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## Development through Sports and Child Education in Indian Context

**Asish Paul, Gopa Saha Roy**

### Abstract

Education, Economic growth, Health status, Communication, Level of Women, Nutrition, Childhood status, Standard of Product and Services etc. are the different dimensions of development. The four major accepted areas of developmental process are Economic development, Basic Physiological needs, daily well-being and Communication. To identify the proper developmental pattern Employment, Education, Health facilities, Food, Drinking Water, House, Road, and Public Vehicle etc. are should be taken into consideration. Although the fundamental input to the overall developmental process is nothing but the Economic Growth, the basic objective of development should target the expansion of individual capabilities in own social context. Development of Human Being as a whole should be judged by the development of the Human Resources through Social, Intellectual, Mental and Physical spectrum targeted to create the quality in the whole population. Play starting from the Childhood later may be considered as the movement activity in different intensity can be considered as one of the best practice to develop the Human Resources irrespective of age, sex, culture, fiscal condition, ethnicity or geographical location. Sports, the highest form play now transformed its original characteristics and converted into one of the mainstream sector of Business Industry which ultimately showered as the Business & Merchandising, Social well-being, Nation Pride & Glory and Intellectual development. It is found from the above discussion that to be in the base of the developmental hierarchy pyramid child education and sports in the form of play and with different positive social continuum must be taken into consideration. The childhood education and sports can be delivered in homes from infancy and in School to University; in the work place; and in society also in later life.

**Keywords:** Development, Product, Service, Ethnicity, Merchandising

### 1. Introduction

Development of Human Being as a whole should be judged by the development of the Human Resources through Social, Intellectual, Mental and Physical spectrum targeted to create the quality. Sports for development refers to the use of sports as a tool to improve people's lives, enlarge people choices and make a difference in communities. Sports have been used as a tool to address challenging social and developmental issues for centuries. In promoting health of the growing potentials, raising educational standards, building equitable communities, developing leadership and citizenship skills and in promoting cross cultural understanding and peace<sup>[3]</sup>.

Sports starting from the Childhood can be considered as one of the best practice to develop the Human Resources irrespective of age, sex, mental ability, culture, ethnicity or geographical location which ultimately showered as the Business & Merchandising, Health, Social well-being, Nation Pride & Glory and Intellectual development<sup>[1]</sup>. Development is about providing people with opportunities to lead long and healthy lives, and to access the resources needed for a decent standard of living. In addition to health and personal development benefits there is compelling evidence that sport can be an effective vehicle for advancing sustainable human, social and economic development. Young people living in a negative environment and/or lacking the skills and values that help them to become responsible members of society.

Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. Play allows children to create and explore a world they can master, conquering their fears while practicing adult roles, sometimes in conjunction with other children or adult caregivers. In contrast to passive entertainment, play builds active, healthy bodies. Perhaps above all, play is a simple joy that is a cherished part of childhood. Play is integral to the academic environment.

It ensures that the school setting attends to the social and emotional development of children as well as their cognitive development. It has been shown to help children adjust to the school setting and even to enhance children's learning readiness, learning behaviours, and problem-solving skills [4].

Early Childhood Education requires that young children be provided opportunities and experiences that lead to their all-round development. Alongside with health and nutrition, learning is also equally important. Learning at early stage must be directed by the child's interests and priorities, and should be contextualised by her experiences rather than being structured formally. Focusing upon the principle that learning begins at birth, it was resolved at Jomtien, Thailand (March, 5-7, 1990), In the World Summit on Children (1990), in Convention on Rights of the Child (CRC, 1989), Delhi Declaration and Framework of Action emphasised that the challenge before the member countries is not only to provide affordable quality programmes of ECE but also to get it linked with nutrition, health care and other community services [2]. The National Charter of Children and National Plan of Actions includes the programme of action (1992), national plan of action (1992), national charter on children adopted on 9<sup>th</sup>, February 2004, national plan of action for children 2005, ECE under various five years plans.

