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A survey of judo game infrastructure available in elementary schools in the state of Punjab

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Abstract

In this study we have discussed the impact of facilities and its relationship upon the performance of the students in the 200 Elementary schools which were randomly selected. Many attempts have been made to identify the specific factors that are linked with the sports performance of the students in this study. The performance depends upon the availability of the facilities like play fields, sports equipment's, kit, refreshment, achievements and infrastructure. A self-made Questionnaire of survey of sports infrastructures Available in schools was used for the present study. The findings of the Study revealed that only 40% schools have Judo game infrastructure and participation in judo game and 60% schools have no infrastructure and participation in Judo game.

Keywords: Judo, Sports Equipments, Kit, Refreshment, Achievements, Infrastructure, Questionnaire, Survey.

Introduction

Judo was created as a physical, mental and moral pedagogy in Japan, in 1882, by Jigoro Kano. It is generally categorized as a art of modern martial which later evolved into combat and Olympic sport. Its most prominent feature is its competitive element, where the objective is to either throw and takedown an opponent to the ground, immobilize or otherwise subdue an opponent with a pin. or force an opponent to submit with a joint lock or a choke. Strikes and thrusts by hands and feet as well as weapons defenses are a part of judo, but only in pre-arranged forms and are not allowed in judo competition or free practice. A judo practitioner is called a **judoka**.

The philosophy and subsequent pedagogy developed for judo became the model for other modern Japanese martial arts that developed from koryu. The worldwide spread of judo has led to the development of a number of offshoots such as Sambo and Brazilianjiu-jitsu.

The early history of judo is inseparable from its founder, Japanese polymath and educator Kanō Jigorō, Jigoro Kano, 1860–1938, born Kanō Shinnosuke, Shinnosuke Kano. Kano was born into a relatively affluent family. His father, Jirosaku, was the second son of the head priest of the Shinto Hiyoshi shrine in Shiga Prefecture. He married Sadako Kano, daughter of the owner of Kiku-Masamune sake brewing company and was adopted by the family, changing his name to Kano, and ultimately became an official in the Shogunal government.

Jigoro Kano had an academic upbringing and, from the age of seven, he studied English, shodō and the Four Confucian Texts under a number of tutors. When he was fourteen, Kano began boarding at an English-medium school, Ikuei-Gijuku in shiba, Tokya. The culture of bullying endemic at this school was the catalyst that caused Kano to seek out a Jūjutsu at which to train.

Early attempts to find a jujutsu teacher who was willing to take him on met with little success. With the fall of the Tokugawa shogunate in the Meiji Restoration of 1868, jujutsu had become unfashionable in an increasingly westernized Japan. Many of those who had once taught the art had been forced out of teaching or become so disillusioned with it that they had simply given up. Nakai Umenari, an acquaintance of Kanō's father and a former soldier, agreed to show him kata, but not to teach him. The caretaker of Jirosaku's second house, Katagiri Ryuji, also knew jujutsu, but would not teach it as he believed it was no longer of practical use.

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Another frequent visitor, Imai Genshiro of Kyushin-ryu school of jujutsu, also refused. Several years passed before he finally found a willing teacher.

In 1877, as a student at the Tokyo-Kaisei school (soon to become part of the newly founded Tokyo Imperial University, Kano learned that many jujutsu teachers had been forced to pursue alternative careers, frequently opening Seikotsuin. After inquiring at a number of these, Kano was referred to Fukuda Hachinosuke (c.1828–1880), a teacher of the Tenjin Shinyoryu of jujutsu, who had a small nine mat dojo where he taught five students. Fukuda is said to have emphasized technique over formal exercise, sowing the seeds of Kano's emphasis on randori in judo.

On Fukuda's death in 1880, Kano, who had become his keenest and most able student in both randori and kata, pre-arranged forms), was given the densho of the Fukuda dojo. Kano chose to continue his studies at another Tenjin Shin'yō-ryū school, that of Iso Masatomo (c.1820–1881). Iso placed more emphasis on the practice of "kata", and entrusted

randori instruction to assistants, increasingly to Kano Iso died in June 1881 and Kano went on to study at the dojo of Iikubo Tsunetoshi (1835–1889) of Kito-ryu Like Fukuda, Iikubo placed much emphasis onrandori, with Kitō-ryū having a greater focus on nage-waza.

In February 1882, Kano founded a school and dojo at the Eisho-ji, a Buddhist temple in what was then the Shitaya ward of Tokyo Iikubo, Kano's Kitō-ryū instructor, attended the dojo three days a week to help teach and although two years would pass before the temple would be called by the name Kōdōkan, "place for expounding the way") and Kano had not yet received his Menkyo in Kitō-ryū, this is now regarded as the Kodokan founding.

