

REVIEW OF RESEARCH

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EFFECT OF INTEGRATED EXERCISE TRAINING PROGRAM ON SELECTED HEALTH RELATED AND SKILL RELATED PHYSICAL FITNESS COMPONENTS OF INTERMEDIATE FENCING PLAYERS OF LATUR DISTRICT

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ABSTRACT:

*Context:*An intermediate fencing player is the one who has learnt the basic stance, stepping , basic skills and is going through process of becoming an elite fencing player. Researcher feels that more focus should be given on selected health related and skill related fitness components through integrated training program which will help players to improve specific health and skill related fitness components which are required to perform at elite level. *Aims:-* The review of literature does not reveal any studies investigating effect of integrated training program consist of combination of variety of speed , agility , strength and power exercises along with yoga session. So the researcher intends to find the effect of this training on intermediate fencing players of LaturDISTRICT. *Settings and Design:-* Fifty intermediate fencing players were randomly assigned to experimental (n=25) and control (n=25) groups. The experimental subjects underwent an integrated exercise training program consist of strength, speed , agility, power & yoga for six days in a week for twelve weeks whereas control group went through regular fencing training. *Materials and Method:-* Standardized fitness tests were conducted on both groups pre and post training program to assess the selected health and skill related fitness components of the experimental and the control group. *Statistical Analysis Used:-* Data were analyzed by using Paired T-Test test. *Results:-* The results revealed that effect of integrated exercise training program helped to improve muscular strength, speed, agility, flexibility and power as compared to control group. *Conclusion:-* The findings conclude that effect of integrated exercise training program helped to improve muscular strength, speed, agility and power of intermediate fencing players.



KEY WORD: Muscular strength, speed, power, agility and yoga.

INTRODUCTION :-

Fencing was on the programme of the Games of the I Olympiad in Athens in 1896, and has been on the programme ever since. The different types of weapon used by men are the foil (since 1896), the sabre

" Recent Trends in Education and Physical Education "

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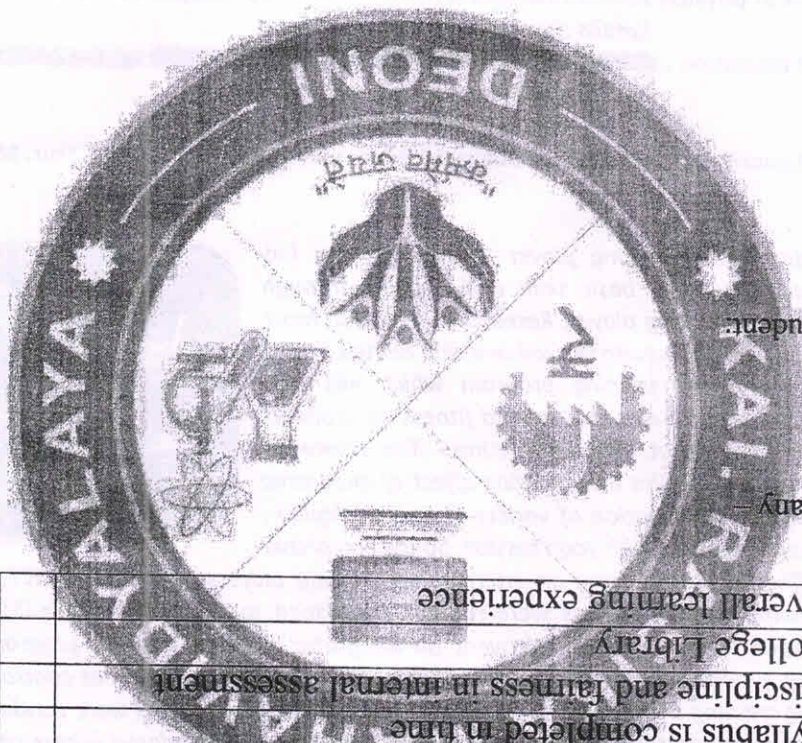
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Sr. no.	Feedback Question			
	A	B	C	D
1				
2				
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8				

Suggestion if any

Name of the student

Class:



(since 1896) and the epee (since 1900). Women competed for the first time at the Games of the VIII Olympiad in Paris in 1924. The foil was the only weapon used by women until the 1996 Games in Atlanta, which saw the introduction of the women's epee. The women's sabre featured on the programme for the first time at the Games in Athens in 2004.

