

STUDY OF SPORTS INFRASTRUCTURE IN SPECIAL SCHOOLS OF PUNJAB

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ABSTRACT

The purpose of study was to find out the status of sports infrastructure in the special schools situated in the state of Punjab. Seven schools of six districts (Jalandhar, Amritsar, Hoshiarpur, Ludhiana, Moga and Nawanshahar) were selected with the convenient sampling technique into consideration. A self prepared questionnaire was used to collect the data. After collection of data, various items of the questionnaire were analyses using percentages technique. From the results, it was concluded that special schools cater to all type of special children requirement in terms of residence or day scholars; they cater maximum to the secondary type of school children; they are basically co educational type; they providing these facilities like hard court, grass areas, assembly, Shower, half of them have assembly hall, very few were having sports hall; they give priority occasionally for group competition of games and sports; and special children's have maximum involvement in the Athletics, Basketball, Badminton, Weight training, Dance and Small areas games

Key Words: *Sports Infrastructure, Special Population, Residence and Day Scholar.*

INTRODUCTION:

Children with special health care needs (CSHCN) are defined as those who have a chronic physical, developmental, behavioural, or emotional condition and who also experience consequences due to their condition, such as above-routine use of health and related services or limitations in activities compared to other children.

Shifflett (1994) found that perceived benefits, facilities barriers, and health barriers were important predictors of activity level in people with disability.

A special school is a school catering for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioural problems. The children with different types of disabilities are taken care of to lead a better life. According to Free Dictionary a special school is a school for children who are unable to benefit from ordinary schooling because they have learning difficulties, physical or mental handicaps, etc.

The role of special schools is determined by the requirement of society. The type of disability of the children helps to determine the need of the child to be sent in the special school or a normal school. The success of the special school depends on the availability of the infrastructure in the school which can cater to the needs of the children. The investigator after studying found the following studies related to the topic. There are a number of studies that are conducted abroad, but very few studies have been conducted in Indian context. The role of physical education in promoting integrating of the handicapped into the mainstream has been examine by Williamson (1979), Seetharam (1984), and Mizen and Linton (1983). Physical fitness is becoming a fast developing social movement. Millions of people all over the world are participating in various physical fitness activities. The reason is that one of the major goals of normal development is a high standard of physical fitness. The relevant of this movement insofar as physically handicapped are concerned has been studied in detail by Sullivan (1984), Fait (1978), and Millman et al (1965). Education handicapped along with normal children is described as integration in India and mainstreaming in the USA. The New Education Policy (1986) envisages setting up of common schools where partly disable children will study along with other.

The role of physical education in promoting integrating of the handicapped into the mainstream has been examine by Williamson (1979), Seetharam (1984), and Mizen and Linton (1983).

The need of physical education for the handicapped children was stressed by Groves (1979), Olives (1975), Fait (1978) Cowell, Squires and Raven (1986), Koskaska and Brolin (1985) George and Hart (1983), Pomeroy (1964) and Jones (1988). Sports constitute an indivisible part of Physical education. The importance in sports in the life of the handicapped has been stressed by UNESCO (1980), Guttman (1967) George and Hart (1983), Pomeroy (1964) and Jones (1988).

According to the tenth five year plan (2002-07) report on youth and sports adolescent youth in the country in the 10-19 years age group numbered 230 million, accounting for 22.8 percent of the population. It is proposed to target this segment of the youth population through specific intervention strategies that will focus on youth and power, gender justice, youth health and responsible living. Further, the Department of Youth Affairs should become the nodal agency for coordinating and monitoring the various facilities and services meant for the children with

special needs. There is lot of investments have come across in the field. There are a number of studies on the status of sports infrastructure in the various areas of education in various states of India. But not enough work has been done on the status of sports infrastructure in special schools in Punjab. Through this study investigator want to attention the government about the special school children to improve their sports infrastructure.

OBJECTIVE:

1. To find out the nature and type of special schools.
2. To find out the type of children of special schools.
3. To assess the physical infrastructure and facilities available in special schools.
4. To assess the sports equipment provided to special children.

DELIMITATIONS:

1. The study was delimited to special schools situated in Jalandhar, Hoshiarpur, Nawanshehar, Moga, Ludhiana and Amritsar district of Punjab.
2. It was delimited to schools catering to special children.

