inputs that influence the all round development of any national specially in the field of economic, ethnical and spiritual national knowledge commission recommended the physical education need and systematic overhaul.

Analysis:

Based on the above research findings and factual information the following analysis pertaining to physical education and sports and women's empowerment through NEP 2020 can be drawn.

1. The main challenge to women's physical education is to provide gender fair physical education. The achievement of equality and empowerment should be an open overarching aim in a healthy social environment, the benefits of female physical education for women's empowerment and gender equality are broadly recognized.
2. The need for physical education of women, and in particular of rural women, is overwhelming. The value of physically educating girls is not recognized fully in rural areas. Empowerment means moving from a weak position to execute a power. Physical education among women is the most powerful tool of attaining power in the society. It helps in lessening inequalities and functions as a mean for improving their status within the family.
3. Society is based on two genders i.e. Male and Female. These gender roles are reflected in every levels and status, and exert various degrees of constraints for both sexes. In general, the more rigid the gender role in a society, which is divided under two divisions that is about and lower status accorded to women. Women face gender un equality especially from orthodox society in all aspects of life, including physical education. Gender imbalance in physical education sectors is one of the current critical issues that require immediate intervention by the policy makers.
4. Physical education is perhaps most important measure that can be taken to ensure a fuller

integration of women in development. Physical education raises the social status and self image of women, increases their ability to questions the status quo, enables them to make decisions for themselves and increases their contribution to the well being of society. Now a day's education is not within the reach of many girls and women especially in rural area.

5. The youths with degree of bachelor in physical education (BPED) to Diploma in physical education (DPED) and Certificate in physical education (CPED) are hoping the change would create more jobs for them. Unemployed youths with degrees, diplomas and certificates in physical education across the state are upbeat over the stress on yoga and sports in the new national education policy (NEP) 2020.

Conclusions:

The education of women is most important factor for our nation progress. We are leaving in 21th century in which men and women on equal footing in the eye of law as well as society. But in fact women are dominated by male and they are lacking in various field especially physical education and sports due to improper opportunity. The situation is very pathetic in rural areas so many factor are responsible for the same. Basically unless the mentality of society is change there should be

no change in the same situation. Unless the individual effort this will not change. Time is come to changes our views towards the betterment of women and empowerment of the same. Once the NEP gets implemented, girls will benefit from the focus on balanced and all round development from an early age.

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