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**NOTES**

**B.P.Ed.- 2nd Sem  
Organisation and administration**

## Meaning and Importance of Organization and Administration in Physical Education

### MEANING OF ORGANIZATION AND ADMINISTRATION

#### ORGANIZATION

The word organisation has two meaning. In one sense, it is used as an association like Taj Group of Hotels Organisation, Young Men's Christian Association (Y.M.C.A.), Young Women's Christian Association (Y.W.C.A.), W.H.O. (World Health Organisation) etc. The other meaning of the word organisation is "Setting up of things". Organisation is a plan of work. It helps towards proper working of the institute.

It is the process which arranges all the elements of particular enterprise into systematic way so that the whole setting works as a unit.

Without proper organisation no institute can work effectively.

In order to run an institution efficiently and effectively a well-knit organisation and expert administration is required for the smooth functioning of different activities. An organization is a social arrangement which pursues collective goals, which controls its own performance, and which has a boundary separating it from its environment. The word itself is derived from the Greek word 'Organon' meaning tool. The term is used in both daily and scientific English in multiple ways. In the social sciences,

organizations are studied by researchers from several disciplines, the most common of which are sociology, economics, political science, psychology, management, and organizational communication. The broad area is commonly referred to as organizational studies, organizational behaviour or organization analysis. Therefore, a number of different theories and perspectives exist, some of which are compatible, and others that are competing.

Organization – process-related: an entity is being organized. Organization – functional: organization as a function of how entities like businesses or state authorities are used (organization as a permanent structure).

Organization – institutional: an entity is an organization. Organisation gives existence to an institution and administration executes its plans and takes it to the desired goals. Without these significant aspects no institution can work well. Education aims at all-round development of an individual's personality. In order to achieve this very aim it is essential for an educational institution or school to provide different activities to its students. Its activities are not limited only to the classroom teaching but extend to provision of sports, recreation, physical education, health, beautification of schools and its surroundings etc. Successful and effective provision of all these activities needs well planned organisation and skilful administration.

#### ADMINISTRATION

The meaning of the word 'Administration' is perform, take charge or accomplish. It is a process of functioning or working the planned organisation. That process of functioning and operation of organisation is administration.

Organisation and administration are closely related. They are inseparable. They are inter-dependent. Though they are not synonymous.

Administration is to get the work done properly. To see that the functioning of an institution is going smoothly, effectively in a desired way. There is really a great need of organisation and administration in providing different activities in a school.

Administrator can serve as the title of the general manager or company secretary who reports to a corporate board of directors. This title is archaic, but, in many enterprises, this function, together with its associated Finance, Personnel and management information systems services, is what is intended when the term "the administration" is used.

In some organisational analyses, management is viewed as a subset of administration, specifically associated with the technical and mundane elements within an organization's operation. It stands distinct from executive or strategic work.

In other organizational analyses, administration can refer to the bureaucratic or operational performance of mundane office tasks, usually internally oriented and reactive rather than proactive.

Administrators, broadly speaking, engage in a common set of functions to meet the organization's goals. These "functions" of the administrator were described by Henri Fayol.

Planning is deciding in advance what to do, how to do it, when to do it, and who should do it. It maps the path from where the organization is to where it wants to be. The planning function involves establishing goals and arranging them in logical order. Administrators engage in both short-range and long-range planning.

Organizing involves identifying responsibilities to be performed, grouping responsibilities into departments or divisions, and specifying organizational relationships. The purpose is to achieve coordinated effort among all the elements in the organization. Organizing must take into account delegation of authority and responsibility and span of control within supervisory units.

Staffing means filling job positions with the right people at the right time. It involves determining staffing needs, writing job descriptions, recruiting and screening people to fill the positions.

Directing is leading people in a manner that achieves the goals of the organization. This involves proper allocation of resources and providing an effective support system. Directing requires exceptional interpersonal skills and the ability to motivate people. One of the crucial issues in directing is to find the correct balance between emphasis on staff needs and emphasis on economic production.

Controlling is the function that evaluates quality in all areas and detects potential or actual deviations from the organization's plan. This ensures high-quality performance and satisfactory results while maintaining an orderly and problem-free environment. Controlling includes information management, measurement of performance, and institution of corrective actions.

Budgeting, exempted from the list above, incorporates most of the administrative functions, beginning with the implementation of a budget plan through the application of budget controls.

## **BASIC PRINCIPLES OF ORGANISATION AND ADMINISTRATION**

Physical Education is gaining more and more importance in educational institutions. It is essential that

it should be effectively organised and administered. It necessities that basic principles of organisation and administration should be followed while organising physical activities in the school. These basic principles are as under:-

### **1. Human Base**

Organisation and administration of physical education should be based on the principles of humanity, because it is concerned with the all-round development of the students. To think students as machines is the greatest blunder. Similarly, they should not be treated as animals. Human behaviour with the students will attract them towards physical education and they will start taking keen interest in different kinds of physical activities.

### **2. Organisation of Human Elements**

No activity of school can be organised without human elements. For useful administration of physical education related human elements should be organised properly and effectively. It is true that in organising physical education, physical instructor plays the leading role because he is trained for the same, but he along can not plan and organise such a big job. He needs active co-operation of other teachers and headmaster.

### **3. Co-operation of Guardians**

Guardians of the students should also be made to take interest in the programmes of physical education. To create their interest, it is essential that their active co-operation should be sought. It is generally believed that while organising physical activities the aptitudes, interests and physical capabilities of students must be kept in mind. Co-operation of guardian enables them to keep close contact with the school and prove conducive in solving various problems of the student.

### **4. Co-operation and Co-ordination**

No physical activity can be organised without co-

operation and co-ordination. Whole function of physical education is divided into different sub-activities. These sub-activities are assigned to different teachers according to their interest and abilities. Now if there is no co-ordination among these sub-activities, whole programme of physical education will remain scatter.

### **5. Exchange of Thought**

Before planning any activity of the school, it is essential that it should be discussed thoroughly from every angle. Discussion should continue from beginning to the end of the programme. Without proper discussion no activity can be justified. Participation in discussion builds up confidence and interest.

### **6. Clear and Good Administration**

For successful organisation of any activity in school, clear and good administration is a must. It means that aims and objective of that activity should be clean and well-defined. The rules, regulations and procedure to be followed should be definite and clear. Good administration also demands that talent of the students should be given due recognition and favouritism should not be shown to any body.

### **7. Elasticity in Organisation and Administration**

Mind and brain of these organisms is under various kinds of influences and elasticity of organisation and administration is very essential to strike harmony with these influences. This elasticity is all the more essential in organisation and administration of physical education activities because these activities are organised in open grounds where sudden weather changes have to be taken into consideration and programmes be changed accordingly.

### **8. Need of Self-governing**

The student must be active participants in organisation and administration of any activity in school. Activities

must be organised on the basis of self-government to develop the qualities of leadership and co-operation in the students.

**9. Organisation and Administration is a means, not an end**

It should be borne in mind that various activities are organised and administered to reach some definite goals. Organisation and administration is not an end. It is only the medium by which a desired goal is achieved. The main aims of various activities of physical education is development of health, character and personality of the students.

Organisation and Administration is not an end. It is the progress of students' life. The aims and objectives of the physical activities is must be fulfilled by the appropriate organisation and administration. It is a process to development of health, character and personality of the students.

**GUIDING PRINCIPLES OF ORGANIZATION AND ADMINISTRATION**

Some fundamental principles are to be kept in mind while organising any activity of physical education. For example, principle of human base, organisation and use of human elements, co-operation of guardians, co-operation and co-ordination between organisation and participants, elasticity of organisation and proper use of equipment etc. But these principles are not sufficient since they only form the foundation on which the organisation of various activities rests.

But the success, usefulness and popularity of a programme depends upon the guiding principles.

These principles are stated as below: -

**1. Biological need of children**

Physical education fulfils the biological needs of the

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children. The various physical activity in the programme should be organised and administered in such a manner that the biological need of the participants is fulfilled. Otherwise, organisation of activity will be a useful act.

**2. Physical Education—A Daily Necessity**

Regular physical activity is necessary for a sound, active, well-developed personality. Physical education renders a great help in making a sound body and mind through daily physical activity.

**3. In accordance with student's interest**

Student's interest in the activity should also be considered. He/she should be allowed to take part in the game, sports, activity or his choice so that he can bring name and fame for institution and for him. So, physical education activities must be organised in accordance with the student's interest.

**4. According to Student's Ability**

Physical activity is a daily need. Regular activity brings healthy, sound, smart students. Every student must participate in physical activities for their mental and physical development. Hence, it is necessary that physical activities be so organised that every student can take part according to his abilities.

**5. Facilities available**

Organisation of every activities in school must be done while keeping the available facilities in mind. Otherwise, lack of facilities will make a sound organisation a big flop.

**6. Provision of Funds**

Money is the most important aspect in any organisation and administration. A sufficient sports fund must be provided while planning the annual budget of school. Physical education programmes must be organised within

provided financial limits.

### **7. Importance of Natural Activity**

Students are particularly interested in natural body movements. It is better and is necessary too, that natural body movements are given their proper place in the physical education programmes.

### **8. Teaching in small groups**

Students must be divided into small groups and time-table should be planned accordingly. Students are understand very well. Teacher learn very well and control. Maintain the discipline. Physical Education is incomplete without practicals, and effective practical teaching can be done only in small groups.

### **9. Education of Whole Man**

Our educational system aims at all round and complete development of personality from all points of view - physical, mental and cultural. Physical education should be all-round development of the student.

### **10. Provision of Recreation**

Recreation holds an important place in life. It relieves man of his mental, tensions and worries. Recreation refreshes a tired student immensely. Some activities are full of enjoyment in themselves. For instance Picnic, sports organise, folk songs and folk dances.

### **11. Proper allotment of time**

Organisation and administration of various activities in physical education will not bear result if each activity is not allotted a proper and sufficient time. Sport competition must be organised depending upon time available.