SAMPLE:

The investigator selected the special schools situated in various parts of the Punjab state. After the selection of the special schools, the investigator decided to cover seven special education institutions catering to physically handicapped children from the six districts of Punjab i.e. Jalandhar, Hoshiarpur, Ludhiana, Moga, Nawanshar and Amritsar. The investigator had taken the Director or Principal as part of sample from each institution working in these districts. In total 7 Directors/Principals became part of the sample and given their consent for sharing the information. The list of the institutions is tabulated below.

Table 2.1:: List of the Institutions

S. No	District	Name of the school
1	Ludhiana	Red cross school
2	Ludhiana	Nirdosh school for special children
3	Jalandhar	Red cross school
4	Amritsar	Red cross school
5	Hoshiarpur	Red cross school
6	Moga	Red cross school
7	Nawashar	Red cross school

PROCEDURE:

The Investigator decided to include the Principal from the Institutions run by the government and private institution of the study. The Investigator approached the principals of the Institutions and built the rapport with them. The Investigator requested the principals of the Institutions to provide data needed for completing the study. The Investigator distributed the self made separate questionnaires to the Principals of the Institutions. Every Principal sincerely and willingly filled in the questionnaire, which were collected by the Investigator. After the collection of data, the quantitative approaches were applied to analyses the data and conclusions were drawn from them.

TOOLS USED:

A Questionnaire for Sports Infrastructure was constructed by the investigator. The questionnaire was prepared keeping in mind the infrastructures provided by the schools for the training and entertainment of the special children studying in these schools. The questionnaire was constructed in the following phases.

Phase-I

In the first round the Investigator discussed about the Special Education Policy, 1986 with the experts from the special Education school staff in detail to arrive at some possible questions. The experts explained to the Investigator about the different items that are present in the policy like, provision of sports in these special education institutions. Taking note of every point the

Investigator prepared the questionnaire for the Special schools related to the availabilities of Sports Infrastructure in Special school of Punjab.

Phase- II

In the second round the Investigator approached to the authorities in the university and the guide to discuss about the clarity and language of the questions. After much deliberations and discussions the expert helped the Investigator to remove the ambiguity of the questions. The Investigator made the questions simple and clear to understand easily.

Phase- III

In the third round the Investigator put the whole questionnaire before the class to look at them from the view point of Special schools and statistical techniques. After the discussion in the class the Investigator made the necessary changes in the structure of the questionnaire and finalized it with the approval of the guide.

STATISTICAL TECHNIQUES:

In order to analyse the statistical significance Mean, Median and Percentages were calculated to assess the responses of various respondents.

RESULTS, DISCUSSION, INTERPRETATION AND RECOMMENDATION:

The results and discussion is one of the most important part of a research report. Hence, this section presents the data as concisely and clearly as possible. It focuses on analysis, interpretation and discussion of results. Keeping in view of the objectives of the study, results are presented as the collective responses to the seven common questions and the individual responses to each question. The Investigator collected data pertaining to the study from the Principals which give the quantitative results in the present study. The analysed data were presented followed by the interpretation and the discussion of the results.

Results pertaining to the development of sports infrastructure in special schools-

In order to examine the research question “to check the development of sports infrastructure in special schools in Punjab”, self made questionnaire was formulated on different aspects of the services rendered by the special schools. There were seven questions with sub parts in the questionnaire prepared for the Principals of the special schools. The questions formulated were analyses as under.

Type of the special school and the institutions-

The first item of the questionnaire is related to the type of the special school and the institutions. The data is analysed with the help of frequency and percentage data tabulated in the table 3.1 and further presented in figure 3.1.

Which type the school and the institutions is?

