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A Study on Sports Facilities in the Schools of Ladakh

Rigzin Dolkar, M.P.Ed, Dr. Pradip S.Patil

Bharati Vidyapeeth (Deemed to be University), College of Physical Education, Dhankawadi, Pune (Maharashtra), India
Assistant Professor, Bharati Vidyapeeth (Deemed to be University), College of Physical Education, Dhankawadi, Pune
(Maharashtra), India

ABSTRACT: The primary aim of this study was to conduct a survey of sports facilities available in the schools of Ladakh. Ladakh, a high-altitude Union Territory of India, faces unique challenges in the development of educational and sports infrastructure due to its rugged terrain, harsh climatic conditions, and geographical isolation. Many schools operate under extreme weather conditions, particularly long winters that restrict outdoor sports activities. These environmental factors significantly influence students' opportunities for physical exercise and organized sports participation.

The present study adopted a survey method to evaluate the availability of sports infrastructure, equipment, human resources, and sports participation in schools. A total of 20 government schools in Ladakh were selected for the study, and one physical education teacher from each school participated as a respondent. Data were collected using a structured questionnaire focusing on four areas: infrastructure availability, sports equipment, human resources, and sports participation.

The findings indicate that most schools rely heavily on outdoor playgrounds, while indoor sports facilities are extremely limited. Although basic sports equipment is available in many schools, the variety of equipment and proper storage facilities are limited. The study also found that most schools have only one trained physical education teacher, and the involvement of external coaches is minimal. Furthermore, sports budgets are generally very limited, which restricts the development and maintenance of sports infrastructure.

The study concludes that although sports activities exist in Ladakh schools, significant improvements in infrastructure, equipment, and administrative support are necessary to enhance physical education programs and promote greater sports participation among students.

KEYWORDS: Sports Facilities, Physical Education, School Infrastructure, Ladakh, Sports Participation

I. INTRODUCTION

Education plays a vital role in shaping the overall development of an individual and the progress of a nation. Among various components of education, physical education and sports occupy a significant position because they contribute to the physical, mental, emotional, and social development of students. Participation in sports and games helps children develop teamwork, discipline, leadership, confidence, and resilience, which are essential qualities for personal growth and social adjustment.

The effectiveness of physical education programs largely depends on the availability and adequacy of sports facilities in schools. Proper playgrounds, indoor halls, sports equipment, and Trained Physical Education teachers are essential for promoting active participation in sports activities. Without adequate infrastructure and resources, it becomes difficult for schools to implement effective physical education programs.

In the context of Ladakh, the issue of sports infrastructure in schools becomes particularly important. Ladakh is a high-altitude region characterized by extreme climatic conditions, rugged terrain, and geographical isolation. Long winters and heavy snowfall often restrict outdoor activities for several months each year. These environmental challenges create difficulties in developing and maintaining sports infrastructure in schools.

Despite these challenges, sports play an important role in the development of youth in Ladakh. Participation in sports not only improves physical fitness but also provides opportunities for students to compete at district, state, and national levels. Therefore, it is necessary to assess the existing sports facilities in schools to understand the current situation and identify areas for improvement.

The present study was conducted to survey the sports facilities available in schools of Ladakh and to analyze the availability of infrastructure, equipment, human resources, and sports participation opportunities.

II. RESEARCH METHODOLOGY

Research Design

The present study adopted a **survey research design** to assess the sports facilities available in schools of Ladakh. The survey method was considered appropriate as it enables the researcher to collect relevant information directly from a large number of respondents in a systematic manner. Through this design, data were gathered regarding the availability, adequacy, and condition of sports infrastructure, equipment, playgrounds, and other related facilities in the selected schools. The survey also helped in understanding the current status of sports resources and their accessibility to students in the Ladakh region. Information was collected using a structured questionnaire and through interaction with school authorities and physical education teachers. This research design allowed the researcher to analyze the existing sports facilities and identify gaps or deficiencies, thereby providing a clear picture of the development of sports infrastructure in schools of Ladakh.