### **12. Variety of Activities**

Variety of activities is takes a big place in our physical education programme. Each student can participate according to his interest and ability. Only organisation of

a number of activities can fulfil physical, mental and intellectual needs of the students.

### **13. Need of Individual attention**

It is depend on the teaching learning process. For the successful function of physical education programme, every student should be given individual attention.

### **14. Economical Planning**

Good economic condition is very essential to planning any organisational programme. Principle of economic planning should also be kept in mind while organising programmes of physical education.

### **15. Special Training to Talented Student**

To start special training for extra-ordinary student, such talented students should be identified and every efforts should be made to develop their talent.

### **16. An integrated programme of physical education**

Programme of physical education should be chalked out on integrated basis. Integrated programme will also increase the popularity of physical education.

### **17. Evaluation**

What are the results of physical education programme. To know this, evaluation of programme is very essential. Evaluation also points out the flows in the programme. Thus, evaluation helps in making the future programmes better and more effective. Organisation of physical education programmes will also create new awakening among the students and the public towards the need of physical education.

### **CHIEF ELEMENTS OF ORGANIZATION AND ADMINISTRATION**

Various activities of schools cannot be properly organized and administered without knowledge of various elements of organization and administration. These elements are as follows:-

## **Qualifications and Responsibilities of Physical Education Teacher and Pupil Leader**

Teacher is that person that leaves a great impression on the new generation in some way or other. It is the teacher only who crosses the boundaries of the nation and the world and takes the earth and human race towards progress. The progress of human society and the country depends on the best teachers.

The usefulness of a teacher cannot be challenged in the field of education. The teacher engrosses himself in education and creates a new person. Personality impress personality. The teacher charges the entire personality of a student by his personality.

Humayu Kabir has said "The capability of the method of education depend; on the ability of a teacher. Due to lack of good teachers, the best teaching method is useless. With the help of good teachers the weakness of teaching methods can be removed."

Raymont says that "A teacher should give up all those things which are low graded and evil as the students eye is always on such things. The teacher cannot prevent his students from being impressed by him."

The High School Commission has written In the creation of accepted education the most important philosophy teacher personal values, his education abilities, his professional training and his condition that impresses the school and society without fail depends on

those teachers who are working in that school."

### **QUALIFICATIONS OF A PHYSICAL EDUCATION TEACHER**

In accordance with the need of the today's age and changing scenario in the world, the professional qualifications as well as training methods of physical education teachers have been changed. Unfortunately in India fate of physical education is determined not by any professional association but by various committees, councils and commissions set-up by the Government on the advice of a few experts or non-professional bureaucrats. It might not be possible to refer to all those committees and commissions appointed in this regard, but it is possible to mention, whatever they stated in mandatory terms, which the professional teachers must need to have, such as:

- (1) The academic qualifications as well as professional qualifications of a physical education teacher should be as good as that of any other academic teacher in school/college.
- (2) Those who have to teach post-graduate classes must possess a Ph.D. Degree.
- (3) Physical education teacher is trained to look after/supervise all the games/sports of an institution, but it is desirable that he should be specialised minimum in one game/sport.
- (4) To take up coaching assignment, a teacher/coach must have diploma, if possible, a degree in coaching from a recognized institution. Further, now it has been realised that to become a qualified and successful coach one should have a background of physical education.

The essential qualifications of a physical education teacher is mentioned step-by-step as follows:

**Step 1: Complete a Bachelor's Degree Program**

Physical education teachers must complete teacher education programs focused on a health and fitness-related subject. Some colleges and universities offer a Bachelor of Science in Education program with an emphasis on physical education. These four-year degree programs prepare students to become teachers for all grade levels. Courses may include kinesiology, exercise physiology, health teaching methods, aerobics, recreational sports and applied physical education.

Most schools include a student-teaching experience towards the end of a physical education bachelor's program, which allows teachers to gain first-hand experience instructing students in classrooms under the supervision of licensed instructors.

**Success Tips:**

Get experience working with kids and sports. Aspiring physical education teachers can begin by volunteering at a local community center and interacting with children of varying ages. Volunteers may even get to lead some sports activities, which can give students a taste of what it's like to teach athletic activities. Students can also find youth coaching and refereeing opportunities in most cities.

Find out state licensing requirements before enrolling in a program. Each state has different licensing requirements, so students should make sure that they'll be able to get licensed right after graduating from the program. This may be especially important for students who plan on getting licensed in a different state than where they went for their bachelor's degree.

**Step 2: Become Licensed**

While licenser is not required to teach at private schools, all physical education teachers in public schools

need to obtain state licensers. Requirements are determined by each state's licensing board. In general, all states require a physical education teacher to hold a bachelor's degree from an accredited teacher education program and pass state licensing exams. Most states require one general exam followed by an exam that focuses on the particular speciality of the teacher.

**Success Tip:**

Take continuing education courses. Physical education teachers are usually responsible for maintaining their licenser by earning continuing education credits. The number of credits needed to maintain licenser may vary, so physical education teachers should find out the requirements early on to ensure that they can renew their licenser.

**Step 3: Advance with Experience**

Physical education teachers can find employment at any grade level. They may have to work part-time or for multiple schools in separate districts until full-time positions become available. Along with instructing students, many of these teachers coach sports teams. As they gain more experience, physical education teachers may progress to higher-paying teaching or department administration positions, such as athletic director or physical education director.

**RESPONSIBILITIES OF A  
PHYSICAL EDUCATION TEACHER**

The following are some important responsibilities of a physical educator:

**(1) Know Their Job**

One of the key qualities considered to make an ideal physical educator is the possession of through knowledge of his or her job. A physical educator who lacks the

knowledge about his job will not be able to command the respect of the workers working under them.

### (2) Make Things Happen

No matter how difficult or challenging the task at hand may be, a good physical educator will try his or her best to make things happen. When others get frightened or scared at the task at hand, a good physical educator will make optimum use of all the available resources to solve the problems and achieve the desired results.

An ideal physical educator is a highly resourceful person who at times of problems looks for innovative ways to arrange both internal and external resources for solving the problem.

### (3) Committed and Responsible

There are no better feelings for a manager than the confidence that the job assigned to a physical educator will be completed and carried out as desired. Most employees look for and value supervisors who are committed to the company's vision, goals and tasks.

A great physical educator takes personal responsibility for achieving the company's vision, goals and completing routine tasks.

### (4) A Good Communicator

An excellent physical educator possesses or acquires good communication skills to convince others to do what he or she wants them to do. Giving his clear instructions, explaining the rationale of the job, guiding how the job needs to be done and presenting complex ideas in simple words are some of the duties which require excellent communication skills which every physical educator must possess.

### (5) Respectful and Courteous

Polite and courteous treatment of workers is another

trait of a good physical educator. Each human being, no matter who they are or what they do deserve respect and humane treatment. With this attitude, a physical educator can achieve extraordinary results from the so-called ordinary workers.

### (6) Spokesperson for the Sportsperson

Most of the time the only person who can communicate the problems and ideas of the sportsperson (students who represent school/college team) to the middle and top management is the physical educator.

A physical educator should always bring up the workers problems to the higher management for solutions. They should also inform the top management the good performance of the sportsperson and avoid taking credit for anything.

### (7) Develop People

Traditionally, most of the sportspersons are either illiterate or less educated. This doesn't mean that they lack potential or cannot improve themselves. Their present state could be due to the socio-economic environment around which they were brought up. However, they should not be left to remain the same.

They should be trained, educated and developed to become better sportspersons, and the ultimate responsibility for this noble task lies with the physical educator. As one of the most important persons in any organization, every physical educator should acquire the above mentioned qualities. This will enable them to perform their duties professionally.

Equipped with these qualities, they will earn the respect of their workers and get recognition from the top management. It is thus recommended to every physical education teacher to acquire these qualities in order to become an ideal physical educator.

Children obtain a minimum of 60 minutes of physical activity in a day. It is not possible in most schools to provide the 60 minutes of daily physical activity for every student through the physical education program alone; this has led to development of the idea of having comprehensive school physical activity programs. Some students attend physical education one day a week; others attend two or three days; and a few have daily physical education. The physical educator is to provide maximum physical activity time within the class period, teach skills and activities that transfer into physical activity outside of physical education class, motivate children to be physically active, and take the role of physical activity director for the school. If students are to receive the amount of physical activity they need each day, other opportunities to be physically active within the school day must be provided. The physical education teacher has unique responsibilities in the school physical activity program to ensure that students are physically active within the physical education class. The physical education teacher also has the responsibility to help direct and guide opportunities for physical activity within the school outside the physical education class.

### **Provide Maximum Physical Activity Time Within the Class Period**

Physical education class is just one avenue during a school day that provides the opportunity for physical activity. During the allotted class time it is recommended that children be moderately or vigorously active for at least half of the class period. Several factors can contribute to making this happen:

- Effectively organize space, equipment, and students.
- Provide adequate equipment that allows all children to be active at the same time (e.g., one ball per child).
- Limit teacher talk or instruction time.

- Plan practice opportunities that are structured for maximum participation (e.g., individual, partner, and small-group activities; non-elimination activities; activities that require no wait time).

- Structure the class so that learning occurs while students are being physically active.

With maximum and quality activity time, children become more skilled, knowledgeable, and physically fit.

### **(1) Teach Skills and Activities That Transfer Into Physical Activity Outside of Physical Education Class**

Physical education programs have the responsibility to teach skills that students will need to participate in physical activity outside of the physical education class and skills they will need for a lifetime of physical activity. Skills learned in physical education class transfer to skills used in a child's play. From the kindergarten-age child playing tag, to the second grade child jumping rope, to the older child playing a game of kickball, the skilled child is more likely to participate in physical activity. If a child is confident in his or her skills, there is typically no hesitation to play; however, the low-skilled child, especially in the upper grades, is less inclined to take part in group activities for fear of failure and peer ridicule. Students need skills to be participants in physical activity.

