



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2018; 3(2): 468-472

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www.theyogicjournal.com

Received: 04-05-2018

Accepted: 06-06-2018

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A survey on sports infrastructural facilities in the hearing impaired institutions for the children with hearing impairment in Kolkata

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Abstract

Sports are necessary for the growth of a healthy mind and body for everyone especially special learner like children with hearing impairment. Therefore the purpose of the study was to make a survey of the existing sports infrastructural facilities in the Hearing impaired institutions in Kolkata. This research identifies existing sporting opportunities for children with hearing impairment. Eight hearing impaired institutions were selected for this study and Random sampling technique was adopted for this study. A self prepared questionnaire was used to collect the data. After collection of data, various items of the questionnaire were analysed using simple percentages technique and graphical representation. The main findings of the research it was concluded that very few hearing impaired institutions having sports hall, facilities like hard court, grass areas, assembly, shower not so good. Institutions give priority occasionally for group competition of games and children with hearing impairment have maximum involvement in the Athletics, Basketball, Badminton, Weight training, Dance and Small areas games. Overall there is a paucity of current provision in many areas. The quality of institutions much of the current provision and the resources available can also vary immensely with several factors.

Keywords: Children with hearing impairment, hearing impaired institutions, sports infrastructure

Introduction

The term hearing impaired signifies an umbrella term covering all those children who suffer by one reason or the other from one or the other types of hearing losses. In its simple meaning stands for those children who are found to suffer from one or the other types of hearing impairment. The legal definition of "hearing impairment" in India as per the Persons with Disability Act (PWD), 1995 is - "A hearing impaired person is one who has the hearing loss of 60 decibels or more in the better ear for conversational range of frequencies".

Hearing impaired institutions are institutes catering for students who have hearing impaired. In these institutions, special provisions can be made for their adjustment and educational progress by professionally trained special teachers with the help of special methods, aid and techniques. Hearing impaired institutions are designed to develop hearing impaired children with some special needs that cannot be met in a general education classroom. Students with hearing impairment attending hearing impaired institutions generally do not attend any classes in mainstream schools. Sports event held in the world one is Para Olympics for person with disability. It is thought internationally that hearing impaired person may also take part in the Olympics and other event as normal people do so that they may also work at the similar situation. To achieve the physical activity health objective of the nation, there is a need to enhance physical activity levels of hearing impaired students, beyond school-based physical education and sport programs. The sports infrastructural facilities include all building and grounds associated systems and equipment that are censorious to everyday operations and assist of the sports process. Perfect infrastructural facilities and services are very crucial for the hearing impaired students. Promoting a variety of lifestyle physical activity opportunities, including embracing the concept of active Living, a way of life that integrates physical activity into daily routines, should become a health objective priority. Outside of textbooks on adapted physical education e.g., (Sherrill, 1998) [8], the valuable experience that participation in sports provides for children with hearing impairment is rarely talked about as an essential component

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of these children's individualized education programs. The researcher after studying found the following studies related to the topic. Stewart & Kluwin (2001) [9] showed that the importance of sports in the lives of Deaf adults, it seems incongruous that school programs for deaf children and the literature in deaf education mostly neglect the benefits of participation in physical activity by deaf children. Moores (2001) [5] investigate that Sports plays most important role in the lives of special people. This impact is two way. First it keeps them healthy as researches like Moores has considered that most deaf children receive their education in public schools. Not enough work has been done on the status of sports infrastructure in Hearing impaired institutions especially in Kolkata. Therefore present study dug in that corner.

Need and significance of the study

This kind of study is very essential in our present day because our hearing impaired students are children first, with all the needs, desires and feelings of children without impairments. Their impairments are inconveniences that keep them from enjoying full lives and therefore must be overcome so that the children can grow and move out into the world. Hearing Impaired Institutions exists for its students; the students do not exist for the schools. Therefore it is crucial to know the infrastructural facilities of Hearing Impaired Institutions.

Objectives

- To find out the sporting physical infrastructure available in the hearing impaired institutions.
- To identify the sports equipment provided to the children with hearing impairment.
- To study the existing sporting opportunities for the children with hearing impairment.
- To identify the problems faced by the students during sports activity in hearing impaired institutions.

Delimitation of the Study

- The study covered only Hearing Impaired Institutions.
- The samples were selected in and around Kolkata from various Hearing Impaired Institutions.

