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Benefits of the drop everything and play program in Telangana social welfare residential schools

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Abstract

Every man's childhood begins with games. Sports can help children grow up mentally and physically. Playing games and sports makes a man feel healthy and energetic. All countries recognize the necessity of sports. Many countries assigned a department of sports in the government cabinet to promote sports. Games play a significant role in children's lives. There are many benefits of sports. The school curriculum also emphasizes the importance of playgrounds along with the classroom. This generation of children are suffering from mental stress, physical problems, and obesity. To overcome such challenges, children must make a habit of participating in physical activities. Drop everything and Play (DEAR) is the Telangana Social Welfare Residential Educational Institutions Society's innovative program for the students. Drop everything and play is the new concept devised from the academic year 2019-20. On that day, students, along with the Principal and Non-Teaching Staff, leave work and play games in the playground from morning to evening.

Keywords: DEAP, residential school, Physical activities

Introduction

The body is indeed nourished by the nutrients, games, and sports. Sports are good for the body and the nation. The 72-year-old Independent, with a very wealthy economy, has significant growth in the fields of science and technology. Even today, India is at 57 in the Rio Olympics medallist when compared to our neighbours. In the 2014 ASIA Games and the 2018 Commonwealth games, India's performance is worse in front of smaller countries. 5.2 % of India's 130 crore population has minimal knowledge of sports. 1.31 % of the female population is aware of sports. 3.27% of the country's population knows about sports. Sports are of great importance in school education. Games can significantly affect the physical and mental development of children. Man can achieve anything if he is mentally and physically healthy. Hence exercise is called divine medicine. The importance of physical activity in school education overlooked. Many private and public schools run without necessities, such as playgrounds and equipment and physical education teachers.

Drop everything and play (DEAP) - is a new and odd initiative by the Telangana Social Welfare Residential Educational Institutions Society, which allows students to play all-day leaving their classwork. It aimed at distressing the students from the academic load and reduce the cognitive burden among students. Not just students, teaching and non-teaching staff have to take up a sport or game of their choice as part of the initiative and play for an entire day. This society is functioning 268 institutions with 1, 50,000 students.

The DEAP day is implemented three times a year in August, November, and February. On DEAP day, more than 2.15 lakh students, teachers, and non-teaching staff relax by playing tug of war, musical chairs, sack race, cricket, kabaddi, and kho-kho, among others. The idea behind the DEAP is to reduce the academic burden among students. The students, teachers, and non-teaching staff can take up

any sport or game of their choice. There is a complete play from morning 8:15 am to 4:30 pm. They play outdoor games like Football, Hockey, Softball, Kabaddi, Cricket and indoor games Table Tennis, Badminton, Volleyball, Basketball, and Carrom board. Schools are giving preference to education and sports. They are running with spacious buildings and playgrounds. Newly opened schools are functioning in private buildings, and they are effectively using playgrounds. The government is also providing adequate funding for sports and taking precautions for spacious playgrounds while constructing new schools.

Literature Review

According to the Draft National Education Policy 2019, Physical education is vital for both physical and mental health and development. It helps improve a child's muscular and cardiovascular strength, flexibility, endurance, motor skills, and mind-body connection and wellness. It allows children to set and strive for personal. The Indian Education Commission - (1882) recommended that physical developments be encouraged by the promotion of native games, gymnastics, school drills, and other exercises suited to the individual school. During the first decade of the twentieth century, physical education based on Swedish gymnastics, games, and sports introduced as a part of the educational curriculum.

The Secondary Education Commission (1952) under the Chairmanship of Dr Laxmanswami Mudaliar made it clear that the training in physical education should be comprehensive enough to include all aspects of health education and physical activities should make to suit the individual and his capacity for physical endurance. The Kothari Education Commission (1964-66) recommended that Games and sports should be developed on a large scale with the object of improving the physical fitness and sportsmanship of the average student along with others. The National Policy on Education (1986) revealed that

sports and physical education are an integral part of the learning process, and will be included in the evaluation of performance. A nation-wide infrastructure for physical education, sports, and games will be built into the educational edifice.

The UNESCO (1978), in the International Charter of Physical Education and Sports, reported that every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual, and moral powers through physical education and games must be guaranteed both within the educational system and in other aspects of social life. The Reports of the Ministry of Education and Social Welfare (1977-78) contained salient features of the agreed physical education and sports policy in the country by making physical education and sports compulsory at the school level, providing physical facilities like playfields, stadiums. Charles Basch of Columbia University (2010) wrote in his essay that exercise directly impacts the behaviour and development of the brain.

National Association of Sport and Physical Education (NASPE) headquartered in Reston, Virginia, reminds that Opportunities to accumulate physical activity during the school day include time spent in physical education class, classroom-based movement, recess, walking or biking to school, and recreational sport and play that occurs before, during, and after school. Mahar (2011) states that children's physical activity levels are directly related to the opportunities they have to be active. Schools have the potential to influence the physical activity behaviors of their students through various openings in addition to physical education

The University College London and the University of Sydney, according to the study aimed to assess the benefits of incorporating physical activity in academic lessons and found that when children engage in physical activity during lessons, it had a substantial, significant effect on educational outcomes, assessed through tests or by observing pupils' attention to a given task.