Sample

A total of 20 government schools from different regions of Ladakh were selected for the study. One physical education teacher from each school participated as a respondent.

Tool for Data Collection: Data were collected using a **structured questionnaire on sports facilities**. The questionnaire consisted of four major sections:

- Infrastructure Availability
- Sports Equipment
- Human Resources
- Participation in Sports Events

Method of Data Analysis

The collected data were organized and analyzed using descriptive statistical methods such as percentages and frequency distribution to understand the status of sports facilities in the selected schools.

III. RESULT AND DISCUSSION

Section A:-

Infrastructure Availability

- **Availability of Playground:** The results show that most schools depend mainly on outdoor playgrounds for conducting sports activities. Indoor sports infrastructure is rarely available in schools.
- **Indoor Sports Facilities:** Indoor sports infrastructure was found to be extremely limited. Only a few schools had indoor halls or rooms for sports activities, while many schools had no indoor facilities at all. This restricts sports participation during winter seasons.
- **Functional Sports Infrastructure:** Although some schools had basic sports facilities such as goalposts and nets, many of them were partially functional due to lack of maintenance and repair.
- **Maintenance Practices:** Maintenance of sports grounds and equipment was found to be irregular. Many schools reported maintaining facilities once a year, while some reported no regular maintenance.

Section B :-

Sports Equipment

1. Condition of Sports Equipment:

- The findings reveal that **85% of schools** reported their sports equipment to be in satisfactory condition, **10%** reported good condition with regular upgrades, and **5%** reported poor condition.

- Variety of Sports Equipment: The variety of sports equipment was limited. About **45% of schools** had equipment for only **1–2 sports**, while **40%** had equipment for **3–5 sports**, and only **15%** had equipment for more than five sports.
- Storage Facilities: Proper storage facilities were lacking in most schools. **50% of schools** used temporary or shared spaces, 30% had no storage space, **and only 5%** had a proper storage room with inventory management.
- Replacement of Equipment
More than half of the schools (**55%**) replaced sports equipment annually or when necessary. However, some schools replaced equipment after longer intervals

Section C :-

Human Resources

- Availability of PE Teachers
- Most schools (**90%**) had one trained physical education teacher, while 5% had more than one, and 5% had no PE teacher.
- Frequency of PE Classes
- The majority of schools (**55%**) conducted physical education classes two or more times per week. However, some schools conducted classes weekly or rarely.
- External Coaching
- The involvement of external coaches was minimal. 70% of schools did not involve external coaches, while 15% involved them occasionally, and 15% during special events.
- Administrative Support
- Most schools (**60%**) reported that school administration was supportive within limits, **30%** highly supportive, and 10% minimally supportive.

Section D:-

Participation And Events

1. Encouragement for Participation: Most schools encouraged students to participate in sports competitions. 50% encouraged participation at local levels, while 40% encouraged participation at all levels.
2. Organization of Sports Events
The majority of schools (**70%**) organized annual sports competitions with limited events.
3. Sports Budget
The results show that 65% of schools had a very limited sports budget, while 20% had no sports budget at all.
4. Participation in District/State Competitions
More than half of the schools (**55%**) regularly sent students to district or state-level competitions.

IV. CONCLUSION

The findings of the study indicate that sports facilities in government schools of Ladakh are limited and require significant improvement. While many schools have basic outdoor playgrounds, indoor sports infrastructure and the variety of sports equipment remain inadequate. The lack of proper storage facilities, limited sports budgets, and minimal involvement of external coaches further restrict the development of sports programs in schools.

To improve the quality of physical education in Ladakh schools, it is essential to develop indoor sports infrastructure, provide adequate sports equipment, and ensure regular maintenance of existing facilities. In addition, increasing financial support and encouraging collaboration with external coaches can enhance the overall sports culture and participation among students.

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