

The Study of Sports Infrastructure in Special School 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 Nawanshaher) 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 analysed using percentages. The result was found 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.

Keywords: Special School, Sports Infrastructure

Introduction

A special school is a school catering for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioral problems. The children with different types of disabilities are taken care of to lead a better life. According to Dictionary of Nursing a special school is defined as an education establishment for children with special educational needs. According to Cambridge Advanced Learner's Dictionary a special school is a school for children who have physical difficulties or problems with learning. 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.

Special Schools must ensure that they support the family of learners at the school. Such support may include educational guidance and support, psychological and emotional guidance and support, etc. Schools must advise parents on the best possible career opportunities available to learners. Schools must interact with the community to ensure that learners are prepared for integration into the community. Schools may provide community and adult training in Sign Language. Schools may have a library of relevant books and technological devices that parents and the community, including local schools, may access. Criteria for Quality Education and Support in Special Schools Resource Centres in Special schools, and the staff employed in these schools, hold an extraordinary amount of expertise in supporting learners who experience barriers to learning. The system can therefore not lose this pool of expertise, but need to find ways in which staff from special schools can support inclusive education. Over time all special schools will be converted into special school resource centres and serve as centres of excellence, offering high levels of support to learners as well as other teachers, schools and educational institutions within their immediate locale, district or region. The special school resource centres will be linked to district-based support teams so that they can provide specialised professional support in curriculum, assessment and instruction to designated full-service and other neighborhood schools, whilst also providing improved educational services to those learners who require high levels of support in a special school. All special school resource centers must adhere to the guidelines set for special schools.

Adams & Franklin (2002) Staff Supply and Qualification in Special schools require professional teaching and professional support staff, as well as non-professional staff. All staff must be thoroughly screened to ensure suitability for work with children with special needs. All teaching staff should possess at least a first degree or a diploma which includes training on special needs or inclusive education. Teachers who are appointed to the school without a formal qualification in special needs or inclusive education must undertake such training with immediate effect. All teaching staff should have had training in the development of Inclusive Learning Programs. All teaching staff must engage in ongoing professional development related to the needs of the learners. All teaching staff must be competent in the method of communication utilized by the learners in the school. Where sign language is used, teachers must be competent in academic sign language.

Teaching staff may include teachers, Learning Support teachers/coordinators, Teaching Assistants. The teacher: learner ratio should be determined in accordance with the level of support required by the learners must be adhered.

Stern (1997) Role of the Education Department in special school at national, provincial and district levels has an obligation to monitor all special schools on a regular basis and provide the necessary support to protect the rights of the most vulnerable learners in the system. All aspects of schooling must be monitored, including management, curriculum, infrastructure and professional support. Special schools must not be seen as the sole responsibility of Inclusive Education officials. Principals of all special school resource centers in the district must be represented on this committee. Their responsibility, inter alia, is to manage the balance between ensuring that quality teaching, learning and support takes place at their schools, whilst ensuring that staff at special school resource centers provide adequate support to the District-based Support Teams.

Suggs (2009) conducted a descriptive survey on Old Challenges and New Opportunities for Studying the Financial Aspects of Intercollegiate Athletics. The infrastructure, both physical and human, devoted to intercollegiate athletics at the largest universities is more comprehensive and impressive than the Olympic training facilities of most countries. More challenging is determining the extent of the significant investment that these institutions make in their sports programs. Many programs, particularly outside the most prominent ones, receive an annual subsidy from the institution in the form of a general fund appropriation, an earmark of student fees, or even an appropriation of state funds. However, should an observer trace such funds, it remains virtually impossible to assign a total cost of an athletics program to the institution whose name it bears, as well as comparing it with competitors? Over the years, even as the exploding costs associated with arms races in facilities and salaries have become policy issues, the lack of complete and consistent data on the finances of intercollegiate sports has become a concern in its own right. The Knight Commission on Intercollegiate Athletics have both warned that cost increases in college sports may be unsustainable and will force institutions to transfer funds from other educational programs, drop sports altogether, or find new ways of garnering revenue from intercollegiate athletics such that they blur the line between the amateur ideal of competition and competitive business market for intercollegiate athletics. In this article, the author first considers the strategies pursued by institutions in addressing these challenges, as well as relating them to the larger set of questions being raised about the rising costs of higher education as a whole. The author then discusses the emergence of intercollegiate athletics as a business enterprise within the university. The author concludes by considering the improved nature of the data available to study finance issues associated with college sports, encouraging researchers interested in the topic to pursue it.

Materials and Methods

A sample is the small representation of the whole population. A good sample must provide the whole information about the population from which it has been drawn. 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, Nawanshahar 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.

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 procedure 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.

Statistical Analysis

The percentages were calculated to assess the responses of various respondents the study of sports Infrastructure in special school of Punjab