Table.3.1
Type of Special Schools

Type of the special school	Frequency	Percentage
Residential	4	57%
Partials Residential	6	86%
Day School	7	100%

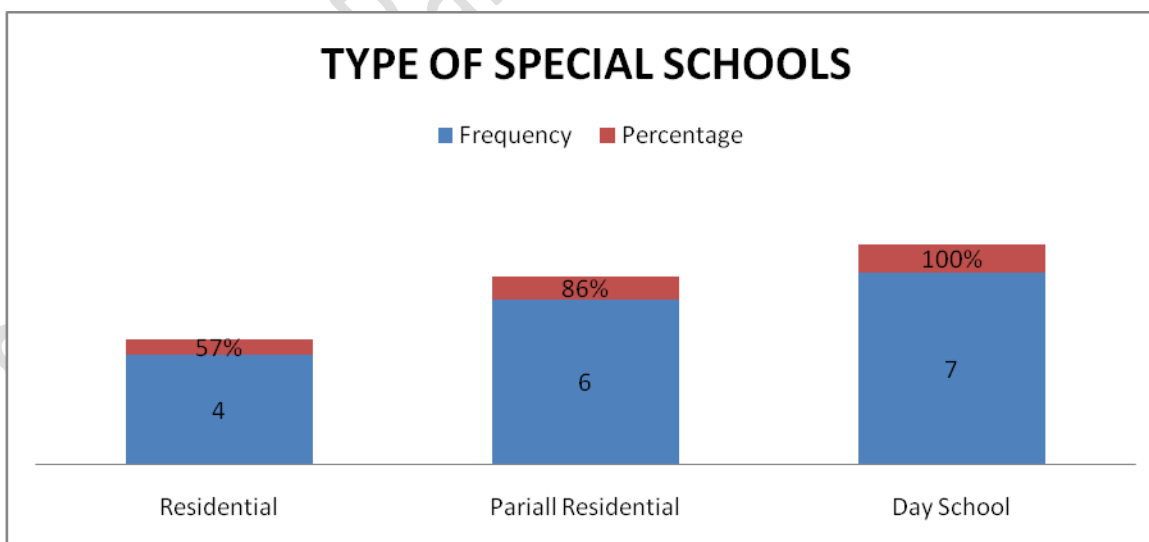


Figure .3.1: Type of Special Schools

Interpretation-

From the table 3.1 it is clear that among the special schools situated in Punjab state 4 were residential, 6 were partial residential and 7 are day schools. It is evident that 57% were residential, 86% were partial residential and 100% are day schools.

From above it can be concluded that special schools cater to all type of special children requirement in terms of residence or day scholars.

Level of the school/institution-

The second item of the questionnaire is related to the level of the special school and the institutions. The data is analysed with the help of frequency and percentage data tabulated in the table 3.2 and further presented in figure 3.2.

What is the level of the school/institution?

Table 3.2
Level of the Special School

Level of the special school	Frequency	Percentage
Nursing	0	0%
Primary	3	42%
Middle	1	14%
Secondary	5	71%
Senior Secondary	1	14%