The present study is aimed at developing selected health and skill related fitness components of intermediate fencing players in order to become an elite player. The intermediate fencing player is the one who has developed interest for the game and has learnt basic skills, stance, stepping as well as basic rules and regulations of the game.

Physical fitness is a general state of health and well-being and, more specifically, the ability to perform aspects of sports or occupations. Physical fitness is generally achieved through correct nutrition, exercise, hygiene and rest. It is a set of attributes or characteristics seen in people and which relate to the ability to perform a given set of physical activities. Health-related fitness is a physical state encompassing cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition are defined respectively whereas skill related physical fitness consists of power, speed, agility, reaction time, coordination and balance.

An integrated training program is combination of different exercises and drills focused upon developing components or variables which the researcher intends to find out. In other words an integrated training refers to a training program that incorporates, or integrates multiple types of exercise together into a single program. So the researcher has included combinational exercises and drills in this integrated training program which is focused on developing fencing specific movements and fitness.

OBJECTIVES OF THE STUDY:

- To compare mean scores of standing broad jump of the experimental group and control group.
- To compare mean scores of standing vertical jump of the experimental group and control group.
- To compare mean scores of medicine ball throw test of the experimental group and control group.
- To compare mean scores of 10 meter Shuttle run test of the experimental group and control group.
- To compare mean scores 30 meter acceleration test of the experimental group and control group.
- To compare mean scores of sit & reach test of the experimental group and control group.

HYPOTHESES OF THE STUDY:

- H_{01} : There is no significant difference in mean scores of standing broad jump of the experimental group and control group.
- H_{02} : There is no significant difference in mean scores of standing vertical jump of the experimental group and control group.
- H_{03} : There is no significant difference in mean scores of medicine ball throw test of the experimental group and control group.
- H_{04} : There is no significant difference in mean scores of 10 meter Shuttle run test of the experimental group and control group.
- H_{05} : There is no significant difference in mean scores of 30 meter acceleration test of the experimental group and control group.
- H_{06} : There is no significant difference in mean scores of sit & reach test of the experimental group and control group.

MATERIALS AND METHOD

Population and Sampling: Fifty (n=50) Intermediate fencing players were identified as subjects from Latur district.

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Proforma 4

Evaluation of college experience by students

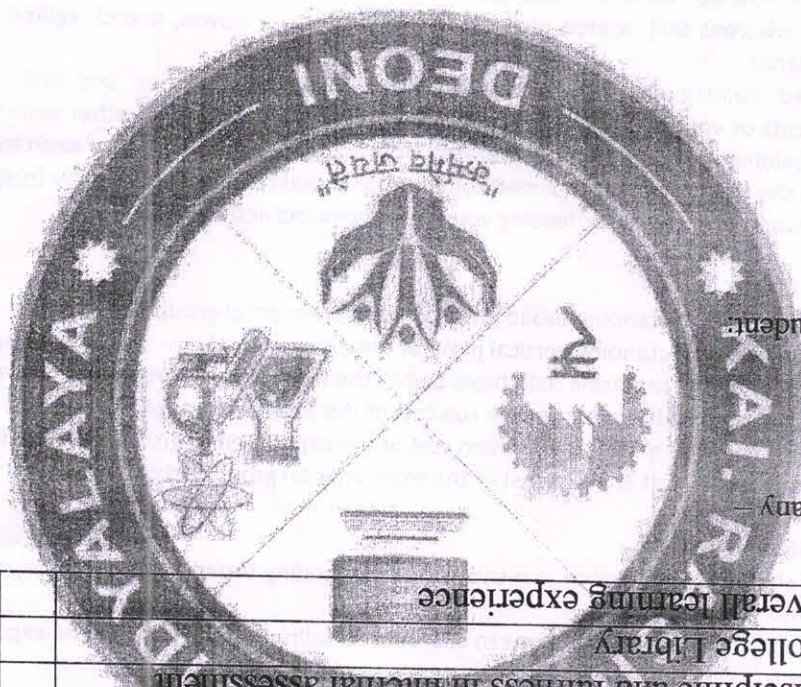
A-Excellent B-Good C-Satisfactory D-Poor

Sr. no.	Feedback Question	A	B	C	D
1	Syllabus is updated enough				
2	Syllabus is suitable to the course				
3	Syllabus content is carrier oriented				
4	Reading material related to syllabus is easily found				
5	Syllabus is completed in time				
6	Discipline and fairness in internal assessment				
7	College Library				
8	Overall learning experience				

Suggestion if any _____

Name of the student: _____

Class: _____



RESEARCH DESIGN:(Non-equivalent control groups pretest/post-test)

The design of the experiment had been planned in three phase's viz., Phase – I: Pre-test, Phase – II: Training or Treatment, and Phase – III: Post-test. The subjects in the experiment were divided into two groups one experimental group and one control group; each group consisted of 25 subjects. Experimental group was given integrated exercise training program consist of strength, speed, agility, power and yoga for the period of 12 weeks.