Good physical education programs take the time to teach children activities they may do on their own. Examples of these are jump rope chants, non-elimination tag games, hopscotch, Four Square, tetherball, and basketball activities such as Horse and Around the World. Including these activities briefly in a physical education class and then encouraging children to play them on their own is likely to promote more physical activity on the playground and in their neighborhoods.

## (2) Motivate Children to Be Active

Another role of the physical educator is to encourage and motivate children to be active. There are many ways to do this, including promoting community activities, assigning physical activity homework or home fun, showing an interest in the out-of-class physically active in which children participate, and leading by example.

## (3) Promoting Community Activities

There are typically numerous activities in communities that promote physical activity, such as organized recreational sports, dance classes, gymnastic programs, and martial arts. A bulletin board in the gym, the school Web site, and regular announcements are simple ways to promote these opportunities. Brochures, Web sites, or newspaper announcements are available from most physical activity venues.

## (4) Homework and "Home Fun"

While homework is often not a pleasant part of a child's evening, physical activity homework or home fun can be. Home fun may be practicing jump rope tricks with or without a jump rope; participating in simple exercises when commercials come on television; playing outside; walking the dog; talking a walk with a parent or guardian; participating in electronic games that specifically promote physical activity; or practicing manipulative skills such as throwing, kicking, and striking. Physical education homework or home fun can be checked through an honor system by asking for a show of hands with young children and documenting on a physical activity calendar for older children. Sending a physical activity calendar home when children go on holiday or summer vacation is another way to encourage physically active lifestyles. Physical education teachers could ask the classroom teachers to send a physical

activity calendar home with the summer reading list.

## (5) Praise for Participation

A word of encouragement is a simple way to promote physical activity. Praising young students for play may sound somewhat strange to most of us; but for a generation that experiences limited physical activity, it may be necessary. Simply inquiring about student involvement in physical activity and praising students for that involvement carry weight with young children. To take this a step further, if a teacher shows up at a youth league sporting event or a dance recital, the child will be elated.

## (6) Leading by Example

One final way to motivate children to be active is for the physical education teacher to lead by example. A physically active and fit physical education teacher is a positive influence. The physical education teacher should occasionally share with the students how physical activity fits into his or her life.

By maximizing physical activity time in physical education class, aiding students in transferring skills and activities to out-of-class play, and making efforts to motivate children to be physically active, the physical educator can greatly influence the daily physical activity needs of students.

## (7) Play a Leadership Role in the Development of the School Physical Activity Program

The increase in the number of overweight children and the decrease in physical activity time in school make for a national problem. Curtailing this national epidemic can be addressed at a local level, and the physical education teacher must be the "go-to" person to promote change in the schools. The physical education teacher is the physical activity expert in the building and should

take on the role of physical activity director for the school. The responsibilities should include the following:

- Being an active member of the school wellness committee
- Helping in the evaluation and planning process for the school
- Actively learning about and promoting opportunities for physical activity in the community
- Serving as a resource person for classroom teachers
- Informing classroom teachers about the need for and benefits of adding small bouts of physical activity to the school day
- Providing resources and training to the classroom teachers
- Aiding teachers in understanding and implementing appropriate practices for physical activity (see chapter 5)
- Providing opportunities for the teachers to engage in physical activity before or after school
- Organizing schoolwide physical activity experiences
- Planning schoolwide activities such as field day, fun runs, a walking program, and morning exercise breaks

- Encouraging fund-raisers that promote physical activity (e.g., Jump Rope for Heart, Walk for Diabetes, St. Jude's Walk)

- Planning before- and after-school clubs for activities such as jump rope, walking, dance, gymnastics, and intramural sports

### QUALIFICATIONS OF PUPIL LEADER

#### MEANING OF PUPIL LEADER

A person who directs and co-ordinates activities of

an organised group, which attempt to achieve specific goal or goals, is known as Leader. All the functions performed by leaders with the aim of motivating or guiding the players is known as leadership. Only that leader can prove to be effective, who influence the behaviour of group members to considerable extent. A leader who is unable to alter the behaviours and attitudes of group members cannot be considered as an effective leader.

Today's competitive world, where all the players participate with the aim of winning the championship, role of leaders has increased tremendously. This is the main reason that concept of leadership and functions performed by leaders. A coach can make a difference in the player's sport performance and team success, leadership skills count in performance of team and players. All the players who participate in competitions are human beings and not machine, because of which they get affected to a lot of extent by attitudes, behaviours and personality of leader. Main responsibility which lies on shoulder of team leader is to help each competitor to reach his or her true potential. For this, it is very important that coach must know about his functions and importance. In field of sports, generally name of Coach is provided to leader, who mould the behaviours and attitudes of players to considerable extent.

#### RESPONSIBILITIES OF PUPIL LEADER

It is not an easy task to influence and mould the behaviours of players and to fill them with required self-confidence for competition. Players are human beings because of which they differ from each other as to type of personal approach with which they are most comfortable. All coaches are not able to meet individual needs of the players.

Actually, the best coaches are secure individuals. They recognise their strengths and limitations and they

do not get satisfied with their level of knowledge. To make continuous development in level of knowledge, they attend various seminars and take help of professional literature for this purpose. They also consult with specialists and professionals to change a particular approach. For this reason, it is very necessary for the coaches to possess some personal and technical skill. To meet each of these skills, it becomes necessary for the leaders or coaches to maintain a variety of roles, some of which can be explained in following manner:—

**(a) Leader:** When more than one person attempts to attain a specific goal, it becomes necessary to provide their efforts a proper direction to appoint someone as their in charge or leader. In sports activities, role of in charge is performed by coach. All the players assume that their coach will provide a sense of leadership to achieve group success. For providing such kind of feeling, it is necessary for him to direct them towards a specific goal. For effective leadership, it becomes necessary for the coach to assume some responsibilities on his shoulders. For instance, for making all arrangements during training and for preparing post-game strategies. If a leader take responsibility of team failure on him, then players will feel sense of leadership to a lot of extent.

**(b) Teacher :** Coaches are not different from teachers. In reality, effective coaches are educators. Players who make progress in developing their skills become more creative, self-assured and successful. Educational process in sports is to teach players to think independently in directions provided by coach and to respond creatively to unanticipated actions of their opponents.

Only those coaches prove to be effective, who have thorough knowledge of skills and strategies used in the sport. Likewise, it is very important to have an ability to communicate this knowledge to others. It is very important for the coaches to have ability to communicate

their knowledge to their players so that they can applied it appropriately in competitions. Best coaches make use of various means to upgrade their skills and knowledge.

**(c) Follower:** Coaches should be follower of players not in the sense that should make design programmes and strategies in accordance with need and wishes of players, but in the sense that should provide them respect and dignity whenever required. A good coach knows when not to lead the players and when to respect the decisions taken by players. One should not consider strategy of following as a weakness, rather it can prove to be a strength if applied appropriately. The group leader should not constantly demonstrate dominance. Coach can prove to be more effective by allowing captains and other players of the team responsible for certain team related tasks. Such kind of freedom and opportunities fill the players with a sense of dignity and self-respect, with which they get motivated to work harder.

**(d) Limit Setter:** Only that coach can prove to be effective, who can analyse realistic capacities of the players. Various kinds of demands are put on players, some of which include: maintenance of proper training and conforming to team policies. Sometimes, it becomes necessary for the coach to restrict and set limits on certain behaviours so that players can be prepare properly for outstanding performance in competition.

**(e) Role Model:** No learning process can take place without setting any standard or example to which learner's can imitate or by which their ability can be compared. Such kind of standard or example is called Model. In demonstration proper or sportsmanlike behaviour, coaches serve as models for their players. Coaches must be consistence in following the similar rules and expectations in their own actions and attitudes that they expect of their players.

# 3

## **Planning and Their Basic Principles**

### **MEANING**

In sports attainment of the high performance is largely depend upon the systematic and scientific approach of training therefore planning finds its important place in sports training. Before organising any activity one has to plan well in advance. The process of sports training helps to develop personality and performance of a sportsman. Planning ensure development in the sports performance. therefore it continues for so many years, months, days and even training session too. Planning of any event largely depend upon the nature of the competition in which sportsman has to participate.

### **DEFINITION**

Planning is an important method to ensure continuous development of personality and sports performance which enable the sportsman to achieve best performance in the training age of high performance.

Facility management is usually a responsibility of those persons who are in charge of physical education and athletic programs. The facilities for which they are responsible include outdoor facilities such as playgrounds and football fields and indoor facilities such as locker and shower rooms and gymnasias. Facility management includes not only the effective maintenance of such facilities but also at times planning new structures to enhance their programs. Some recent development have implication for facility management.

The cost of materials and labour is rising as a result of inflation. High interest rates make it difficult to get bond issues passed for facility construction. Facilities must be available to girls, women, and minorities. PL 94-142 and other legislation for the handicapped mandate certain facility changes for the disabled. Energy conservation and costs must be taken into consideration. Community involvement must be given priority in many facility projects. That little or no money is available in some situations has resulted in alternative methods for seeing that physical education and athletic program have the necessary facilities to conduct excellent programs. Methods such as renovating existing structures and instituting multiple use of present facilities are being adopted.

#### THE TEAM APPROACH TO FACILITY PLANNING

Facility planning requires a team approach that includes the architect, consultants, and physical education and athletic professionals. Flynn has indicated the steps that should be followed in achieving the best results from the team approach. First, form a planning team that will identify needs and prepare a project proposal. Included on this team would be the project coordinator for the organization for whom the facility is being planned, the architect, and a specialist from physical education.

Team members should understand the role each plays in the planning process. Second, hire a consultant during the early stages of the project because the other team members usually do not have expertise in all aspects of programming and design. The consultant can help in closing the gap between architectural theory and physical education and athletic practice. Third, stress faculty and staff member involvement to provide information about special areas and facilities for which they are responsible.