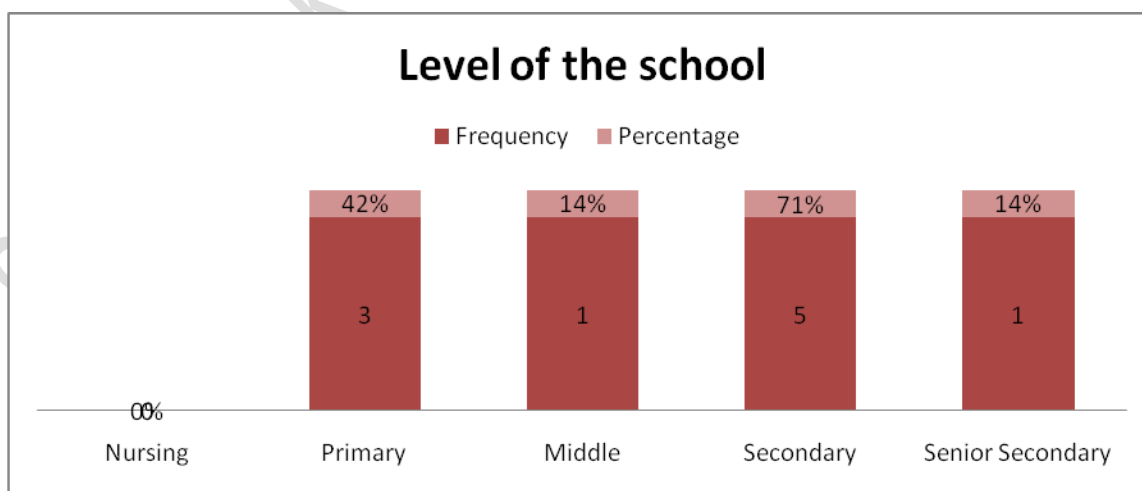


Table 3.2: Level of the Special Schools

Interpretation

From the table 3.2 it is clear that among the special schools situated in Punjab state 0 were Nursing,3 were Primary, 1 is Middle,5 were Secondary, and 1 is senior secondary. It is evident that 0% were, Nursing,42% were Primary, 14%were Middle,71% were Secondary, and 14%were senior secondary.

From above it can be concluded that special schools cater maximum to the secondary type of school children.

Nature of the school/institution-

The third item of the questionnaire is related to the Nature of the special school and the institutions. The data is analysed with the help of frequency and percentage data tabulated in the table 3.3 and further presented in figure 3.3.

What is the nature of the school/institution?

Table 3.3
Nature of the school

Nature of the special school	Frequency	Percentage
Co Education	7	100%
For boys only	0	0%
For Girls only	0	0%

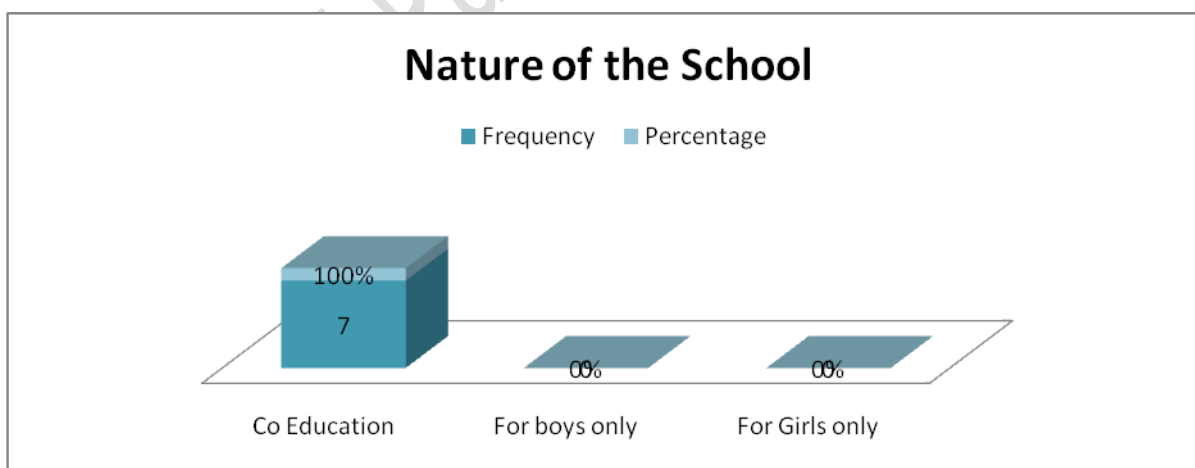


Figure 3.3: Nature of the special school

Interpretation-

From the table 3.3 it is clear that among the special schools situated in Punjab state 7 were Co educational, 0 were For Boys only, and 0 were For Girls only. It is evident that 100% were Co educational, 0% were For Boys only, and 0% were for Girls only.

From above it can be concluded that special schools are basically Co educational type for special children.

Which type of the Facilities provided by the School/Institution to the students?

The Fourth item of the questionnaire is related to the Facilities provided by the special school and the institutions. The data is analysed with the help of frequency and percentage data tabulated in the table 3.4 and further presented in figure 3.4. Which type of the Facilities provided by the school/institution?