Selected Variables: Muscular strength, speed, agility, flexibility and power.

Tools/ Instruments: The following criterion measures were included to record the reading of various test items of motor fitness.

- The score of standing broad jump measured in meter.
- The score of standing vertical jump measured in centimeter.
- The score of shuttle run measured in seconds.
- The score of 30 meter acceleration test measured in seconds.
- The score of Sit & Reach Flexibility Test measured in centimeter.
- The score of Medicine ball throw Test measured in meter.

Treatment: The Integrated Exercises Training Program consist of combination of strength, speed, agility, power exercises and yoga was imparted to the experimental group for 60 minutes for six days in a week except Sundays and holidays.

Training Schedule:**Integrated Exercises Training Program**

Day	Training	Time
Monday	Body Weight + Agility	60 Minutes
Tuesday	Power + Speed	60 Minutes
Wednesday	Strength + Speed +Agility	60 Minutes
Thursday	Games + Yoga	60 Minutes
Friday	Strength + Reaction Time	60 Minutes
Saturday	Speed + Agility	60 Minutes

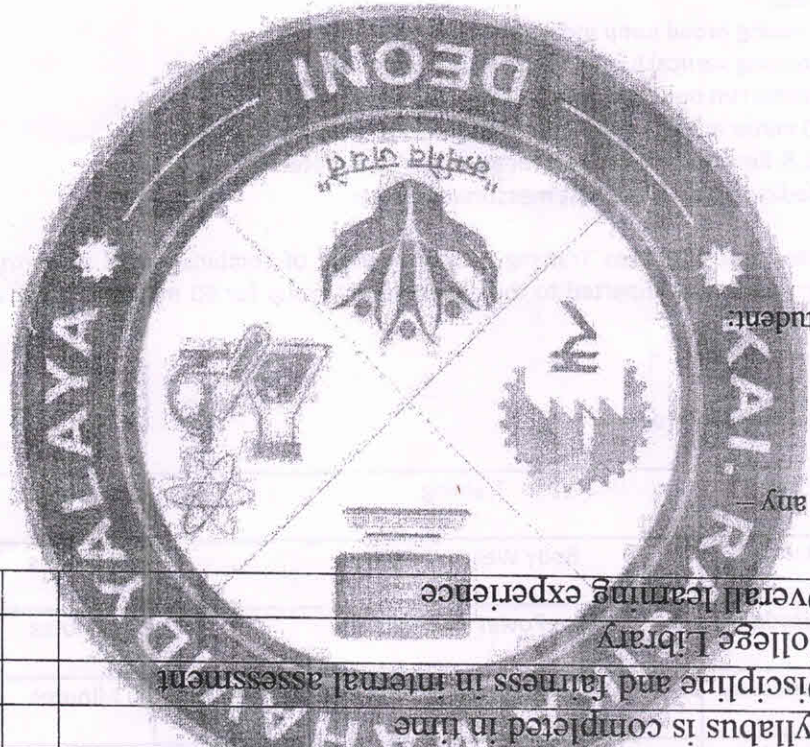
Statistics: Since, there were two groups for this experimental study viz. Experimental and Control group, wherein the researcher has decided to compare Mean Scores of selected Health Related Physical Fitness and Skill related physical fitness Variable (speed, agility, power, muscular strength and flexibility) in order to see the effect integrated exercise training program. Paired t-test was appropriately used for the data analysis.