Result

Type of the Facilities provided by the School/Institution to the students

Table no.1.1: 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%

Facilities Provided

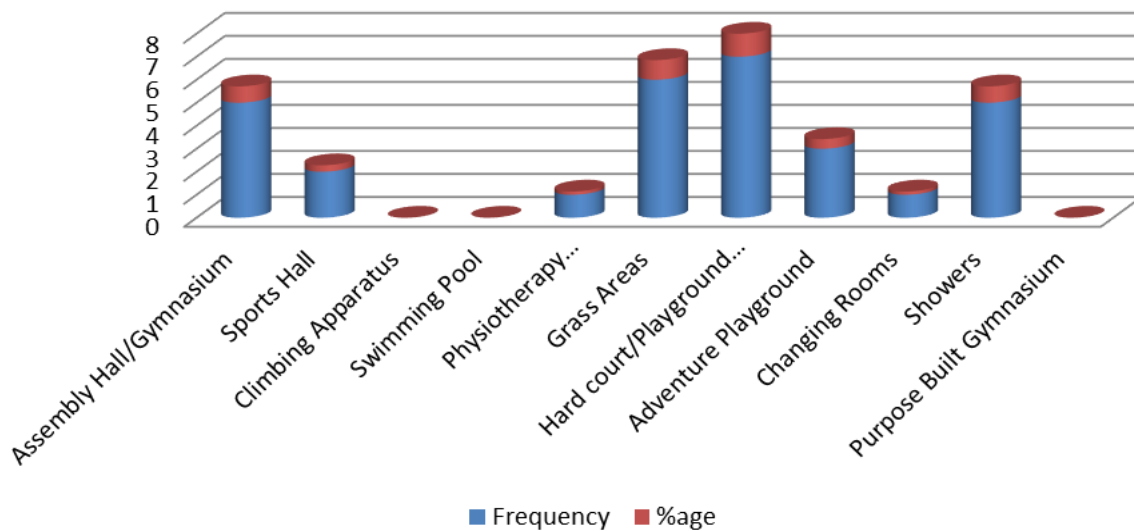


Figure 1.1: Type of the Facilities

From the table 1.1 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, 1 were having Physiotherapy Department, 6 were having Grass areas, 7 were having Hard court, 3 were having Adventure Playground, 1 were having Changing room,

5 were having Sowers and 0 were 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.

Table 1.2: Types of activity the student more Involvement participation in games and Sports

Table 1.2

S. No.	Involvement in Games/Sports	Frequency	%age	S. No.	Involvement in Games/Sports	Frequency	%age
1.	Archery	0	0%	16.	Keep fit	1	14%
2.	Athletics	7	100%	17.	Keep fit	1	14%
3.	Badminton	7	100%	18.	Netball	0	0%
4.	Basketball	5	71%	19.	Riding	0	0%
5.	Bawling	4	57%	20.	Rowing	0	0%
6.	Cricket	4	57%	21.	Sailing	0	0%
7.	Cross Country	1	14%	22.	Shooting	0	0%
8.	Cycling	0	0%	23.	Skating(roller)	0	0%
9.	Dance	5	71%	24.	Soccer	3	42%
10.	Dance(folk dance)	0	0%	25.	Swimming	1	14%
11.	Fancing	1	14%	26.	Table Tennis	0	0%
12.	Golf	1	14%	27.	Tennis	0	0%
13.	Handball	1	14%	28.	Tramp lining	1	14%
14.	Hockey	3	42%	29.	Weight Training	7	100%
15.	Judo	4	57%	30.	Small areas games	7	100%

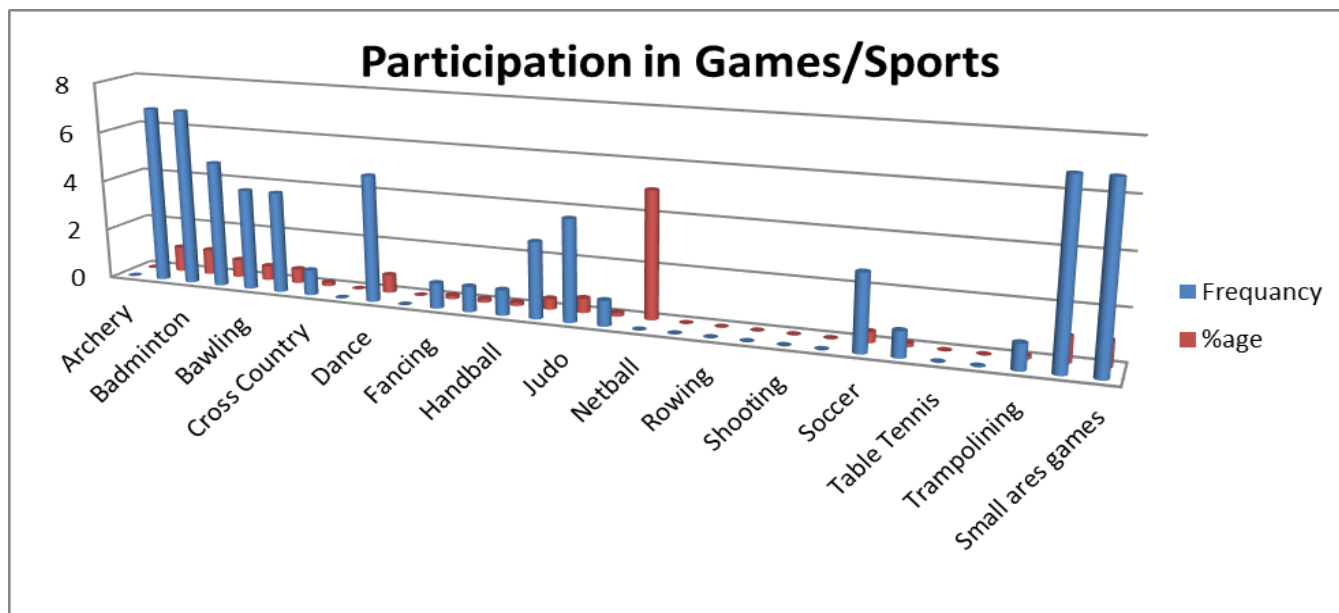


Figure 1.2- Types of activity the student more Involvement participation in games and Sports

From the table 1.2 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.

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 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 maximum involvement i.e. Athletics, Basketball, Badminton, Weight training, Dance, Small areas games.

On the basis of the present survey show that there are a lot of lack 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 that a good sports infrastructure they can take 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.

Conclusion

- 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.
- Special schools giving priority occasionally for group competition of games and Sports.
- Special schools' children's maximum involvement in the Athletics, Basketball, Badminton, Weight training, Dance and Small areas games.

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