Table 3.4
Type of the Facilities

Facilities Provided	Frequency	% age
Assembly Hall/Gymnasium	5	71%
Sports Hall	2	28%
Climbing Apparatus	0	0%
Swimming Pool	0	0%
Physiotherapy Department	1	14%
Grass Areas	6	85%
Hard court/Playground Areas	7	100%
Adventure Playground	3	42%
Changing Rooms	1	14%
Showers	5	71%
Purpose Built Gymnasium	0	0%

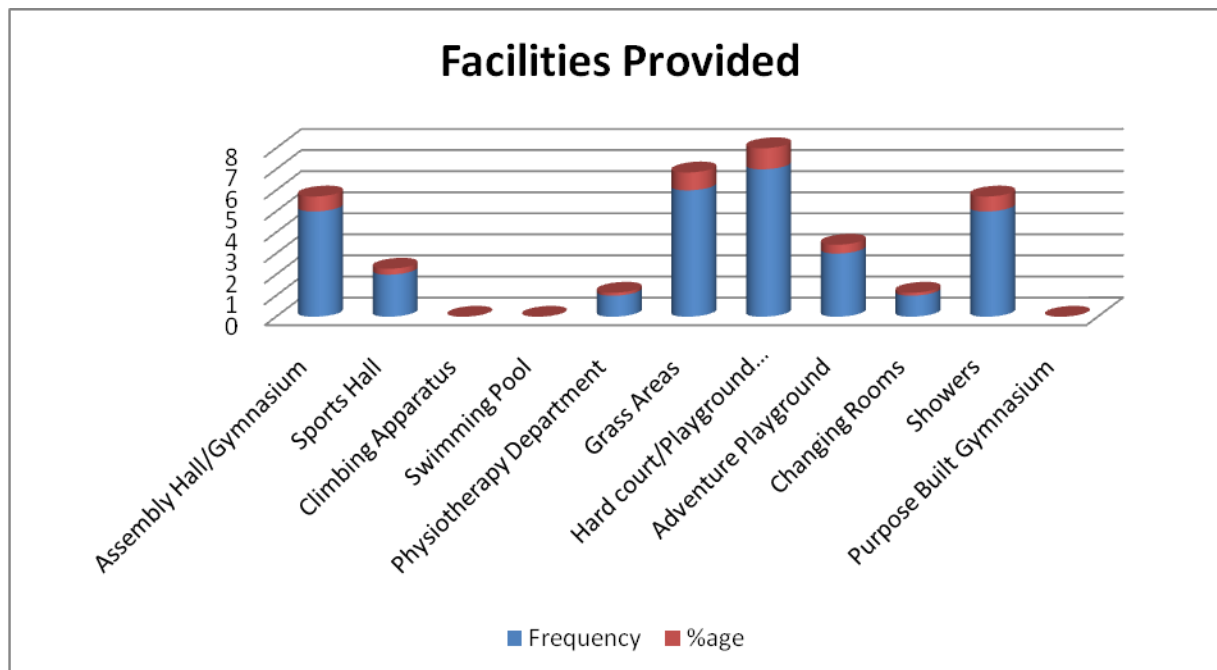


Figure 3.4: Type of the Facilities

Interpretation-

From the table 4.4 it is clear that among the special schools situated in Punjab state 5 were having assembly hall, 2 were having Sports hall were having Climbing Apparatus were having Swimming pool, one were having Physiotherapy Department,6 were having Grass areas,7were having Hard court, 3 were having Adventure Playground,1were having Changing room,5were having Sowers and 0were having Purpose built Gymnasium. It is evident that were,71% were having assembly hall,28% were having Sports hall, 0 were having Climbing Apparatus,0% were having Swimming pool,14%were having Physiotherapy Department,85% were having Grass areas,100%were having Hard court, 42% were having Adventure Playground,14%were having Changing room,71%were having and 0% were having Purpose Built Gymnasium.

From above it can be concluded that special schools cater providing these types of facilities to the special school. All majority were Hard court, grass areas, Assembly, Shower half of them Assembly hall very few were Sports hall, physiotherapy Department.

Periodicity of group competition in Sports/Adapted physical education activities?

The fifth item of the questionnaire is related to the priority of competition of the special school and the institutions. The data is analysed with the help of frequency and percentage data tabulated in the table 3.5 and further presented in figure 3.5.

What type of the priority is given to the student in group competition of the school/institution?