Method

A normal survey method was applied for this study.

Population

All the Hearing Impaired Institutions' teachers and students of West Bengal were taken as the target population.

Sample

Samples were selected from the various Hearing impaired institutions in Kolkata. The sample consists of 100 students and 8 Head teachers from 8 Hearing impaired institutions in Kolkata.

Random Sampling technique was adopted for this study.

Tools and techniques

- A Questionnaire for Sports Infrastructure was constructed by the researcher. The questionnaire was prepared keeping in mind the infrastructures provided by Hearing impaired institutions for the training and entertainment of children with hearing impairment studying in these institutions.
- The data collected was analyzed using graphical representation and Percentages were calculated to assess the responses of various respondents.

Data analysis and findings

Table 1.1: Types of Institutions

Types of Institutions	Number of Hearing Impaired Institutions	Number of Students
Govt. Sponsored	2 (25%)	20 (20%)
Govt. Aided	5 (62.5%)	70 (70%)
NGO	1 (12.5%)	10 (10%)

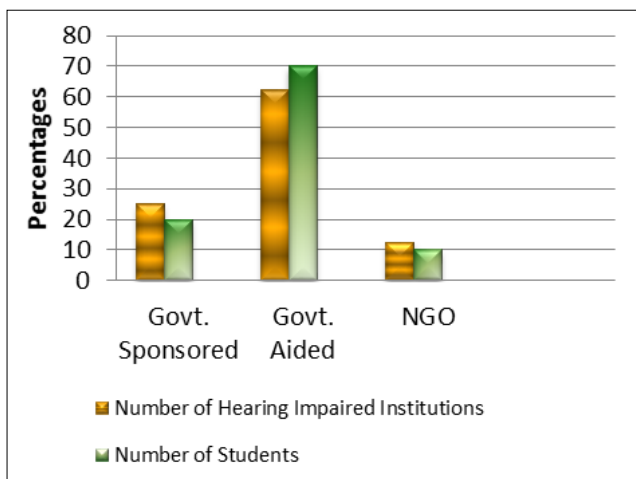
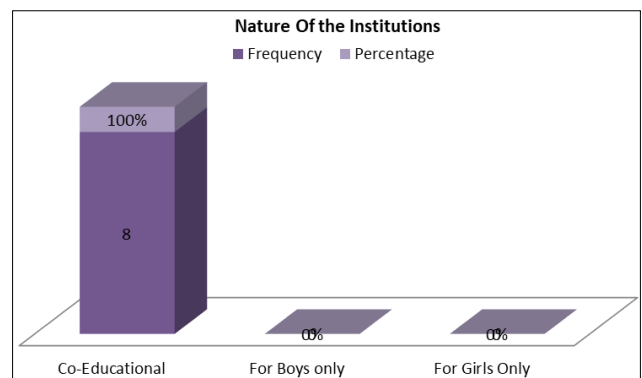


Table No. 6.1 showed that out of 8 hearing impaired institutions, 2 (25%) institutions were Government sponsored institutions, 5 (62.5%) were Government aided institutions and 1 (12.5%) was NGO. The number of students from Government sponsored hearing impaired institutions were 20 (20%), the number of students from Government aided hearing impaired institutions 70 (70%) and the number of students from NGO 10 (10%).

Table 1.2: Nature of the Institutions

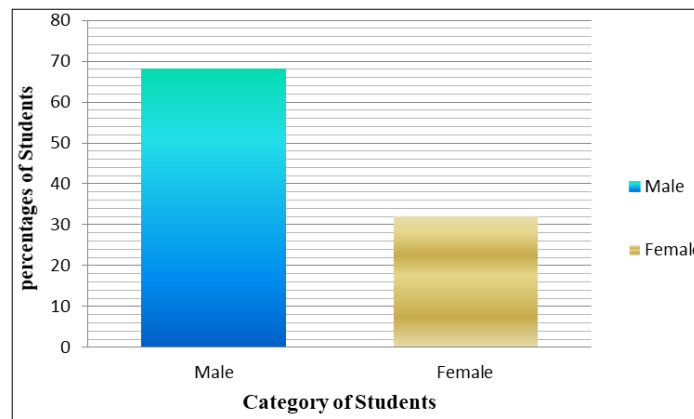
Nature of the Institutions	Frequency	Percentage
Co-Educational	8	100%
Only Boys	0	0%
Only Girls	0	0%



From the table 1.2 it is clear that among hearing impaired institutions situated in Kolkata state 8 were Coeducational, 0 were for Boys only, and 0 were For Girls only. From above it can be concluded that hearing impaired institutions are basically Coeducational.