Proforma 4

Evaluation of college experience by students

A-Excellent B-Good C-Satisfactory D-Poor

Sr. no.	Feedback Question	A B C D			
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7	College Library				
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Name of the student: _____
 Class: _____

Suggestion if any - _____

क्रीडा पत्रकारिता आणि क्रीडा वार्ताहरांचे गुण

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प्रस्तावना :

क्रीडा पत्रकारिता हा जनसंचार माध्यमांचा एक स्वतंत्र विभाग म्हणून मानला जातो. वृत्तपत्रात, साप्ताहिकात आणि दूरदर्शनवरही खेळाच्या बातम्या, खेळांच्या सामन्यांचे समालोचन नित्यनेमाने प्रसारित केले जाते. क्रिकेट सारख्या खेळांच्या सामन्याच्या लोकप्रियतेतून क्रीडा पत्रकारितेला विशेष महत्त्व प्राप्त झालेले आहे. क्रीडा स्पर्धा किंवा खेळांचे सामने हा क्रीडा पत्रकारितेचा महत्त्वाचा स्रोत आहे.

क्रीडा पत्रकारितेत क्रीडा पत्रकाराला लेखना संबंधात खूपच अधिक स्वातंत्र्य असते. त्याच्या लेखन संचारातील स्वैरपणा सहजपणे मान्य केला जातो. विशेषतः क्रीडा क्षेत्राचा जगभर पसरत चाललेला व्याप आणि त्याची सतत वाढत चाललेली लोकप्रियता लक्षात घेता क्रीडा पत्रकाराच्या स्वैर संचाराला उलट अधिकच प्रोत्साहन दिले जात आहे.

क्रीडा पत्रकारिता म्हणजे केवळ खेळांचे वर्णन नाही तर खेळाचे विश्लेषण खेळाची वैशिष्ट्ये आणि खेळाडूंची खेळातील, सामन्यातील कर्तबगारीचा आलेख इत्यादी बाबींचा समावेश क्रीडा पत्रकारीतेत होतो.

क्रीडा पत्रकारीतेचे स्वरूप :

क्रीडा पत्रकारीतेचे महत्त्वाचे वैशिष्ट्य म्हणजे वृत्तपत्रात क्रीडा जगताला अधिक मिळालेली जागा, रंगीत प्रकाशचित्रे, खेळांचे विश्लेषण, क्रीडा तज्ज्ञांची व वाचकांची खेळाविषयीची मते आणि आकर्षण मांडणी हे होय. आज इलेक्ट्रॉनिक प्रसार माध्यमांनी केलेली प्रगती, वृत्तपत्र समूहांची अद्ययावत तंत्र उपलब्धता यामुळे क्रीडा पत्रकारीतेत अधिक लोकप्रियता लाभत आहे.

खेळाडू, क्रीडा संघटक, मार्गदर्शक, व्यवस्थापक, प्रायोजक, स्पर्धा वगैरे सर्व थरांवर त्याला थेट प्रवेश मिळू शकतो. एवढेच नाही तर क्रीडा उपकरणे निर्मितीवर, क्रीडा मैदान, क्रीडा सांख्यिकी यांच्या थेट भेटी क्रीडा पत्रकाराला घेता येतात. कोणत्याही क्रीडा स्पर्धेत किती खेळ समाविष्ट आहेत आणि त्या स्पर्धेचा दर्जा काय आहे यावर त्या स्पर्धेच्या बातमीची लांबी-रुंदी आणि स्वरूप खूपसे अवलंबून असते. क्रिकेट सारख्या स्पर्धेत दररोज एकच सामना होत असतो तर टेबल टेनिस, कुस्त्यांसारख्या स्पर्धेत दररोज शेकड्यांनी सामने होण्याची शक्यता असते. अशा वेळी सामन्यांचे वर्णन देण्यात जागा घालविण्यापेक्षा अधिक सामन्यांचे निकाल देणे काही प्रसंगी योग्य ठरते.

सांघिक खेळ आणि वैयक्तिक खेळ अशी खेळांची सर्वसाधारण विभागणी तर प्रारंभापासूनच गृहित धरलेली आहे. पण त्यातही केवळ दोनच खेळाडूंचा समावेश असलेल्या क्रीडा प्रकाराचा समावेश करता येतो. त्याही बाबतीत काही धोरणात्मक नियोजन केले, तर वार्ता संकलक आणि वाचक या दोन्ही घटकांच्या सोयीचे होते आणि त्यातून वृत्तपत्राची विश्वासाहताही वाढीला लागते.