Table 3.5
Priority for Group Competitions

Priority for Group Competitions	Frequency	%age
Never	0	0%
Occasionally	7	100%
Often	0	0%
Regularly	0	0%

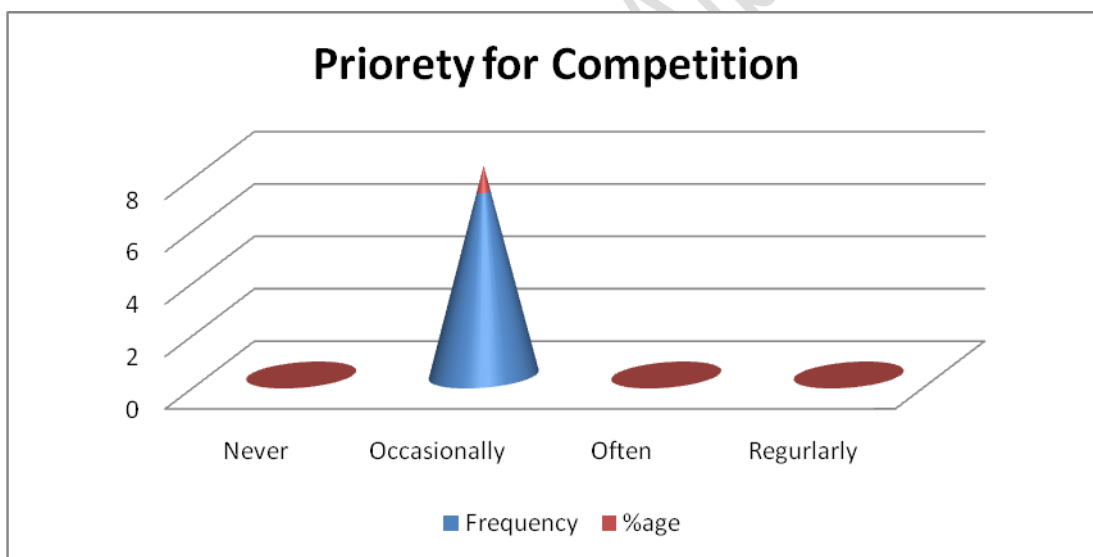


Figure 3.5: Priority for Group Competitions

Interpretation-

From the table 3.5 it is clear that among the special schools situated in Punjab state 0 were never, 7 were occasionally, 0 were Often, and 0 were regularly. It is evident that 0% was, never, 100 were occasionally, 0% was Often and 0% was regularly.

From above it is concluded that special schools giving priority occasionally for group competition.

What the Impact in general of the implantation of the new education policy with reference to your school/institution?

The Sixth item of the questionnaire is related to the Implantation of the new education policy of the special school and the institutions. The data is analysed with the help of frequency and percentage data tabulated in the table 3.6 and further presented in figure 3.6.

What the implantation of the new education policy on given to the students of the school/institution of Punjab?

Table 3.6
Implementation of new education policy

Implementation of new education policy	Frequency	% age
Old method	6	85%
New Technology	1	15%

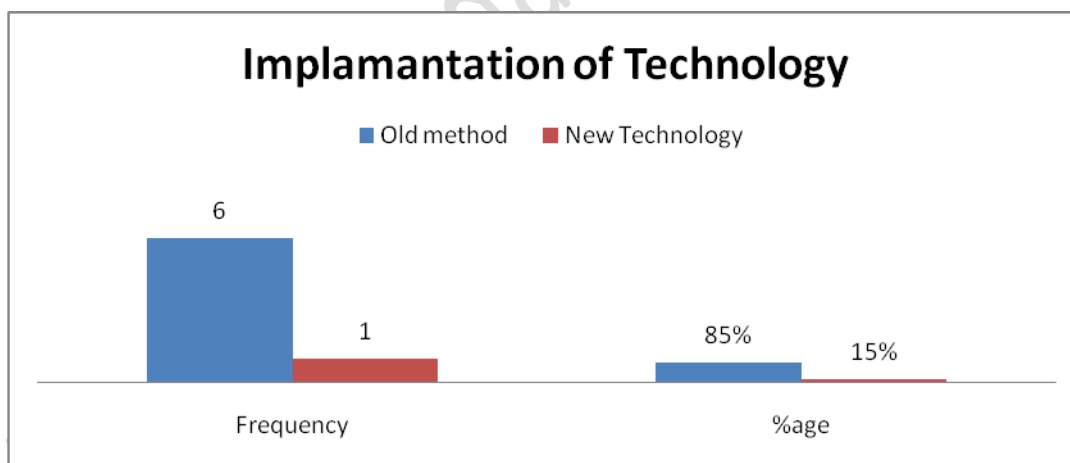


Figure 3.6: Implementation of new education policy

Interpretation-

From the table 3.6 it is clear that among the special schools situated in punjab state 6 were adopting old method, 1 is adopting new technology. It is evident that 85% were adopting old

method, 15% were adopting new technology for the development of the students. It is concluded that the new education policy of teaching.