Research questions

The present study answer the following research questions

1. What are the benefits of the DEAP program to the residential students?
2. What are the facilities available for implementing the DEAP program?
3. What is the feedback of students?

Objectives of the study

The present study addressed the following objectives

1. To explore the benefits of the DEAP program to the residential students
2. To find out the facilities available for implementing the DEAP program
3. To highlight the feedback of students

Methodology

This is Qualitative research and adopted the Descriptive Survey approach. Students, Physical Education Teachers, Principals, and Non-teaching staff are the participants of the study. The research sample selected randomly from the population.

Data for the study collected from three sources, they are

1. Documents available in the Welfare Residential Schools
2. Responses of 150 Physical Education Teachers, Principals and Non-teaching staff with the help of a questionnaire and interview schedule
3. Feedback and response from the 200 students with the help of an interview schedule.

Results and Discussion

Physical activities have a significant impact on cognitive skills and attitudes, and academic behaviors of residential school students. Drop everything and Play activities help students to process and integrate their social and emotional skills in school. They understand and manage their emotions, set and achieve positive goals, feel, and show empathy for others, establish and maintain positive relationships and make responsible decisions.

Drop everything and Play (DEAP) is a new and unique initiative by the Telangana Social Welfare Residential Educational Institutions Societies from 2019-20, which allows students to play all-day leaving their classwork. The TSWREIS is proving a world of new opportunities for marginalized children. This activity is helping to create a free and healthy atmosphere in the school premises, a strong bond between the teacher and the student. It helps to create or develop new games and reminds us of all the games that we used to play during the childhood days. The TSWREIS believed that sports are an integral part of the educational process and have integrated sports into the curriculum. The DEAP program emphasizes the development of knowledge, attitudes, and skills related to a range of physical and health-related activities. The program aimed to encourage students to learn about body control and spatial awareness, master new skills, and techniques in a variety of physical activities. Students recognize the importance of fair play and sportsmanship and understand how strategies can assist when participating in physical activities. Children learn to use co-operative behaviors to function as part of a group or team and proper safety precautions when engaging in physical activities

The DEAP activities improve children's muscular strength, flexibility, muscular endurance, body composition, and cardiovascular endurance and motor skills, which allow for safe, successful, and satisfying participation in physical activities It providing a wide-range of developmentally appropriate activities for all children and reinforces knowledge learned across the curriculum. This program facilitates the development of student responsibility for health and fitness. Quality physical education can influence moral development. Residential school students have the opportunity to assume leadership, cooperate with others, question actions and regulations, and accept responsibility for their behavior. Play activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience. The DEAP can be a significant force in helping children socialize with others successfully and provide opportunities to learn positive people skills. Playing games installs a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activity. Students become more confident, assertive, independent, and self-controlled.

Student's character and moral principles are formed through

fair play. Children who are actively engaged in sports can be good role models for their peers from school, neighborhood, or even school choir, and inspire them to start playing some games as well. Playing sports enables them to create friendships and bring students together. Group work and the benefits of social interaction among children are best seen in sports. Students learn they are part of a team that requires the same effort from all members to succeed, as well as how to win with class and lose with dignity. Children view competitions on and off the field as opportunities to learn from their success and failure. Besides, losing sometimes motivates kids to work even harder for next time and learn to respect authority, rules, team colleagues, and opponents. DEAP is a critical learning environment for children in Residential schools. Numerous studies have revealed that children who play sports perform better at school. Playground experiences help to build positive self-esteem in children. Participating in sports can be a helpful way of reducing stress and increasing feelings of physical and mental well-being, as well as fighting against juvenile delinquency, conflict, and aggressive outbursts. Children learn positive life lessons through sports, and they will become honest, reliable citizens who will try to help others in need at any moment.

Residential school students achieved laurels for the state and the country in various sports, games, and other extra-curricular activities, besides excelling in academics with seamless experimentation and syncing with the emerging trends in the global education space. Four students Vamsi, Mallesh, Vishwanath, and Sachin, were selected for the Indian Navy School, Mumbai, at the national level competition conducted by the Indian Navy. Laya of TSWR School Jadcherla secured the prestigious International Arena FIDE Masters title in Chess and created history by becoming the first-ever girl from the state of Telangana to achieve the coveted title under-15 category. 11-year old Sachin from Social Welfare Residential School, Sheikpet (B) proved his mettle by winning two silver medals in the sub-juniors category in sailing in the International Regatta Championship in Chennai. Paulson's hard work and passion for cricket, and commitment took him to greater heights in the field of cricket by participating in the South Asian U-17 cricket tournament in Nepal and played against Nepal, Sri Lanka, Afghanistan, Bangladesh, and Pakistan.

Through DEAP activity, students learn social skills, teamwork techniques, good posters, and body language. Physical activities develop immunity power, competitive spirit, sportive attitude, concentration, endurance, fitness, and realize the value of winning.

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