The developmental planning in India regarding the well-being of children has started since 1951. Under first five year plan the Central Government started to provide grants in aid scheme for voluntary organisations, which were running centres for pre- primary education. In the second and third five years plan, the pre schooling continued to be within the purview of the voluntary and private sector. In the fourth five years plan, brought the scheme of Family and Child welfare to rural areas with the objectives to foster all round development of pre-school child. The fifth five years plan saw a major breakthrough in the concept of child development with a shift in the approach from welfare to development and the declaration of National Policy for children in 1974, in pursuance of which, ICDS programme came into existence. Sixth five years plan period not only witnessed the expansion of ICDS projects but provisions were also made for preschool education in educationally backward states through grants in aid to voluntary organisations. The seventh five years plan continued the strategy of promoting early childhood survival and development through programmes in different sectors including ICDS and Pre School Education. In the eight five years plan, it was proposed to phase out other government-sponsored initiatives by merging them with ICDS. The ninth five years plan addressed the issues concerning ECE more exhaustively than previous plans. This plan also emphasised the involvement of Women's groups in the management of ECE programmes, particularly under the decentralized Panchayati Raj System. The major initiatives suggested under tenth five years plan include strengthening ICDS by need based training. The provision of centre based early childhood education in India is available through three distinct channels – public, private and non-governmental. According to the approach paper to 11th five years plan Education is the most critical element in empowering people with skills and knowledge and giving them access to productive employment in the future. The development of children is at the centre of the 11th plan and that Government is committed to ensure that children do not lose their childhood due to work, poverty, disease or any other reason [5]. Children should be given right start from the early childhood stage until the age of 6 to 8 years, which is the most critical period when the foundations

are laid for life-long development and the realisation of full potential [6].

In the context of the formulation of Eleventh Five years plan (2007-2012), the subgroup of 'Early childhood Education' formulated the following part such as the preschool Education, Joy for learning, Linkage to Nutrition and Health, all matters relating to ECE [7]. Government ensure the right of Education and provide ample scope to render facilities for the education in the early childhood. Early childhood Education requires full opportunity and experiences that leads to the all-round development to exert the full Potentialities.

The attention is required to be focussed in eleventh Five Year Plan are as under;

1. Integrated Child Development Services
2. Rajiv Gandhi National Crèche Scheme for Working Mothers
3. District Primary Education Programme
4. Sarva Shiksha Abhiyan
5. Early Childhood Education through different stages of school education
6. Private Initiatives
7. Voluntary and Corporate Initiatives
8. Training and Capacity Building functionaries
9. Mid Term evaluation of Tenth Five Year Plan

In the financial year 2014-15 an allocation of 51,828.00 and 16,900.00 crore has been provided for Department of School Education & Literacy and for Department of Higher Education respectively. The funds of Rs. 27,580 crore under the Prarambhik Shiksha Kosh credited from the Education Cess will be utilized mainly for Sarva Shiksha Abhiyan and Mid-Day Meal Scheme. The SSA has been launched for universalizing elementary education, being implemented in partnership between the Central and State Governments/Union Territories. An additional component focusing on Girl Children in educationally backward blocks to promote Girls' Education is Kasturba Gandhi Balika Vidyalaya. In India the developmental process strongly depend upon on the National Programme of Mid-Day Meals in Schools, popularly known as Mid-Day Meal (MDM) scheme, has emerged as the world's largest school programme for children of primary and upper primary stage (class 1 to 8). An outlay of 13,215.00 crore has been provided for this scheme, which is inclusive of 1,296.50 crore for NER and Sikkim. An allocation of `8,579.00 crore has been made for Secondary Education, which is inclusive of 857.30 crore for NER and Sikkim. This includes allocation, is also for Navodaya Vidyalaya Samiti and for Kendriya Vidyalaya Sangathan. In view of the success of SSA and large number of students completing upper primary level, to meet the growth in demand for secondary education, as a major policy initiative, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme has been approved with a provision of 5,000.00 crore (500.00 crore for NER).

The census, 2001, shows that the country has approximately 60 million children in the age group of 3-6 years. Different problems and their solutions of these age category are identified such as the Day Care Services, Infrastructure, Sarva Shiksha Abhiyan, District Primary Education Programme, and Data Base on Early Childhood Education, Minimum Standards and Regulatory Mechanisms, NGOs/Corporate Involvement, Working Conditions of Teachers / Child Care Workers. This unworthy situation needs to be properly corrected, while designing out the ECE inputs under Eleventh Five Year Plan mainly considering the Training and Capacity Building, Curriculum of ECE etc.

## 2. Conclusions

Play is very fundamental criteria for the proper growth and development of childhood. As we struggling to create the optimal developmental milieu, it remains imperative that play be included along with academic and social-enrichment opportunities of child and that safe environments be made available to all children. It definitely improves the status of the future potential and creates such flexible qualities that match accordingly with the demand of our true citizenship of a Democratic Country. Different facilities and scope is needed to explore the latent power for play, academic enrichment, and organized activities for children considering different social, emotional, intellectual, and environmental needs.

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