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BOOKS



“My single achievement is that, with my sincere and honest approach, I inculcated the spirit of oneness and togetherness among players.”
— BISHAN SINGH BEDI

Includes
COMPETENCY-BASED
QUESTIONS (CBQs)

Assertion-Reason
Type Questions

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As per the
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— A TEXTBOOK OF —

Physical Education

Based on the latest CBSE syllabus

XI

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BOOKS

A Textbook of Physical Education Class 11

Chapter 4

PHYSICAL EDUCATION AND SPORTS FOR CWSN (Children With Special Needs – *Divyang*)



An imprint of Ratna Sagar P. Ltd.

AIMS AND OBJECTIVES OF ADAPTIVE PHYSICAL EDUCATION

Aims of Adaptive Physical Education

Adaptive Physical Education is a modified or individualised programme that caters to the special needs of disabled students. With specialised curriculum designs, it creates a space for them to realise physical and mental well-being.

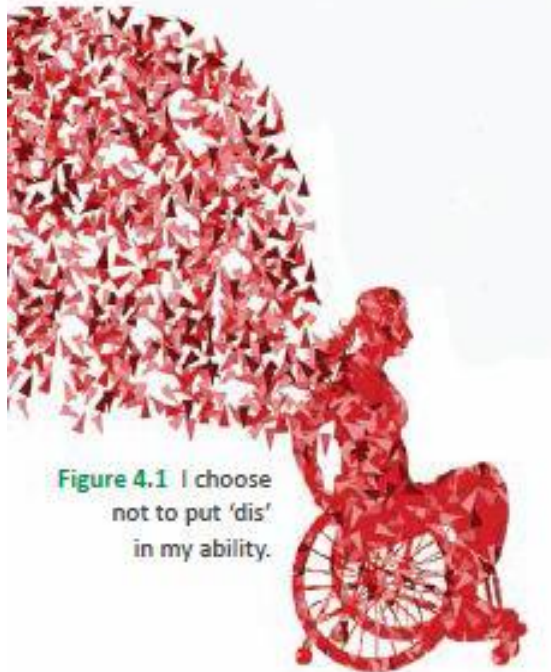


Figure 4.1 I choose not to put 'dis' in my ability.

Defining 'Disability'

It is a physical or mental condition that limits a person's movements, senses, or activities. It includes blindness, low vision, leprosy-cured, hearing impairment, locomotor disability, mental retardation, etc.

Objectives of Adaptive Physical Education

Adaptive physical education aims to:

- develop fundamental motor skills and patterns of students with disabilities, such as running, throwing, catching, etc.
- help students to improve their balance, coordination and posture.
- bring about their participation in activities such as dance, aquatics and other sports.
- make them realise healthy self-esteem through increased physical independence.
- reduce health complications.

Principles of Adaptive Physical Education

1. It is imperative to have a thorough knowledge of motor behaviours and development patterns of the different kinds of disabilities, and how people with these disabilities vary from their abled counterparts.
2. The activities and programmes should be planned according to the interests of the students and after taking their specific needs into consideration.
3. Routine medical check-up should be conducted not only for pure health benefits, but also to monitor the progress of the students and assess the effectiveness of the programmes.
4. The rules governing physical education classes for abled students cannot be applied to their peers who have special needs. The trainers as such should have the foresight to adapt existing trends.
5. Apart from having sufficient knowledge and experience, the trainers should also have abundant patience, empathy, and strong communication skills.

ORGANISATION PROMOTING ADAPTIVE SPORTS

(SPECIAL OLYMPIC BHARAT; PARALYMPICS; DEAFLYMPICS)

Special Olympic Bharat

Founded in 1987 as Special Olympics India, it is a programme of Special Olympics International authorised to conduct Special Olympics for sportspersons with intellectual disabilities in India.

Vision

The vision of Special Olympic Bharat is to promote holistic development and training that goes beyond the classrooms and brings the participants to the sports arenas, and further to the larger cultural and community spaces, etc.

Mission

Special Olympic Bharat aims to provide year-round sports training and athletic competition.

Oath

“Let me win. But if I cannot win, let me be brave in the attempt.”

Paralympics

The Paralympic Games are an international multi-sporting event involving athletes with a variety of physical and intellectual disabilities, including mobility disabilities, amputation, blindness, short stature, and cerebral palsy. The International Paralympic Committee (IPC) oversees the organisation of these Games, which are held immediately after the Summer and Winter Olympics as Summer Paralympic Games and Winter Paralympic Games respectively.

Ceremony

The opening ceremony of the Paralympic Games is similar to that of the Modern Olympics, having followed the rituals of the Antwerp Summer Olympics of 1920.