For example, a bio-mechanist, exercise physiologist, adapted physical education teacher, or dance instructor could provide information about his or her projected laboratory or other facility. Fourth, visit other facilities in other locations to obtain ideas that may contribute to a better facility.

The planning team should also be alert when making recommendations for controlling maintenance and operational costs as much as possible after the facility has been built. When construction is underway, not only the architect and consultant but also the physical education and athletic specialist should monitor the work going on. By doing this many errors can be avoided or corrected.

#### PLANNING THE FACILITY

At the outset two principles relating to facility management should be uppermost in the minds of physical educators: (1) facilities emanate as a result of program needs, and (2) cooperative planning is essential to avoid common mistakes. The objectives, activities, teaching methods and materials, management policies, equipment and supplies represent program considerations regarding facilities. The educational and recreational needs of both the school and community, the thinking of both managers and physical educators, and the advice of both architects and lay persons are other considerations if facilities are to be planned wisely. Management guidelines and principles for facility planning that apply to all education levels and organizations include the following: All planning should be based on goals that recognize that the total physical and non-physical environments must be safe, attractive, comfortable, clean, practical, and adapted to the needs of the individual. Facilities should be economical to maintain. The planning should include a consideration

of the total school health and physical education facilities and the recreational facilities of the community.

The programs and facilities of these areas are essential to any community. Because they are closely allied, they should be planned coordinately and based on the needs of the community. Each should be a part of the overall community pattern. Facilities should be geared to health standards, which are important in protecting the health of individuals and in determining the outcomes. Facilities should be easily accessible for individuals who will be using them. Facilities play a part in disease control. To the extent to which organizations provide ample play area space, sanitary considerations, proper ventilation, heating, and cleanliness will to some extent determine how effectively disease is controlled. Managers must make plans for facilities long before an architect is consulted.

Information concerned with acceptable building materials, specifications, minimum standards for sanitation, and other details may be procured from the sources. Physical education and recreation personnel should play important roles in planning and operating facilities. The specialized knowledge that such individuals have is important. Provisions should be made so that expert opinion will be used to promote a healthful and proper environment. Facilities should be planned with an eye to the future. Too often, facilities are constructed and outgrown within a very short time. Units should be large enough to accommodate peak-load participation in various activities.

The peak-load estimates should be made with future growth in mind. Planning should provide adequate allotment of space to the activity and program areas which should receive priority in space allotment. The management offices and service units, although important, should not be planned and developed in a spacious and luxurious manner that goes beyond

efficiency and necessity. Geographical and climatic conditions should be considered when planning facilities. By doing this, the full potential for conducting activities outdoors as well as indoors can be realized. Architects do not always play as much attention as they should to the educational and health features when planning buildings and facilities.

Therefore it is important that they be briefed on certain requirements that physical educators feel are essential so the health and welfare of children, youth, and adults may be provided for. Such a procedure is usually welcomed by the architect and will aid him or her in rendering a greater service to the community. Facilities should include all the safety features essential in physical education program. Health service substations near the gymnasium and other play areas, proper surfacing of activity areas, adequate space, and proper lighting are a few of these considerations. The construction of school physical education facilities often tends to set a pattern that will influence parents, civic leaders, and others.

#### INDOOR FACILITIES

Several special areas and facilities are needed by physical education and athletic programs.

##### **Locker, shower, and drying rooms**

Physical education and athletic activities require facilities for stronger of clothes, showering, and drying. These are essential to good health and a well-organized program. Locker and shower rooms should be readily accessible to activity areas. Locker rooms should not be congested places that persons want to get out of as soon as possible. Instead, they should provide ample room for storage and dressing lockers, stationary benches, mirrors, recessed lighting fixtures, and drinking fountains. An

average of 14 square feet per individual at peak load exclusive of the locker space is generally required to provide proper space. Stronger lockers should be provided for each individual. An additional 10% should be installed for expanded enrolment or membership.

These lockers are for the permanent use of each individual and can be used to hold essential clothing and other supplies. They can be smaller than the dressing lockers; some recommended sizes are 7½ by 12 by 24 inches, 6 by 12 by 36 inches, and 7½ by 12 by 18 inches. Basket lockers are not favoured by many experts because of hygiene problems, because an attendant is required for good administration of this system, and because of the necessity of carting the baskets from place to place. Dressing lockers are used by participants only when actually engaging in activity.

They are large, usually 12 by 12 by 54 inches or 12 by 12 by 48 inches in elementary schools, and 12 by 12 by 72 inches for secondary school and colleges and for community recreation programs. Shower rooms that have both group and cubicle showers should be provided. Some facility planners recommend that girls and women have a number of shower heads equal to 40% of the enrolment at peak load, and boys and men, 30% of the enrolment at peak load. Another recommendation is one shower head for four boys or men and one for three girls or women at peak load. These should be 4 feet apart.

If showers are installed where a graded change of water temperature is provided and where the individual progresses through such a gradation, the number of shower heads can be reduced. The shower rooms should also be equipped with liquid soap dispensers, good ventilation and heating, nonslip floors, and recessed plumbing. The ceiling should be dome-shaped so it will more readily shed water. The drying room adjacent to

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the shower room is essential. This should be equipped with proper drainage, good ventilation, towel bar, and a ledge that can be used to place a foot on while drying. Special attention should be paid to the health aspects of shower facilities.

The shower room should be kept clean, and soap and warm water should be available. Proper heating and ventilation should be provided; a nonslip floor surface should be installed; and ceilings should be constructed to prevent condensation. The drying area should be washed daily to prevent athlete's foot and other contaminations. A towel service should be initiated if it does not already exist. Locker rooms should provide dressing and storage lockers for all participants. Adequate space should be provided so dressing is not done in cramped quarters.

#### **Management and staff offices**

It is important, as far as practical and possible, for physical educators and athletic directors to have section of a building set aside for management and staff offices. The minimum area should be a large central office with a waiting room. The central office provides a place where secretarial and clerical work can be performed, space for keeping records and files, and storage closets for office supplies. The waiting room can serve as a reception point where persons can wait until staff members are ready to see them. Separate offices for the staff members should be provided, if possible.

This provides a place where conferences can be held in private and without interruption. This is an important consideration for health counselling and for discussing scholastic, family, recreational, and other problems. If separate offices are not practical, desk should be provided for each staff member. There should then be a private room available to staff members for conferences. Other

facilities that make the administrative and staff setting more efficient and enjoyable are staff dressing rooms, department library, conference room, and toilet and lavatory facilities.

### Indoor swimming pools

Major design decisions must be made if an organization decides to construct a pool. These include items such as the nature of the program to be conducted in a pool, type of overflow system, dimensions and shape of pool, depth of the water, type of finish, type of filter and water treatment system, construction material and water treatment system, climate control, illumination, amount of deck area, climate control, illumination, amount of spectators to be accommodated. Some number of mistakes that should be avoided in the construction of a pool include entrances to the pool from the locker room opening onto the deep rather than the shallow end of the pool, base finished with slippery material such as glass tile, insufficient depth of water for diving, improper placement of ladders, insufficient rate of re-circulation of water to accommodate peak bathing loads, inadequate storage space, failure to use acoustic material on ceiling and walls, insufficient illumination, slippery tile on deck and an inadequate overflow system at the ends of the pool.

Some trends and innovations in pool design and operation include: the Rim-Flow Overflow System inflatable roof structure, the sky dome design, pool cover, floating swimming pool complex prefabrication systems, regenerative cycle filter system, adjustable height diving platform, variable depth bottom fluorescent underwater lights, automatic clean-up systems, and wave-making machines. Swimming pools have two main objectives: to provide instructional and competitive programs and to provide recreation.

swimming pool should be located on or above the ground level, have a southern exposure, be isolated from other units in the building, and be easily accessible from the central dressing and locker rooms.

Materials that have been found most adaptive to swimming pools are smooth, glazed, light-coloured tile or brick. The standard indoor pool is 75 feet long. The width should be multiple of 7 feet, with a minimum of 35 feet. Depths vary from 2 feet 6 inches at the shallow end to 4 feet 6 inches at the outer limits of the shallow area. The shallow or instructional area should comprise about two thirds of the pool. The deeper areas taper to 9 to 12 feet deep. An added but important factor is a movable bulkhead that can be used to divide the pool into various instructional areas. The deck space around the pool should be constructed of a nonslip material and provide ample space for land drills and demonstrations.

The area above the water should be unobstructed. The ceiling should be at least 25 feet above the water if a 3-meter diving board will be used. The walls and the ceiling of the pool area should be acoustically treated. The swimming pool should be constructed to receive as much natural light as possible, with the windows located on the sides rather than on the ends. Artificial lighting should be recessed in the ceilings. Good lighting is especially important near the diving boards. Underwater lighting is beautiful but not essential. There should be an efficient system for adequately heating and circulating the water.

The temperature of the water should range from 75° to 80° F. If spectators are to be provided for, a gallery separate from the pool room proper should be erected along the length of the pool. An office adjacent to the pool where records and first aid supplies can be kept is advisable. Such an office should be equipped with windows that overlook the entire length of the pool. Also,

## Program Planning: Meaning, Importance, Principles of Program Planning in Physical Education

### MEANING OF PROGRAM PLANNING

A quality educational program seldom occurs by chance; it takes planning. Teachers do many types of planning. They plan individual lessons, daily and weekly schedules, units of several weeks or months, and yearly long programs. There are several commonalities among the types of planning. For instance, planning requires that teachers have some goal or purpose in mind, that education is purposeful and deliberate. Each type of planning also leads into some version of the model presented in this chapter. An educational plan provides a systematic guide for instructing students.

After formulating the plan, the teacher then determines where students stand in relation to the plan goals, devises instructional activities and methods to move pupils toward these goals, and determines whether the instructional strategies work. A plan should give direction to a program. Quite often, a plan does not fully mesh with reality; that is, the expectations of what should happen are not realized when the plan is implemented. In such instances, teachers must be flexible enough to consider alternative goals and procedures so that the program retains a sense of direction. Short-term planning or the planning of daily lessons, is explored later in the text, in the sections on activity design. Long-term

planning, including weekly, monthly, and yearly planning, will be discussed in this chapter.