Table 1.3: Total Number of Students

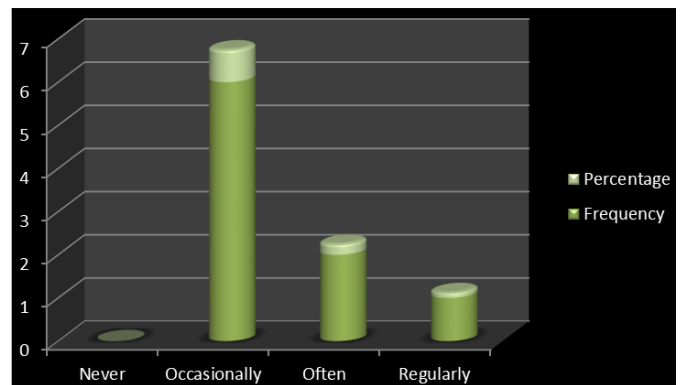
Category of Students	No. of Hearing Impaired Students
Male	68 (68%)
Female	32 (32%)



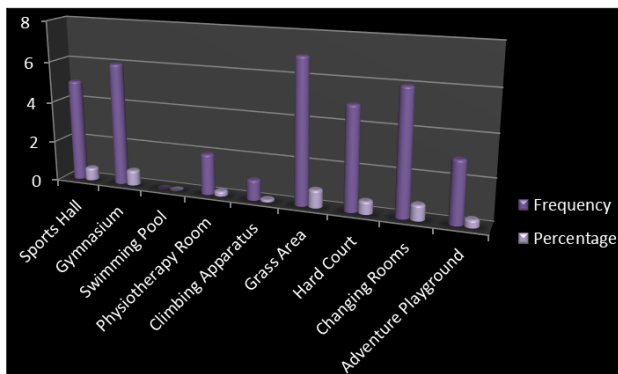
From the Table no. 1.3 it was found that out of 100 hearing impaired students 68 (68%) were male and 32 (32%) were female hearing impaired students.

Table 1.4: Types of Sports related Infrastructural Facilities

Facilities Provided	Frequency	Percentage
Sports Hall	5	62.5%
Gymnasium	6	75%
Swimming Pool	0	0%
Physiotherapy Room	2	25%
Climbing Apparatus	1	12.5%
Grass Area	7	87.5%
Hard Court	5	62.5%
Changing Rooms	6	75%
Adventure Playground	3	37.5%



From the table 1.4 it is clear that among the hearing impaired institutions state 0 were never, 6 were occasionally, 2 were often, and 1 were regularly. From above it is concluded that the hearing impaired institutions giving priority occasionally for group competition.



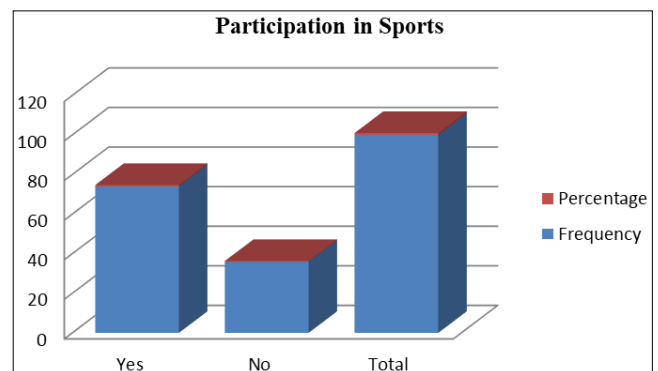
From the table 1.4 it is clear evident that 62.5% were having sports hall, 75% were having gymnasium, 0% were having swimming pools, 25% were having physiotherapy rooms, 12.5% were having climbing apparatus, 87.5% were having Grass areas, 62.5% were having Hard court, 75% were having changing rooms, 37.5% were adventure play ground. So it can be concluded that hearing impaired institutions cater providing these types of facilities to the institutions. All majority were adventure playground, swimming pool, climbing apparatus, physiotherapy rooms very few.