क्रीडा वार्ताहरासाठी आवश्यक गुण व बाबी :

1. द्रुत गतीने बातमी लिहिण्याची क्षमता.
2. ज्या भाषिक वृत्तपत्राचा क्रीडा वार्ताहर असेल त्या भाषेचे उत्तम ज्ञान त्याला असले पाहिजे.
3. त्या-त्या खेळांची तांत्रिक माहिती त्याला असणे गरजेचे आहे.
4. क्रीडा पत्रकारितेविषयी आस्था व परिश्रम घेण्याची तयारी असावी.
5. वाचकांच्या खेळाविषयीच्या आवडी-निवडी त्याला ज्ञात असाव्यात.
6. खेळातील तांत्रिक शब्दांचे ज्ञान असावे.
7. सूक्ष्म व शोधक दृष्टी असावी.
8. खेळाच्या सामन्याची बातमी देताना सामन्याचा निकाल काय झाल हे प्रथम द्यावे.
9. माहिती संकलित करताना क्रीडा वार्ताहराने पुरेसा वेळ दिला पाहिजे.
10. क्रीडा वार्ताहराने, सामन्यात शानदान खेळणाऱ्या खेळाडूविषयी टिप्पणी नोंदवावे.
11. क्रीडा वार्ताहराला खेळात रुची असली पाहिजे तरच तो खेळाच्या योग्य व विश्वासाहं बातम्या देऊ शकतो.
12. बातमी निवडावयाची याचे तारतम्य ही क्रीडा वार्ताहराला असणे आवश्यक आहे.

सारांश :

खेळात मुळातच रंजकता, आकर्षकता असते. पण पत्रकारिता त्यात अधिक रंग भरून त्याला अधिक लोकप्रिय करते. त्यामुळे सामान्य वाचकही त्यात रस घेऊ लागतो. शब्दांच्या माध्यमातून खेळातील आनंदाला, नैपुण्याला कलात्मकपणे सादर करण्यात क्रीडा पत्रकारितेचे यश सामावलेले असते.

इलेक्ट्रॉनिक प्रसार माध्यमांच्या लोकप्रियतेमुळे क्रीडा वार्ताहर आणि संपादक यांचे विशेष महत्त्व आहे. तसेच क्रीडा वार्ताहरांचे कार्यही विस्तारित झाले आहे. क्रीडावृत्त संकलनात आता अनेक मार्ग उपलब्ध झाले आहेत. त्याच्या उलट विचार करायचा तर अनेक मार्गांनी क्रीडा पत्रकाराकडे क्रीडावृत्ताचा ओघ येऊ शकणार आहे.

संदर्भ :

क्रीडापत्रकारिता - हेमंत जोगदेव

पत्रकारिता रूप आणि स्वरूप - डॉ.निशिगंधा व्यवहारे

पत्रकारितेची पायवाट - शिवशंकर पटवारी

पत्रकार आणि पत्रकारिता - रा.मा.गर्गे

New Education Policy and Rural Physical Education & Sports

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Introduction: The New Education Policy (NEP) emphasizes holistic development and aims to transform the educational landscape, including the promotion of physical education and sports. In rural areas, where access to quality sports facilities and education resources may be limited, the NEP presents an opportunity to address these gaps and foster a culture of physical fitness and sportsmanship. This point paper explores strategies for enhancing rural physical education and sports under the umbrella of the NEP.

In August 2020, India embarked on a significant journey in its educational landscape with the introduction of the New Education Policy (NEP) 2020. Representing the most comprehensive reform in over three decades, this policy aims not only to modernize India's educational system but also to align it with the demands of the 21st century. The NEP 2020 encompasses a wide array of changes across all levels of education, from early childhood to higher education, with a focus on inclusivity, flexibility, and quality.

The foundation of the NEP 2020 lies in its aspiration to transform India's education system into one that fosters critical thinking, creativity, and holistic development among learners. It acknowledges the evolving needs of a globalized world and seeks to equip students with the skills and knowledge necessary to thrive in an increasingly complex and interconnected society.

One of the key highlights of the NEP 2020 is its emphasis on early childhood care and education, recognizing the crucial role of the formative years in shaping a child's future. By integrating early childhood education with the mainstream schooling system and promoting a play-based and activity-based approach, the policy aims to ensure a strong foundation for lifelong learning.

Furthermore, the NEP 2020 proposes sweeping changes in the school curriculum, advocating for a more holistic and multidisciplinary approach. It encourages the integration of vocational education from an early age and emphasizes the importance of experiential learning to make education more engaging and relevant to real-life situations.

At the higher education level, the NEP 2020 envisions a more flexible and multidisciplinary system that promotes creativity, innovation, and research. It proposes the establishment of a new regulatory framework to foster autonomy among higher educational institutions and facilitate seamless credit transfer and academic mobility.