The basic procedures are similar for each type of long-term planning, though different procedures may be emphasized in each type. The primary concerns of long-term planning are specifying expectations and organizing the curriculum. The latter includes establishing time lines and coordinating essential program ingredients, such as available equipment and space. The desired result of long-term planning is a useful coordination of expectations, activities, equipment, space, and instructional personnel.

Physical education holds an important place in the modern educational system. All round development of various aspects of personality—physical, mental, emotional and cultural—is not possible without it.

In most of our schools, physical education is given a low priority. Teams are sent only to enrol the school in the tournament. Teams are given training and practice only a few days before the tournament, and this is only physical education which students get in schools. This step-motherly attitude towards physical education is utterly harmful for the students. It cannot create an interest for physical education. That is the reason that students do not take as much interest in sports and physical activities as they show in their studies. They do not understand the importance of such activities. Consequently, they become physically weak, mentally retarded and emotionally unstable. Their intellectual and cultural facilities remain undeveloped. They do not have the courage to face the adverse circumstances and their failures. Their personality becomes uni-facet and very aim of education-all round personality development—is negated.

Hence, it is very necessary that physical education

be given as much importance as the other subjects get. A well-planned and definite physical education programme will create an equal interest in physical activities amongst the students. Teachers will also be knowing of their responsibilities and duties in organisation of physical activities before-hand. It will strike a perfect co-ordination between students and teachers, and will also remove the chaos in which our physical education programme are today.

Programme planning led the physical education towards the right path; creates interest in students in physical activities; and helps in making a tensionless, inspiring and joyous atmosphere in school by breaking the monotony of various teaching classes. A definite programme will make physical education a daily activity and every student will have an opportunity to participate in it.

### ASPECTS OF A GOOD PHYSICAL EDUCATION PROGRAMME

Organisation, administration and regular execution of physical education programme is not an easy task. It is highly complex work since it involves various equipments and also needs a full human co-operation. In fact, each programme is both equipment-centred and human-centred and a perfect harmony must be set between these two aspects for effective execution of the programme. Various equipments have to be handled carefully so as not to damage them. Similarly, due considerations should also be given to the physical and emotional aspects of human co-operation.

So, physical education programme should be planned that maximum benefit can be derived from available instruments and full co-operation can be received from available staff. It is possible if physical education programme has following characteristics:

(i) Physical education programme must be well-knit, co-ordinated and a balanced one. It should include various physical activities like minor and light games, major or rigorous games, individual games, group games, gymnastics, athletics, yoga and rhythmic activities. These activities must be so planned that each student should get equal opportunity of participation.

(ii) Physical education programme must be interesting, recreative and should be organised in gay and healthy atmosphere.

(iii) Social co-operation is essential for executing a physical education programme. Hence, the programme must be planned according to the existing social tastes and environment. Only then, an active participation can be ensured.

(iv) A good physical education programme must be balanced and should allow sufficient time for each physical activity.

(v) Physical education programme must be the part and parcel of the academic programme of the school. It should not be included forcefully and unwillingly in the school curriculum. But it should appear as an indivisible part of educational stream in school.

(vi) A good physical education programme must be capable of giving professional guidance to the students.

(vii) Physical education programme must be in accordance with the tastes, interests, mental needs and physical abilities of the students.

(viii) A good physical education programme is planned so as to derive maximum benefit from available facilities.

(ix) A good physical education programme should give new experiences to the students and help in the development of their all round personality.

(x) A good physical education programme should improve general health status of students and guide them towards right path.

### IMPORTANCE OF PROGRAMME PLANNING IN PHYSICAL EDUCATION

Physical education holds an important place in modern educational system. Allround development of various aspects of personality—physical, mental, emotional and cultural—is not possible without it.

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Hence, it is very necessary that physical education be given as much importance as the other subjects get. A well-planned and definite physical education programme will create an equal interest in physical activities amongst the students. Teachers will also be knowing of their responsibilities and duties in organisation of physical activities before-hand. It will strike a perfect co-ordination between students and

teachers, and will also remove the chaos in which our physical education programme are today.

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### PRINCIPLES OF PROGRAMME-PLANNING IN PHYSICAL EDUCATION

The physical educator should follow the following principles while planning a physical education programme:

#### (i) Facilities available in School

While framing the physical education programme, available facilities must be given due consideration and programme must be planned according to them. A programme for which facilities are not available, is going to be a sure flop. Such a programme will take the students to dead end.

#### (ii) Co-relation with other subjects

Physical education is closely associated with other subjects and this association should not be allowed to weaken while planning the physical education programmes. It is a common feeling amongst the students that their studies will suffer if they participate in sports. This feeling must be uprooted by making them aware of association between physical activity and other subjects. Physical education programme should be so planned that every subject can contribute to it where-ever possible.

**(iii) Based on Daily Activities**

Daily activities deserve an important and essential place in programme planning of physical education. These daily activities include sitting, standing, walking, running, picking up things and jogging. Physical activities should be planned so as to allow natural development of these daily activities.

**(iv) Classification of Students**

Provision of ample opportunities is a must to ensure maximum active participation of students. This can be done to classify the students according to their physical capabilities and then giving them place in various physical activities which are suitable for their physical ability.

**(v) Progressive Programme**

Physical education programmes must be progressive in nature. Each programme should be planned in the light of previous programme. The faults, drawbacks and results of previous programmes should be kept in mind. Caution must be taken so that errors of last programme should not get repeated. New programme should be planned while aspiring for a new and a higher goal.

**(vi) According to the Aims**

Programme planning must be done while keeping in mind the aims of our educational system, in general and that of physical education, in particular. It will help a lot in achieving the definite goals of education.

**(vii) Matches**

Matches must be given their deserved place while planning the physical education programme. Firstly, the matches develop the spirit of healthy competition in students and secondly they help in spotting the sports talent. Prizes must be distributed after the competition. But prizes should not be given so much importance that

they become the aim of the students. Instead, more emphasis should be laid on development of physical, mental and cultural facilities through the competition.

**(viii) Democratic Manner**

Physical education programmes must be planned in democratic way. A meeting must be arranged between teachers, representatives of guardians and those of student's, and it should be under the chairmanship of headmaster. Physical education programme should be planned after discussion in this meeting. If possible, a physical education specialist must be invited to meeting.

**(ix) Interest of the Students**

An active and enthusiastic participation of students is necessary for the success of a physical education programme. The programme should include all the activities in which students show profound interest. It is very necessary to ensure their maximum participation. Besides, programme must be attractive, inspiring, spirit-elevating, and full of recreation. A programme which creates an inspiring atmosphere is going to be a sure success.

**(x) Financial Condition of School**

Availability of funds from the school authorities must be kept in mind while drawing physical education programme. It is essential that some money must be given for physical education from annual budget. Programme planning for physical education must be within this financial limit and be such that maximum benefit can be derived from this money.

**(xi) Ability of Students**

Physical Education Programmes must be planned according to physical ability and strength of students. It is a common observation that students participate only in these activities which can be performed easily within

## **Records and Registers: Maintenance of Attendance Register, Stock Register, Cash Register, Physical Efficiency Record, Medical Examination Record**

### **RECORDS AND REGISTERS**

#### **Meaning**

Anything which is kept in writing from the beginning to the end of a programme is called Record. For the success of any programme, it is essential that a plan is made before starting any work. Then, able workers are appointed to execute the plan and various works are done for the execution are outlined.

For the success of the programme it is essential that impending problems should be solved and hindrances should be removed. At the end of the programme, achievements must be analysed so that faults should not get repeated in next programme. All this cannot be done efficiently if every activity is not kept in writing.

Record is something in written form of the various activities performed during execution of a physical education programme.

#### **Importance of Records in Physical Education**

Records play an important role in the making of schools and social institutions. It is on the basis of school records that the enquiries of the education department are answered, students can be guided towards around

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development of personality; guardian can be made to assist in solving the problems of students; academic and other achievements of students can be examined and analysis can be made of the functioning of the school.

In fact, records present the history of the school and also form the basis of its future development and growth. Records are important not only for the teachers, students and guardians but also from the administrative point of view. The school administrator or headmaster/principal has to obey many orders from higher authorities; has to organise many routine activities for the students; has to keep accounts of the income and expenditure; has to assign duties according to the abilities of teachers and has to organise many associations. For all these, proper records must be kept so that administration can be done effectively and in an orderly manner. Nowadays in every school, physical education is an important activity. For the effective and efficient administration various programmes, associations and competitions have to be planned therein and all these will be in vain if their proper records are not maintained so, in order to make all these result-bearing their records should be maintained with the school organisation.

#### **KINDS OF RECORDS**

From administrative point of view, generally Records are of two kinds:- (A) Confidential Records and (B) Non-confidential Records.

##### **(A) Confidential Records**

The confidential records consisted of records such as:- Number of Selection Committee, Descriptions of Enquiries, Questionnaires of Staff and Character Register etc.

##### **(B) Non-Confidential Records**

The Non-Confidential records consisted of records

such as: Records of the Departmental Works, Attendance Description of Sports, Attendance Records, Examination Records etc.

The following records must be kept in school proper administration of the physical education:

**(1) Register of Physical Measurement and Skills of Students**

Register of physical measurement and skills of student is essential to provide equal opportunities of participation to every student in accordance to his physical capability. This register should contain the information about height, weight, chest and waist measurement of students.

Records should also be made of progress shown by student in a particular physical activity. This record acquaints the teacher with the physical development of students on the one hand and about their interests in various physical activities on the other hand. If the register contains a note about personal habits of the student, health habits, play habits and others—it will help a lot in the development of good habits in the students and in the long run, it will make them good citizens.