In which activity the student more Involvement participation in games and Sports?

The seventh item of the questionnaire is related to the involvement In the Games and sports of the special school children. The data is analysed with the help of frequency and percentage data tabulated in the table 3.7 and further presented in figure 3.7.

In Which type of game/sports the students' involvement is more of the special school/institution of Punjab?

Table 3.7
Participation in Games and Sports

Involvement in Games/Sports	Frequency	%age	Involvement in Games/Sports	Frequency	%age
Archery	0	0%	Keep fit	1	14%
Athletics	7	100%	Netball	0	0%
Badminton	7	100%	Riding	0	0%
Basketball	5	71%	Rowing	0	0%
Bawling	4	57%	Sailing	0	0%
Cricket	4	57%	Shooting	0	0%
Cross Country	1	14%	Skating(roller)	0	0%
Cycling	0	0%	Soccer	3	42%
Dance	5	71%	Swimming	1	14%
Dance(folk dance)	0	0%	Table Tennis	0	0%
Fencing	1	14%	Tennis	0	0%
Golf	1	14%	Tramp lining	1	14%
Handball	1	14%	Weight Training	7	100%
Hockey	3	42%	Small area games	7	100%
Judo	4	57%			

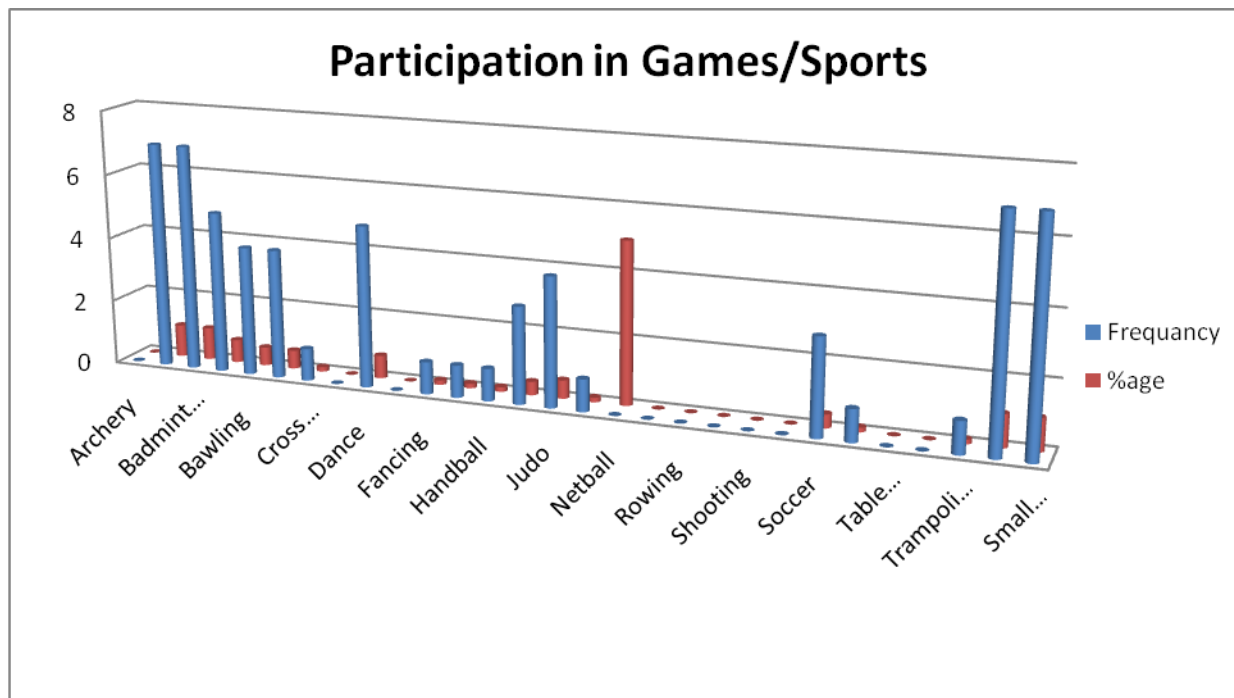


Figure 3.7: Participation in Games and Sports

Interpretation-

From the table 3.7 it is clear that among the special schools situated in Punjab state 0 were take part in Archery, 7 were taking part in Athletics, 5 were taking part in Badminton, 4 were taking part in Basketball, 4 were taking part in Cricket,1 take part in Cross country, 0 were taking part in Cycling, 5 were taking part in Dance, 1 were taking part in Fancing,1 were taking part in Golf, 1 were taking part in Handball, 3 were taking part in Hockey, 4 were taking part in Judo, 1 were taking part in keep fit, 0 were taking part Netball, 0 were taking part in Riding, 0 were taking part in Rowing were taking part in Sailing, 0 were taking part in Shooting, 0 were taking part in Skating, 3 were taking part in Soccer, 1 were taking part in Swimming, 0 were taking part Table tennis, 0 were taking part in Tennis, 0 were taking part in Tramp lining, 7 were taking part in Weight training and 7 were taking part in Small areas games. 0% were take part in Archery, 100% were taking part in Athletics, 71% were taking part in Badminton, 57% were taking part in Basketball, 57% were taking part in Cricket, 14% take part in Cross country, 0% were taking part in Cycling, 71% were taking part in Dance, 14% were taking part in Fencing, 14% were taking part in Golf, 14% were taking part in Handball, 42% were taking part in Hockey, were

taking part in Judo, 14% were taking part in keep fit, 0% were taking part Netball, 0% were taking part in Riding, 0% were taking part in Rowing were taking part in Sailing, 0% were taking part in Shootin,0% were taking part in Skating, 42% were taking part in Soccer,14%were taking part in Swimming, 0% were taking part Table tennis, 0% were taking part in Tennis, 0% were taking part in Tramp lining, 100% were taking part in Weight training and 100% were taking part in Small areas games. From above it can be concluded that special schools children's maximum involvement i.e. Athletics, Basketball, Badminton, Weight training, Dance, Small areas games.