Table 1.5: Priority of Group Competition

Priority of Group Competition	Frequency	Percentage
Never	0	0%
Occasionally	6	75%
Often	2	25%
Regularly	1	12.5%

Table 1.6: Participation in Sports

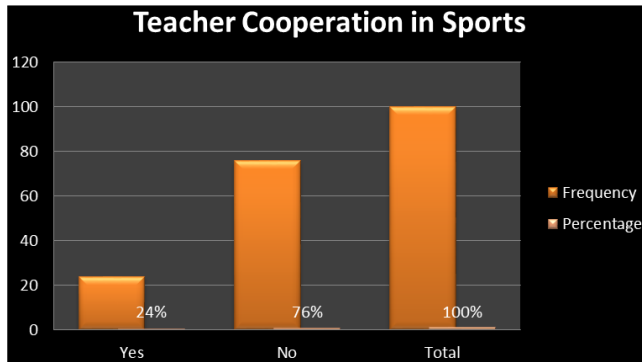
Option	Frequency	Percentage
Yes	74	74%
No	36	36%
Total	100	100%



The data given in table 1.5 clearly identifies that majority of the students 74 percent take part in sports activities. The data shows that a minority of the students that is 36 percent do not take part in the activities. It is quite clear from the data that the hearing impaired students are interested for the participation in sports.

Table 1.7: Teacher Cooperation in Sports

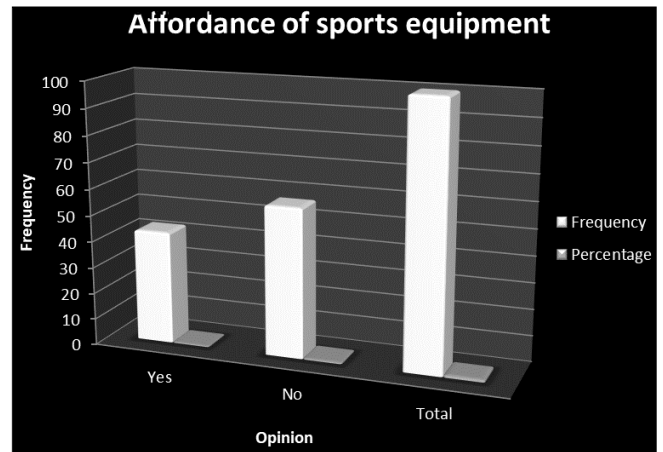
Option	Frequency	Percentage
Yes	24	24%
No	76	76%
Total	100	100%



The data identifies that the majority of the hearing impaired students 76 percent are not given any cooperation in the sports activities while majority of them that is 24 percent is of the opinion that they are given a ball from the teacher and they are asked to play on their own in the ground. The data in the table 1.6 identifies that the teachers teaching in the hearing impaired institutions are not playing their roles properly in the better physical growth of the students.

Table 1.8: Affordance of sports equipment

Option	Frequency	Percentage
Yes	43	43%
No	57	57%
Total	100	100%



Majority of the special learners 57% identified that they do not have proper equipment for sports while 43% of them said that they have playing equipment. It is clear through the data the hearing impaired students may be given equipment to play so that they may be able to achieve proficiency in the sports.

Table 1.9: Physical Education Teacher/ Instructor Facility

Physical Education Teacher/ Instructor facility	Frequency	Percentage
Yes	3	37.5%
No	5	62.5%
Total	8	100%