**(2) Examination Register**

It should contain dates of various examinations and marks obtained by students.

**(3) Stock Register**

Various physical education activities can not be organised without proper equipments which have to be purchased from the market. Stock register contains all the relevant information about the equipments available in the school. Quality, quantity and cost of the equipment must be discretely mentioned in the register. Any equipment which has been rendered useless due to wear

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and tear by constant use must be struck off from the register. The school administrator must put his signature on the register. Incidences of loss of equipment or its misuse by corrupt staff can be markedly reduced by a properly kept stock register.

**(4) Attendance Register**

Students must attend the physical education classes regularly. The regular attendance helps a lot in attaining the goals which physical education aims at. Attendance register must be kept to ensure the regularity and roll call should be taken daily.

Generally, minimum attendance for participating in various activities is decided before hand. Students who do not fulfil this condition are not allowed to participate. Attendance register is essential to decide the eligibility of a student for participation in a particular game. Usually, there are two types of classes held for the students of physical education viz., Instruction Period in which students are given theoretical knowledge about the various physical activities and the other is Participation period in which practical teaching is done.

In order to ensure the attendance of the students in both periods, it is essential that either two different registers are kept or both periods be given sufficient space in one register.

**(5) Register of Year's Physical Education Work**

This register should contain a description of all the physical education programmes which are to be organised in the current session. Expected timings and date of each activity must also be mentioned.

**(6) Register for Intramural Meet**

Intramural meets are given a considerably high place in the various physical education programmes. The

programme, planning, working and results of such programme be noted in a separate register. It will help a coach organising intramural meets in near future.

**(7) Cash Register**

Cash register is essential to prevent the misusing funds and to keep a vigil to the account of miscellaneous expenditures of physical education programmes. All receipts contain a voucher-file in which all the vouchers should be placed in order.

**(8) Skill Register**

A physical educator or a coach should maintain Skill Register to record skills capacity summary of athletes/students so that proper and appropriate training could be provided to the students/athletes by evaluating their skill capacity summary from time to time. By comparing their previous skills performance records maintained in Skill Register, the athletes will be acquainted with their past mistakes and errors and they will provide their best to achieve the high performance.

In the Skill Register, the Physical Educator/Coach generally maintains the records of his athletes viz., daily work plan of training, physically and mentally changes occurred in athletes like weight gain, pain in the muscles, fatigue, diet, daily routine and psychological status of each athlete etc. Each athlete is usually acquainted by the coach or physical educator with their merits and demerits.

The art of coaching comes when the coach has to analyse the scientific data and convert it into coaching and training programs to help develop the athlete. This analysis process relies heavily on the coach's experience and knowledge of the event/sport and the athlete concerned.

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A coach can raise the physical and psychological performance of his athletes by make them acquainted with their errors and mistakes and motivate them to attain the desired goal. The coach should always endeavour to raise the psychological standards of his athletes so that they may fill themselves with the essence of self-confidence to face their opponent that is why in today's sports there is a position of a Sports Psychologists in each sports viz., Cricket, Football, Hockey, Volleyball etc.

**MAINTENANCE OF ATTENDANCE REGISTER**

Attendance Register of the students is kept and maintained by the Incharge Teacher of the class.

The following particulars must be shown in this register:

Serial No.

Admission No.

Name of the Student

Daily attendance of students is marked by the teacher by using different types of symbols as:

A = Absent

P = Present

S = Sick Leave

L = Leave

In case, any student is on leave, the case is entered or registered in the register. Usually teachers use black pen to make entry in the register. The teacher is supposed to take role-call twice a day, i.e., Morning and Afternoon and make mark in the two given columns.

If the students remain absent for six full days without having any leave sanctioned, his/her name is strict-off from the register. Summary of the whole page of attendance register is prepared at the end of the month.

## Budget: Meaning, Importance of Budget-Making

### BUDGET—MEANING

A budget is a quantitative expression of a plan for a defined period of time. It may include planned sales volumes and revenues, resource quantities, costs and expenses, assets, liabilities and cash flows. It expresses strategic plans of business units, organizations, activities or events in measurable terms.

A budget (derived from old French word bougette, purse) is a quantified financial plan for a forthcoming accounting period.

A budget is an important concept in microeconomics, which uses a budget line to illustrate the trade-offs between two or more goods. In other terms, a budget is an organizational plan stated in monetary terms.

### Purpose

Budget helps to aid the planning of actual operations by forcing managers to consider how the conditions might change and what steps should be taken now and by encouraging managers to consider problems before they arise. It also helps co-ordinate the activities of the organization by compelling managers to examine relationships between their own operation and those of other departments. Other essentials of budget include:

- To control resources
- To communicate plans to various responsibility center managers.

goals.

- To motivate managers to strive to achieve budget goals.
- To evaluate the performance of managers
- To provide visibility into the company's performance
- For accountability

In summary, the purpose of budgeting tools:

- Tools provide a forecast of revenues expenditures, that is, construct a model of how a business might perform financially if certain strategies, events and plans are carried out.
- Tools enable the actual financial operation of the business to be measured against the forecast.
- Lastly, tools establish the cost constraint for a project, program, or operation.

### Corporate Budget

The budget of a company is often compiled annually but may not be a finished budget, usually requiring considerable effort, is a plan for the short-term future, typically allows hundreds or even thousands of people in various departments (operations, human resources, IT, etc.) to list their expected revenues and expenses in the final budget.

If the actual figures delivered through the budget period come close to the budget, this suggests that the managers understand their business and have been successfully driving it in the intended direction. On the other hand, if the figures diverge wildly from the budget, this sends an 'out of control' signal, and the share price could suffer. Campaign planners incur two types of cost in any campaign: the first is the cost of human resource necessary to plan and execute the campaign. The second type of expense that campaign planners incur is the hard cost of the campaign itself.

### Budget: Meaning, Importance of Budget-Making

#### Event Management Budget

A budget is a fundamental tool for an event director to predict in a PROFIT, a loss or will break-even. A budget will result in a pricing tool.

There are two basic approaches or philosophies, when can also be used as a pricing tool. One approach is telling you on mathematical models, and the other on people.

The first school of thought believes that financial models, if properly constructed, can be used to predict the future. The focus is on variables, inputs and outputs, drivers and the like. INVESTMENTS of time and money are devoted to perfecting these models, which are typically held in some type of financial spreadsheet application.

The other school of thought holds that it's not about models, it's about people. No matter how sophisticated models can get, the best information comes from the people in the business. The focus is therefore in engaging the managers in the business more fully in the budget process, and building accountability for the results. The companies that adhere to this approach have their managers develop their own budgets. While many companies would say that they do both, in reality the INVESTMENT of time and money falls squarely in one approach or the other.

#### Budget Types

• **Sales budget** - an estimate of future sales, often broken down into both units and CURRENCY. It is used to create company sales goals.

• **Production budget** - an estimate of the number of units that must be manufactured to meet the sales goals. The production budget also estimates the various costs involved with manufacture during those units, including labor and material. Created by product oriented companies.

• **Capital budget** - used to determine whether organization's long-term INVESTMENTS such as machinery, replacement machinery, new plants, products, and research development projects are pursuing.

• **Cash flow/cash budget** - a prediction of future cash receipts and expenditures for a particular period. It usually covers a period in the short-term future. The cash flow budget helps the business determine when income will be sufficient to cover expenses and when the company will need to seek outside financing.

• **Marketing budget** - an estimate of the funds needed for promotion, advertising, and public relations in order to market the product or service.

• **Project budget** - a prediction of the costs associated with a particular company project. These costs include labour, materials, and other related expenses. The project budget is often broken down into specific tasks, with task budgets assigned to each. A cost estimate is used to establish a project budget.

• **Revenue budget** - consists of revenue receipts of government and the expenditure met from these revenues. Tax revenues are made up of taxes and other duties that the government levies.

• **Expenditure budget** - includes spending data items.

### WHAT IS BUDGET?

A budget is simply a written estimate of anticipated income and expenditures. Some experts refer to the budget as a numbered plan—a plan that serves as an essential instrument of control.

Directors of activity-based programs in schools and commercial settings alike find that the budget is basic to the financial management of their programs.

*Budget: Meaning, Importance of Budget-Making*

### SYSTEM OF BUDGETING

Several different budgeting systems have been used effectively in industry, public administration, education, and private business. Considerations such as organizational size and purpose, number of employees, and product or services rendered, and sources of funding, product or control agencies heavily requirements of reporting or control agencies heavily influence which budgeting system in most appropriate.

Directors other than those employed by small private or public enterprises are unlikely to have much input in determining which method is used; still, they should know the advantages and disadvantages of each of the more commonly used systems.

We should note that these systems are not necessarily mutually exclusive and can, in fact, be combined in some cases to produce a more functional approach to budgeting in a given organization.

### Incremental Budgeting

Incremental budgeting procedures are most often combined with line-item budgeting in determining item amounts for a new budget. If more funds are expected for the upcoming fiscal year, then each budget item is increased by specified increments.

Conversely, if funding allocations decrease, then each item may be decreased by specified decrements. To balance funding needs in the object categories, a combination of increments and decrements are used. Incremental budgeting is safe and easy.

Its biggest disadvantage is that program mediocrity may result when adequate attention is not given to the relative value or merit of each project that is funded.

### Planning-Programming Budgeting System

The planning-programming budgeting system is a

within the life span of a fiscal-year budget, and if that occurs, the director should be able to transfer funds from one budget item to another.

Though caution should be exercised in allowing this option, it is often to the overall benefit of an organization to make it available. Sometimes, however, legislation or policy established by the funding source restricts this flexibility. For example, funds provided for services or equipment, or facilities for the handicapped are restricted to that specific use.

#### • **The Budget Should Be Prepared Early**

A more effective budget will materialize if those who are responsible for budget preparation allow adequate time. Budget preparation ordinarily requires thorough analysis, concentrated thought, and involvement of several people, and unless adequate time is allowed for such thoroughness, some item of importance is likely to be overlooked.