CONCLUSION:

1. Special schools cater to all type of special children requirement in terms of residence or day scholars.
2. Special schools cater maximum to the secondary type of school children.
3. Special schools are basically Co educational type for special children.
4. Special schools cater providing these types of facilities to the special school. All majority were Hard court, grass areas, Assembly, Shower half of them Assembly hall very few were Sports hall.
5. Special schools giving priority occasionally for group competition of games and Sports.
6. Special schools children's maximum involvement in the Athletics, Basketball, Badminton, Weight training, Dance and Small areas games.

DISCUSSION:

The results and discussion is one of the most important part of a research report. Hence, this section presents the data as concisely and clearly as possible. It focuses on analysis, interpretation and discussion of results. Keeping in view of the objectives of the study, results are presented as the collective responses to the seven common questions and the individual responses to each question. The Investigator collected data pertaining to the study, from the school Principals which give the quantitative results in the present study. The analyzed data are presented followed by discussion of the results.

Analysis to the present study proved that there are 100% of day school and 86% school are residential throw with 71% school are secondary and 41% are primary. All schools are co education type It is evident that were. All majority were Hard court, grass areas, Assembly, Shower half of them Assembly hall very few were Sports hall, physiotherapy Department. They are giving more priority to the competition occasionally. The special schools children's have maximum involvement i.e. Athletics, Basketball, Badminton, Weight training, Dance, Small areas games.

On the basis of the present study the results shows that there are a lot of lacks of sports infrastructure in special schools. If such type of infrastructure provided to the special children .such people can become a healthy person and utilized there energy in the positive manner. These types of sports facilities give the new direction to the life span of the special children. If the government provided the a good sports infrastructure they can taking more interest in the field of sports the can try to do hard work to achieve the higher performance in the field of sports. They also raised the country flag higher in their hand to up lift their country in Para Olympics games.

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