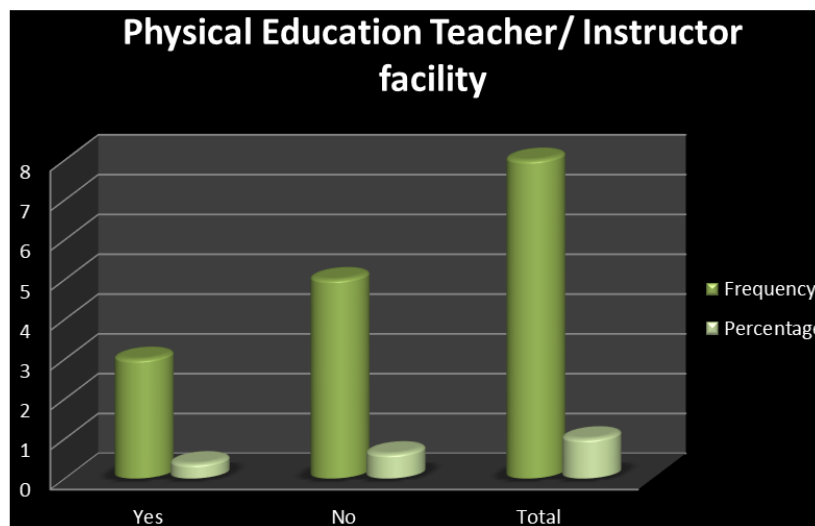
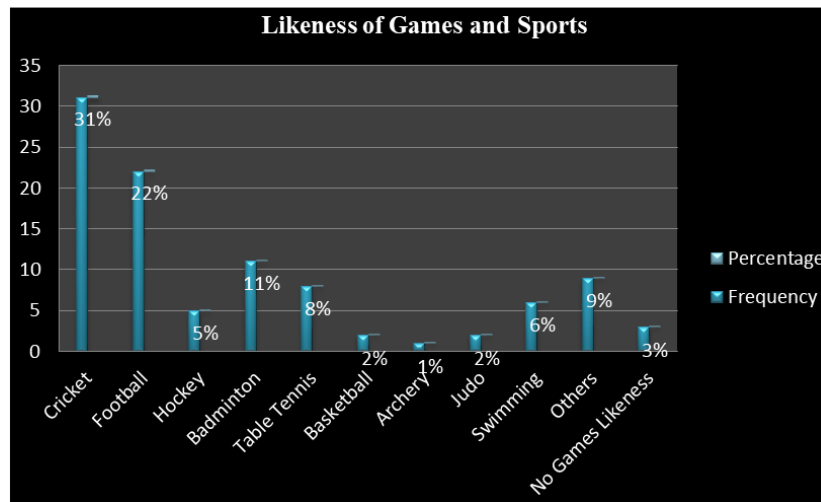


Table 1.10: Likeness of Games and Sports

Option	Frequency	Percentage
Cricket	31	31%
Football	22	22%
Hockey	5	5%
Badminton	11	11%
Table Tennis	8	8%
Basketball	2	2%
Archery	1	1%
Judo	2	2%
Swimming	6	6%
Others	9	9%
No Games Likeness	3	3%



The Hearing Impaired students were asked to show their interest in the type of games which they like. The data identifies that 31% respondents like to play cricket, 22% respondents like to play football, 11% respondents like to play badminton, 9% respondents like to play others games, very few just 1% respondents like to play archery, 5% respondents like to play Hockey, 6% respondents like to swimming, 8% respondents like to play table tennis, 2% respondents like to play judo and 3% do not like to play any games. This shows that Hearing Impaired students have some type of likeness towards games. Majority of them liked cricket and they love to play it with their friends.

Conclusion

Children with hearing impairment constitute a notable section of our population whose potentialities need to be utilized to the utmost. Hearing impaired children need sports like their normal peers for their growth as well as for the development of their all round personality. Their needs and problems are just different and special. Therefore the maximum sports consideration for the hearing impaired children lies in the necessity.

Many people might think that institutions programs for hearing impaired students pay little attention to the important implications of hearing impaired sport activities have for children with hearing impairment students because hearing impaired students do not have any physical disability that prevents them from participating in sports. Teachers may just assume that the general physical education program is sufficient, and no changes to increase participation opportunities are necessary. But long-term engagement in sports may require that will help interested students get involved in sport programs. There is also the concern that the regular physical education program might not be sufficient to ensure that hearing impaired students are physically fit and have the fundamental motor skills required participating in and enjoying various sports activities. Finally, this research draw special attention the fact that hearing impaired students generally take part in sports and physical activity All majority were sports hall, changing room, grass areas, gymnasium, but very few were adventure playground, climbing apparatus, physiotherapy room and no institutions had swimming pool. Hearing Impaired institutions giving priority occasionally for group competition of games and Sports. Hearing Impaired institutions student's maximum involvement in the cricket, football and badminton. Few teachers focused on sports but maximum teachers less interested and cooperation in sports. The Government is certainly making an effort to provide

necessary facilities to them but still some more enhancements are to be done in this regard.

Suggestions

- Routinely institutions' games should be conduct in the institutions.
- Govt. should facilitate the hearing impaired institutions with sports equipment by allocating sports fund.

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