Too often budgets are presented to reviewing and approving authorities with incremental increases for every budget item, and the director is unable to plausibly explain how the inflated request will meet program goals.

Responsible reviewers have an obligation to require justification for funding requests, and budget administrators are often unprepared for the review because they were too rushed to meet the budget deadlines.

#### • **The Budget Needs to Be Easily Understood**

Another quality of a good budget is that when presented it is easily understood. Some administrators seem to find security in complexity and develop budgets that only accountants can understand.

Such a practice is absurd! The budget is a tool of communication, and if the message cannot be understood

*budget: Meaning, Importance of Budget-Making*

by the receiver, no communication transpires.

#### **THE BUDGET IN ACTION**

The budget has been approved, the implementation phase of financial management continues. After the budget cycle and requires a significant implementation phase of financial management. The budget does not for the entire director's attention. The budget does not portions of the director's attention. The budget does not drive itself, and unless properly attended to, can cause administrators as much grief as any of the other administrative tasks.

Failing to administer financial matters as higher-level administrators deem appropriate has been the basis for authorities deem appropriate. Consequently any time a replacement of many directors. Consequently any time a person is authorized to be the steward of funds belonging to someone else, it behooves that person to be open and meticulously accurate in carrying out that responsibility.

#### **Audits**

Audits are a form of evaluation that ensures the financial operation of an organization is being conducted according to regulations, policies, and good business practices.

Contrary to the belief of some, audits are not conducted for the purpose of keeping the director or employees honest; still, if there is reason to believe that financial irregularities exist or that some employee is misusing funds, a special audit may be conducted to investigate that suspicion. Audits may be compared to personnel evaluations in that the intent is to improve performance.

They should not be viewed as an investigative process for the purpose of finding something wrong. They are a routine procedure conducted periodically, and the results usually tend to reinforce the position that the financial procedures are appropriate for achieving the organizational goals. Audits may be internally or externally conducted.

External audits are more common for governmental or tax-supported agencies such as schools. Officials have a responsibility to assure the public that tax monies are being used as intended.

### Accounting Systems

Maintaining control over the budget is an essential requirement in financial accountability, and a systematic approach must be adopted that will provide an up-to-date awareness of budget status. In keeping with one of the stated objectives of an effective budgeting system—that is, to serve as an instrument of control—a budgeting system must be complemented by a good accounting system.

The accounting system tracks the acquisition and consumption of the resources identified in the budget. Several methods of accounting are commonly found in organizations. The nature and complexity of the budget and/or the preference of the person ultimately in control normally determines which system is adopted.

**Cash Accounting System.** The cash accounting system tracks income as cash is received and expenses as payment is made. The tracking of transactions is related to the disbursement or receipt of cash regardless of the time period in which the commitments are made.

As with any accounting system, a cash accounting method documents transactions that occur during a set period of time, typically a fiscal year. It is considered to be the simplest of the various accounting systems.

**Accrual Accounting System.** Unlike the cash accounting method, an accrual accounting system tracks transactions on the basis of the period to which the transaction applies and not when the transaction takes place.

For example, if equipment is ordered against the

budget. Meaning, Importance of Budget-Making  
resources budgeted in one fiscal year, the transaction is reflected in the books as a commitment of resources in that year regardless of when the equipment is received and payment made.

The accrual accounting system thus does not consider the exchange of cash as the mechanism that triggers an accounting transaction.

**Cost Accounting System.** While not constituting an accounting system in the same context as a cash accounting or an accrual accounting system, the cost accounting system is a concept that merits explanation. A cost accounting system attempts to identify the components that make up the cost of delivering a product or service. Typically, labour, materials, and overhead are the components that are evaluated in a cost accounting system.

A cost accounting system is particularly useful in cost analysis studies when one wishes to assess the relative worth of continuing to offer a service or deliver goods in a given manner. It has less application in a service-oriented concern than in a manufacturing concern.

### TYPES OF BUDGETS

Fitness and athletics directors need to understand and manage three types of budgets: the operational, equipment, and capital outlay budgets. The degree of control and director has over each type of budget varies from program to program.

In most situations, the director is fully in charge of the operational budget, largely responsible for the equipment budget, and only has input in developing the capital outlay budget.

The operational budget normally has a life span of one fiscal year, but some entities operate on a two-years budget. Therefore, it is considered to be a short-term

budget. Costs of salaries, office supplies, travel, postage and advertising are paid from this budget.

The equipment budget is sometimes included in the operational or the capital outlay budget, depending on the cost and anticipated life span of the equipment. Equipment can be considered to be any object that has a predetermined minimum life span as well as a predetermined minimum value.

For example, any item that costs more than \$500 and has a life span of more than five years may be classified as equipment rather than supplies. In contrast, a marker, even though it may last more than five years, is only valued at \$140 and thus is likely to be classified as a supply item.

The equipment budget is considered an intermediate or long-term budget. Examples of items purchased from the equipment budget are bicycle ergometers, video and audio equipment, pitching machines, and typewriters.

The capital outlay budget is usually intended to enhance existing facilities, either through new construction or renovation. Sometimes, high-cost equipment such as an automobile may be purchased from the capital outlay budget. This depends upon how each enterprise or institution defines capital outlay.

Capital outlay budgets may be broken down on the basis of cost into two categories: major capital outlay and minor capital outlay. Normally, money funded for one budget category cannot be expended for items in one of the other categories.

Towels and balls, for example, being operational expense items, cannot be purchased from the equipment or capital outlay budgets unless they are identified with the initial cost of equipping a new or renovated facility.

### PROGRAM FUNDING

Physical education programs receive a funding base from the school's general fund. This base may range from barely adequate to very satisfactory for conducting a required and/or elective activity program. But seldom do tax dollars provide the income necessary for the program quality desired by highly motivated physical education teachers.

Therefore, identifying and raising more funds for such items as resistance-exercise and testing equipment and facilities can make a difference in program quality and level of student morale. Athletics programs must depend more heavily upon funding sources other than the general fund.

Most states and schools districts place rigid restrictions on the use of tax monies for interschool athletics; thus, outside funding sources are an absolute necessity for their conduct.

Equipment, supplies, travel, facilities, official's salaries, scholarships, and conference fees are some of the items that must be paid for by non-tax funds. Health and wellness programs for profit and non-profit organizations are expected to be largely or totally self-supporting.

Commercial and private agencies are motivated toward a profit and are characterized by aggressive marketing efforts. Unless these enterprises make a profit, they will not be operating for long. The same goes for the fitness and wellness programs of non-profit organizations such as the YWCA and YMCA.

Although gifts and endowments constitute a significant portion of their incomes, those donations are restricted to operating programs for the underprivileged and needy, such as summer camps for the mentally and physically handicapped. Corporate fitness programs may be more like school athletics departments than like the other

## **Criteria of a Good Budget, Sources of Income, Expenditure, Preparation of Budget**

### **CRITERIA OF A GOOD BUDGET**

In its strict interpretation or meaning, a budget is merely a record of receipts and expenditures. The term budget reflects the long-term planning of the organization, with the estimated costs of needs to fit the estimated income in the realistic planning of the program.

There are two types of budgets: the short-term and the long-term budgets. The short-term budget is usually the annual budget which usually runs through a period of twelve months, while the long-term budget is for a longer period such as for a period of five to ten years.

Budget holds an important place in the physical education programmes. All the activities of a programme are decided by budget. But budget making is not an easy job as is generally thought. At first, aims of the programmes are outlined. Then, various activities are planned to achieve the desired goals. Expenditures required for these activities are estimated. Income from various sources is calculated and if insufficient, new sources are found out so that all the expenditures can be met. A budget will help in conducting various physical activities if it has certain basic qualities which are as below:-

(i) Budget must be an elastic one. It should be changed in accordance with the desires of administrators. At times, money is cautiously spent that expenditure is

considerably less than that mentioned in budget. It may happen that expenses can far exceed in budget. It is elastic so that it can be changed according to the circumstances. But elasticity does not mean that the whims of the officials. Elasticity must be limited so that funds cannot be misused by the members of budget committee.

(ii) Budget may be based on facts.

(iii) Desired activities of a programme and its aims must be clearly mentioned to the every member of budget committee. Unspecified aims mentioned in an ambiguous language will create confusion and hinder the smooth functioning of the committee.

(iv) Expected expenditures must be clearly specified in the budget. Amount of money to be spent on various activities like development and maintenance of play fields, purchase and repair of equipment and conduct of various tournaments like annual meet, intramural and extramural programmes should be clearly put in the budget amount fixed for emergency needs must be separately mentioned.

(v) Budget should contain a certain and clear account of the income and their sources. Besides the allotted amount from annual school budget, other sources of income must be mentioned. If funds are not sufficient, new sources which have to be found out must be noted.

(vi) Budget should never be prepared in haste because haste always makes waste. Sufficient time must be spent while preparing the budget so that it can be viewed from various angles and decision must be taken after considering the various views about a programme.

**Character of a Good Budget, Sources of Income, Expenditure, ...**

**BUDGET ORGANIZATION**  
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4. Accurate inventories are an essential to proper financial accounting.

5. Policies that will guarantee the proper use and disposal of equipment and supplies should be developed.

6. Policies covering loss, damage, misappropriation, or destruction of equipment, supplies should be established and enforced.

7. There should be established procedures with respect to the discarding of equipment and supplies.

### SOURCES OF INCOME AND EXPENDITURE

All receipts and expenditures should be recorded in the ledger in the proper manner, providing information as the fund in which it has been deposited or from which it has been deposited, or from which it was withdrawn, and the source of payment of the money. The money received from such sources as athletics and dues to school organizations should be shown with sufficient cross references and detailed information. Supporting vouchers should also be at hand. All accounts should be properly audited at proper intervals.

### PREPARATION OF BUDGET

The principles we have just discussed should be followed in each phase of preparing and presenting the budget. The budget preparation and presentation process itself consists of certain identifiable steps, regardless of the budget system or format being followed. We will briefly describe these steps.