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Moreover, the NEP 2020 seeks to address issues of equity and inclusion by promoting greater access to education for marginalized communities, including girls, socio-economically disadvantaged groups, and persons with disabilities. It emphasizes the importance of leveraging technology to bridge the digital divide and ensure quality education reaches every corner of the country.

In conclusion, the New Education Policy 2020 heralds a new era of transformation and innovation in India's educational landscape. By embracing progressive reforms and prioritizing the holistic development of learners, the policy aims to create a future-ready generation capable of navigating the challenges and opportunities of the 21st century.

In the sprawling tapestry of India's diverse landscape, rural communities stand as the backbone, embodying resilience, tradition, and vibrancy. However, amidst their rich cultural fabric lie challenges, including limited access to quality education and opportunities for holistic development. Recognizing the transformative power of physical education and sports, particularly in rural settings, this paper delves into the significance of integrating these elements into the educational framework of rural areas.

Physical education and sports serve as catalysts for holistic development, fostering not only physical fitness but also mental agility, social cohesion, and emotional well-being. In rural communities, where access to resources and exposure to diverse experiences may be limited, these aspects become even more critical in nurturing the potential of individuals and communities.

The introduction of physical education and sports programs in rural schools and communities holds the promise of addressing multifaceted challenges prevalent in these areas. By instilling healthy habits and active lifestyles from an early age, such initiatives contribute to combating rising concerns related to sedentary lifestyles and non-communicable diseases, which disproportionately affect rural populations. Moreover, physical education and sports offer a unique platform for character building, instilling values of teamwork, discipline, resilience, and leadership among rural youth. These attributes not only enhance their employability and entrepreneurial skills but also equip them with the confidence and determination to overcome obstacles in various spheres of life.

Furthermore, sports have the potential to bridge social divides and foster community cohesion in rural

settings. Whether through organized tournaments, community events, or grassroots initiatives, sports bring people together, transcending barriers of caste, creed, and gender, and promoting a sense of belonging and unity. In the context of rural development, physical education and sports also offer avenues for economic empowerment and social upliftment. They provide opportunities for skill development, employment generation, and entrepreneurship, particularly in sectors such as sports tourism, sports equipment manufacturing, and sports coaching.

However, despite their immense potential, physical education and sports programs in rural areas often face challenges ranging from inadequate infrastructure and resources to lack of trained personnel and awareness. Addressing these challenges requires a multi-dimensional approach, encompassing policy interventions, community engagement, and strategic partnerships. In conclusion, the integration of physical education and sports into the fabric of rural education holds immense promise for nurturing healthy, empowered, and resilient communities. By leveraging the transformative power of sports, rural areas can unlock new pathways to development, empowerment, and inclusivity, laying the foundation for a brighter and more vibrant future.

New Education Policy (NEP) in India was introduced in July 2020 with significant reforms aimed at revamping the country's education system. One of the key aspects of the NEP is its emphasis on holistic and multidisciplinary education, integrating vocational training, sports, and physical education into the mainstream curriculum. This policy aims to foster a well-rounded development of students, including those in rural areas. Regarding rural physical education and sports, the NEP recognizes the importance of providing equal opportunities for students in rural areas to participate in sports and physical activities. It emphasizes the need to develop infrastructure, facilities, and trained personnel to support sports and physical education in rural schools. Here are some initiatives and strategies outlined in the NEP to promote physical education and sports in rural areas:

1. Infrastructure Development: The NEP emphasizes the need to develop sports infrastructure in rural schools, including playgrounds, sports equipment, and facilities for various sports activities.
2. Training and Capacity Building: The policy underscores the importance of training teachers and coaches in rural areas to effectively teach physical education and sports. It advocates for specialized training programs to enhance the skills of teachers and coaches in rural schools.
3. Promotion of Traditional Sports: Recognizing the cultural diversity of India, the NEP encourages the promotion of traditional sports and indigenous games in rural areas. This can help preserve cultural heritage while promoting physical fitness and community engagement.
4. Integration into Curriculum: The NEP recommends integrating sports and physical education into the mainstream curriculum, ensuring that

students in rural areas have regular access to physical activity as part of their academic experience.

5. Community Engagement: The policy emphasizes the involvement of local communities, including parents, village leaders, and sports enthusiasts, in promoting sports and physical education in rural areas. Community support can help sustain initiatives and foster a culture of sports participation.