Categories of Disability

There are ten categories of disability recognised by the IPC for participation in the Paralympic Games: eight physical impairment types, visual impairment types and intellectual disability.

Physical Impairment

- Impaired passive range of movement
- Loss of limb or limb deficiency
- Leg length difference
- Short stature
- Impaired muscle power
- Ataxia
- Athetosis
- Hypertonia

Visual Impairment

Visual impairment in this context includes partial vision, poor enough to be judged legally blind, to total blindness.

Intellectual Disability

Impairment in intellectual functioning and adaptive behaviour are included, the condition is that the athletes are diagnosed before the age of 18.

Deaflympics

The Deaflympics are an international sports event for deaf athletes, held every four years, with both summer and winter games held alternately after a gap of two years. First held in Paris in 1924, it is the second oldest multinational sports tournament.

The characteristics of Deaflympics are:

- participating athletes must have a hearing loss of at least 55 decibels in their 'better ear'.
- hearing aids and cochlear implants are not allowed during the competition.
- the athletes cannot be guided by sounds, such as bullhorns, whistles and bells.
- like all other sporting events, it also enforces a drug-free sports environment for all deaf athletes in collaboration with the World Anti-Doping Agency (WADA) and many other features.



Figure 4.4 The Deaflympics logo

CONCEPT OF INCLUSION, ITS NEED AND IMPLEMENTATION

Concept of Inclusion

Inclusive education simply means bringing students with disabilities under the same umbrella under which students of general education are covered. The idea is to treat them equally and provide them the same academic and vocational opportunities that their peers receive.

Need of Inclusion

- Students with special disabilities having certain disadvantages and limitations should enjoy the fundamental human right of education.
- Towards integration of students with disabilities in the greater fold of the society.
- To educe the discrimination faced by people with disabilities.
- For the multiple benefits for students with special needs, such as enhancement of their social skills and emotional intelligence, development of principles and cultural sensibilities, etc.

Implementation of Inclusion

In order to facilitate inclusive education successfully, the following measures may be considered:

- A proper realisation of the Right to Education (RTE) Act and its provisions, and inclusion of students with special needs under its aegis.
- Specialised training programmes for teachers who are given the responsibility of working with students with disabilities.
- At schools, an entire team of experts, from special educators and physiotherapists, to counsellors and occupational therapists, should be present to look after the various needs.
- Curricula and instructional design prepared for students with disabilities should have plenty of room for adjustments, without dumbing down the content.
- Schools should be able to provide necessary facilities for the students with special needs and many other things need to be done.

ROLE OF VARIOUS PROFESSIONALS FOR CHILDREN WITH SPECIAL NEEDS

Special Education Counsellor: To look after the students and their well-being, taking into consideration the academic, vocational, social and psychological factors.

Occupational Therapist: To help students perfect their fine motor and visual skills, as well as take care of themselves, etc.

Physiotherapist: Helps students with special needs achieve full physical functions.



Figure 4.6 A physiotherapist helps a child with special needs to achieve complete physical function.



Figure 4.7 A speech therapist helping a child during a session.

Physical Education Teacher: Physical education teachers take the responsibility of ensuring that students with special needs also get their own share of activities such as playtime and exercises, for improvement of their physical health as well as social and emotional skills.

Speech Therapist: She/he works with communicative and speech disorders, which may be speech and lingual issues, problems with swallowing and voice, cognitive-communication, etc.

Special Educator: Special educators specialise in the field of special education, and are experts in working with students with learning, mental, emotional and physical disabilities.

SUMMARY

- 1.** To include the differently abled, adaptive physical education was introduced as a sub-discipline. It is a modified or individualised programme that caters to the special needs of disabled students.
- 2.** Adapted physical education is concerned with improving the health and fitness of the child. This includes enhancing motor skills and coordination and subsequently boosting self-esteem.
- 3.** Special Olympics Bharat is a programme of Special Olympics/International authorised to conduct Special Olympics for sportspersons with intellectual disabilities in India.
- 4.** The Paralympic Games are an international multi-sporting event involving athletes with a variety of physical and intellectual disabilities, including mobility disabilities, amputation, blindness, short stature and cerebral palsy.

SUMMARY

- 5.** The Deaflympics are an international sports event for deaf athletes held every four years, with both summer and winter games held alternatively after a gap of two years.
- 6.** Inclusive education brings students with disabilities into the same platform of learning where students of general education receive their education and treat both parties equally.
- 7.** Professionals like special education counsellors, physiotherapists, occupational therapists, etc. should work together with the school authorities and parents in order to improve the health and academic performance of students with special needs.