The Eisho-ji dojo was a relatively small affair, consisting of a twelve mat training area. Kano took in resident and non-resident students, the first two being Tsunejiro Tomita and Shiro Saigon. In August, the following year, the pair was granted shodan grades, the first that had been awarded in any martial art.

Weight divisions							
Men	Under 60 kg (130 lb; 9.4 st)	60–66 kg (132– 146 lb; 9.4– 10.4 st)	66–73 kg (146– 161 lb; 10.4– 11.5 st)	73–81 kg (161– 179 lb; 11.5– 12.8 st)	81–90 kg (179– 198 lb; 12.8– 14.2 st)	90–100 kg (200– 220 lb; 14–16 st)	Over 100 kg (220 lb; 16 st)
Women	Under 48 kg (106 lb; 7.6 st)	48–52 kg (106– 115 lb; 7.6– 8.2 st)	52–57 kg (115– 126 lb; 8.2– 9.0 st)	57–63 kg (126– 139 lb; 9.0– 9.9 st)	63–70 kg (139– 154 lb; 9.9– 11.0 st)	70–78 kg (154– 172 lb; 11.0– 12.3 st)	Over 78 kg (172 lb; 12.3 st)

Objectives

1. To study the availability of Judo game infrastructure in Government and Private Elementary schools.
2. To study the participation of Government and Private Elementary schools in Judo game.

Hypotheses

1. It is hypothesized that no Government Elementary Schools has proper Judo game infrastructure.
2. It is hypothesized that no Private Elementary Schools has proper Judo game infrastructure.
3. It is hypothesized that Government Elementary Schools has less participation in Judo game competition.
4. It is hypothesized that Private Elementary Schools has less participation in Judo game competition

Sample

The investigator selected a Sample of 200 schools, 140 Government and 60 Private Elementary schools from the state of Punjab and random sampling technique was followed.

Tool

The selection of suitable tools is of paramount significance in any investigation. The success of research immensely depends upon the instruments, which are used for the data collection. In the present study, the following tool was used:

A Questionnaire of Survey of Sports Infrastructure Available In Schools by Mr. Kulbir Singh

Procedure

This questionnaire has been prepared with a view of finding out physical education opportunities available for the children. It embraces different aspects of the programmes and facilities available in school. In particular, it aims to as certain categories of the children, time allocation to various activities, pupil participation, staff participation and pupil-staff participation in different activities etc. you are request to fill the questionnaire keeping in view the relevant information

available in respect of your school. Answer should ticked/written carefully to ensure correctness.

Results and Discussion

Figure 1

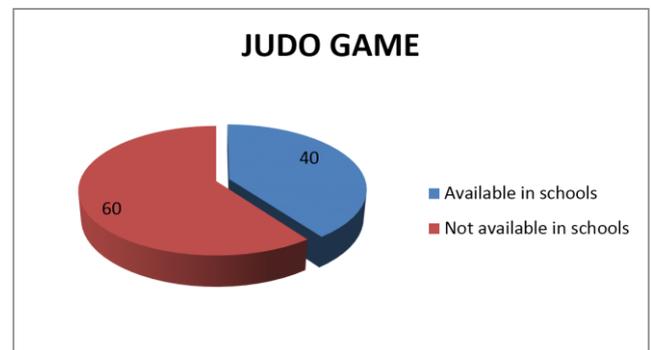


Fig 1: Show that only 40% schools have Judo Game infrastructure and 60% schools have no infrastructure of Judo Game.

Figure 2

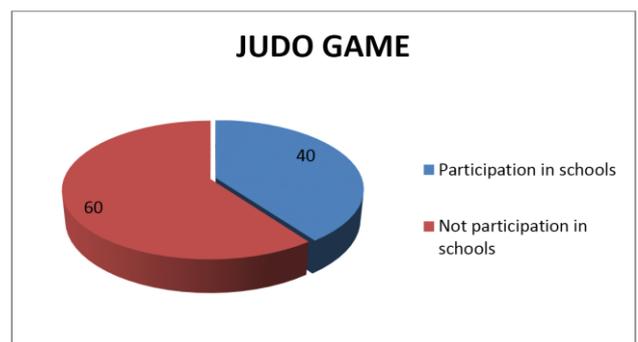


Fig 2: Shows that only 40% schools have participation and organize the Judo Game in their schools and 60% schools do not organize Judo Game nor have participation in Judo at Tehsil level

Conclusion

On the basis of data interpretation following conclusion regarding Judo Game were drawn. It was found that neither adequate Judo Game infrastructure and facility, nor adequate Judo Game participation was available in the Elementary Schools.

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