Overall, the New Education Policy in India aims to address the disparities in access to quality education and extracurricular activities between urban and rural areas. By prioritizing physical education and sports, particularly in rural schools, the policy seeks to promote holistic development and well-being among students across the country.

Objectives:- The New Education Policy (NEP) in India, introduced in 2020, emphasizes holistic development and aims to transform the education system to meet the needs of the 21st century. Regarding rural physical education and sports objectives, the NEP outlines several key points:

1. Inclusion and Access:

The NEP emphasizes the importance of providing equitable access to quality education, including physical education and sports, to all students, irrespective of their socio-economic background or geographical location. This includes rural areas where accessibility to sports facilities might be limited.

2. Integration of Sports in Curriculum:

The NEP advocates for the integration of sports and physical education into the school curriculum from the foundational stage itself. This means that students in rural areas will have access to sports education as part of their regular schooling experience.

3. Infrastructure Development:

The policy recognizes the need for infrastructure development in rural areas to support physical education and sports activities. This includes building sports facilities such as playgrounds, sports fields, and gyms in rural schools to facilitate sports training and competitions.

4. Training and Capacity Building:

The NEP emphasizes the importance of training teachers and coaches in rural areas to effectively deliver physical education and sports programs. This includes providing professional development opportunities and certifications for physical education instructors to enhance their skills and knowledge.

5. Promotion of Local Sports:

The policy encourages the promotion of local and indigenous sports in rural areas to preserve cultural heritage and foster community engagement. This could involve organizing local sports events and competitions to encourage participation and talent development at the grassroots level.

6. Incentives and Scholarships:

The NEP suggests providing incentives and scholarships to talented rural athletes to support their training and participation in sports competitions at

regional, national, and international levels. This helps in nurturing sporting talent from rural areas and providing them with opportunities for advancement.

7. Community Participation:

The policy emphasizes the importance of involving local communities, parents, and stakeholders in promoting physical education and sports in rural areas. Community engagement can help in mobilizing resources, raising awareness, and creating a supportive environment for sports development.

Methodology:-

The introduction of physical education and sports into rural areas as part of a new education policy can have numerous benefits for the community, including improved health and well-being, enhanced social cohesion, and increased opportunities for personal development. Here's a suggested framework for introducing physical education and sports into rural areas.

1. Infrastructure Development:

- Establishing multi-purpose sports complexes in rural areas equipped with basic facilities for various sports.
- Upgrading existing school infrastructure to include playgrounds, tracks, and courts.
- Collaborating with local communities to utilize available spaces effectively for sports activities.

2. Curriculum Integration:

- Integrating physical education into the core curriculum from primary to secondary levels.
- Designing age-appropriate physical education modules focusing on skill development, fitness, and sportsmanship.
- Offering vocational courses in sports coaching and management to interested students.

3. Teacher Training and Capacity Building:

- Conducting regular training programs for physical education teachers on modern coaching techniques and safety protocols.
- Incorporating modules on inclusive sports education to ensure participation of students with disabilities.
- Providing resources and support for continuous professional development of physical education instructors.

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4. Grassroots Sports Development:

- Organizing inter-school and inter-village sports competitions to encourage participation and talent identification.
- Establishing partnerships with local sports clubs and federations to provide mentorship and pathways for talented athletes.
- Offering scholarships and incentives to promising athletes from rural areas to pursue higher education while continuing their sports training.

5. Community Engagement and Awareness:

- Conducting awareness campaigns to highlight the importance of physical fitness and sports in overall development.
- Involving parents, community leaders, and local stakeholders in the planning and implementation of sports programs.
- Creating platforms for showcasing rural sporting talent through exhibitions, tournaments, and cultural events.

6. Monitoring and Evaluation:

- Implementing a robust monitoring and evaluation framework to assess the effectiveness of physical education programs.
- Collecting data on participation rates, skill development, and retention in sports activities.
- Using feedback from students, teachers, and communities to identify areas for improvement and innovation.

By implementing these strategies, rural communities can create a supportive environment that encourages active living, fosters a sense of belonging, and enhances the overall quality of life for residents.

Conclusion:

Enhancing rural physical education and sports under the New Education Policy requires a multi-faceted approach involving infrastructure development, curriculum integration, capacity building, grassroots sports development, community engagement, and effective monitoring. By investing in these initiatives, can nurture a generation of healthy, skilled, and empowered individuals who are equipped to contribute to their communities and excel on the global stage.