#### Budget Preparation

Budget preparation consists of five steps: (a) reviewing organizational goals; (b) analysing present and alternative programs; (c) deciding upon program status for the new budget request; (d) estimating costs; and (e) writing the budget request.

(a) Reviewing Organizational Goals. It is surprising how many re-examining the organization's purposes for closely. Complacency and challenges are established and existing. New goals and challenges are established and pursued.

To pursue new projects requires adequate funding, unless new projects should be granted only when adequate funding assures goal achievement. To do and adequate reasonably assures goal achievement. To do justification would be as foolish as blind-folding a basketball player, putting him on a court, and telling him to practice otherwise.

After programming decisions are made, the budget administrator must attach costs to each line item of each program. Even if the planning-programming method of budgeting is not used, the cost for each program must be considered separately and each line for each program developed.

Items such as salaries, supplies, equipment, travel, insurance, printing and duplication, utilities, and facility maintenance are typical expenditures associated with most projects. Cost figures for each item are estimated by analysing past expenses in light of present conditions.

(c) Analyzing Present and Alternative Programs. Every existing program must be reviewed by talking with those directly involved to determine the cost-effectiveness of each program relative to the overall objectives. If the program is to continue, the adequacy of the existing equipment and supplies must be appraised.

Program expenses can be expected to vary from year to year. From the onset of budget preparation, the directors needs to give consideration to programming and funding alternatives. To do otherwise represents incomplete planning and could prove embarrassing later when the director is asked to justify the budget request.



team that will identify needs and prepare a project proposal. Included on this team would be the project coordinator for the organization for whom the project is being planned, the architect, and a specialist in physical education.

Team members should understand the role each plays in the planning process. Second, hire a consultant during the early stages of the project because the other team members usually do not have expertise in all aspects of programming and design. The consultant can help in closing the gap between architectural theory and physical education and athletic practice. Third, stress faculty and staff member involvement to provide information about special areas and facilities for which they are responsible. For example, a bio-mechanist, exercise physiologist, adapted physical education teacher, or dance instructor could provide information about his or her projected laboratory or other facility. Fourth, visit other facilities in other locations to obtain ideas that may contribute to a better facility.

The planning team should also be alert when making recommendations for controlling maintenance and operational costs as much as possible after the facility has been built. When construction is underway, not only the architect and consultant but also the physical education and athletic specialist should monitor the work going on. By doing this many errors can be avoided or corrected.

### PLANNING THE FACILITY

At the outset two principles relating to facility management should be uppermost in the minds of physical educators: (1) facilities emanate as a result of program needs, and (2) cooperative planning is essential to avoid common mistakes. The objectives, activities, teaching methods and materials, management policies,

represent program and supplies regarding facilities. The educational and recreational needs of both the school and community, considerations of both managers and lay persons are to be planned wisely. The thinking of both architects and physical educators is to be planned wisely. The advice of both architects and lay persons are to be planned wisely. The thinking of both architects and physical educators is to be planned wisely. The advice of both architects and lay persons are to be planned wisely.

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storage and dressing lockers, stationary benches, recessed lighting fixtures, and drinking fountains, average of 14 square feet per individual at peak load exclusive of the locker space is generally required for each individual. Stronger lockers should be provided for expanded enrolment or membership.

These lockers are for the permanent use of individual and can be used to hold essential clothing and other supplies. They can be smaller than the dressing lockers; some recommended sizes are 7½ by 12 by 24 inches, 6 by 12 by 36 inches, and 7½ by 12 by 18 inches. Basket lockers are not favoured by many experts because of hygiene problems, because an attendant is required for good administration of this system, and because of the necessity of carting the baskets from place to place. Dressing lockers are used by participants only when actually engaging in activity.

They are large, usually 12 by 12 by 54 inches or 12 by 12 by 48 inches in elementary schools, and 12 by 12 by 72 inches for secondary school and colleges and for community recreation programs. Shower rooms that have both group and cubicle showers should be provided. Some facility planners recommend that girls and women have a number of shower heads equal to 40% of the enrolment at peak load, and boys and men, 30% of the enrolment at peak load. Another recommendation is one shower head for four boys or men and one for three girls or women at peak load. These should be 4 feet apart.

If showers are installed where a graded change of water temperature is provided and where the individual progresses through such a gradation, the number of shower heads can be reduced. The shower rooms should also be equipped with liquid soap dispensers, good ventilation and heating, nonslip floors, and recessed plumbing. The ceiling should be dome-shaped so it will

more readily shed water. The drying room adjacent to the shower room is essential. This should be equipped with proper drainage, good ventilation, towel bar, and a ledge that can be used to place a foot on while drying. Special attention should be paid to the health aspects of shower facilities.

The shower room should be kept clean, and soap and warm water should be available. Proper heating and ventilation should be installed; a nonslip floor surface should be installed; and ceilings should be constructed to prevent condensation. The drying area should be washed daily to prevent athlete's foot and other contaminations. A towel service should be initiated if it does not already exist. Locker rooms should provide dressing and storage lockers for all participants. Adequate space should be provided so dressing is not done in cramped quarters.

#### **Management and staff offices**

It is important, as far as practical and possible, for physical educators and athletic directors to have section of a building set aside for management and staff offices. The minimum area should be a large central office where waiting room. The central office provides a place for secretarial and clerical work can be performed, space for keeping records and files, and storage closets for office supplies. The waiting room can serve as a reception point where persons can wait until staff members are ready to see them. Separate offices for the staff members should be provided, if possible.

This provides a place where conferences can be held in private and without interruption. This is an important consideration for health counselling and other problems. If scholastic, family, recreational, desk should be provided separate offices are not practical, desk should then be a private for each staff member. There should then be a private room available to staff members for conferences. Other

## Care of School Building, Gymnasium, Swimming Pool, Play Fields, Play Grounds

### CARE OF SCHOOL BUILDING

A school maintenance programme is an organizational activity carried out by the school community in order to prolong the life expectancy of school buildings, its furniture and equipment. In order to start a school maintenance programme the school building should meet a minimum standard of condition. Maintenance is a continuous operation to keep the school building, furniture, and equipment in the best form for normal use, and to ensure the use of the school building as a shelter in case of an emergency caused by natural hazard events. The school maintenance programme should be systematic and pro-active to prevent the need for repairs. It should have a sufficient staff and budget for proper maintenance.

A school maintenance programme should ensure that the school building can:

- Function at its designed level at all times.
- Function during the normal life span of the school building.
- Resist the effects of an extreme natural event like hurricanes, floods, and earthquakes, provided that the original design, construction, and materials were satisfactory for these demands.

The maintenance of the school building is a daily activity of the institution and its personnel. It is an

*Care of School Building, Gymnasium, Swimming Pool, ...*

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important factor in the delivery of education. Usually, the education officer and the public works department are responsible for the maintenance of all school buildings and the physical plant. Beside that, the school community and the physical staff, teachers, students, and parents should institute its own school maintenance programme (where applicable).

The maintenance programme should be comprised of three basic components: organization, inspection, and maintenance plan.

This manual has been developed at the request of school personnel who need to have a school maintenance programme without the usual technical language and remarks that they would find bewildering. It is intended as an aid memoir for the school maintenance programme. Its main objective is to provide guidance to school personnel in preparing a detailed list of areas, spaces, materials, furniture, and equipment to be maintained as well as a list of defects to be corrected.

The principal may use the information gathered, with the help of this manual, to prepare annual estimates. The education officer, with the information provided, could plan maintenance activities and develop a detailed annual maintenance budget. A major repair or renovation project should be planned by the education officer based on the information provided by the principals, because these types of projects depend on budget availability. But normal maintenance and minor repairs can be carried out by the school personnel. They also require budget availability. Therefore, the school personnel should include school maintenance fund-raising activities as part of the school maintenance programme.

### ORGANIZATION

The organizational structure of the school maintenance programme should clearly define duties and responsibilities, and should vary with the complexity of

the school community. Avoiding large and complex structures is highly recommended. Principals, representatives from parent teacher associations, students, and any other school organizations should be responsible for establishing the school maintenance programme. The success of a school maintenance programme depends on the school community's ability to be organized and keep track of all activities included in the programme.

A school maintenance programme's basic organizational structure should include a general coordinator, a fund-raising coordinator, and a responsible team for every area of the school building.

The general coordinator, who could be the principal, or the parent/teacher association president, will be responsible for scheduling inspection activities, will be carried out by the teams, collecting information, preparing a school building analysis report, and preparing the annual school maintenance plan. The fund-raising coordinator will plan activities to raise funds to be used for day to day maintenance and minor repairs carried out by school personnel. It is recommended to assign a team for every area of the school to conduct an inspection on each part of the school building.

### INSPECTION

A preliminary school building inspection needs to be conducted in order to prepare a school maintenance plan. The information gathered during the preliminary school building inspection is the basis for the maintenance programme. The better the inspection, the better the programme. A school building analysis report should be prepared in order to summarize the inspection. The general coordinator and the person responsible for each team should have A MEETING to discuss the purpose of the inspection and the instruments used for data

Although the inspection should be conducted by personnel capable of identifying major technical deficiencies which may affect the normal activities in the school, the teams assigned to conduct the inspection, with the aid of this manual, may also perform the inspection. The preliminary inspection is intended to assist in the evaluation of the overall condition of the school building. The inspection should not be based only on observations of visible and apparent condition of the school building and its components at the time of inspection. It should be a continuous process in order to update the school maintenance programme. If a problem occurs, some adjustment in the school maintenance programme may be necessary, and decisions about what corrective measure to take for remedying the problem should be made. It is recommended that a new inspection be performed if a major change occurs to the school building, such as, when a hazardous event impacts the school.

The inspection will start with simple observations of the inside and outside of the school, simply walking around the interior and the exterior, looking at it carefully. Use the following checklist to determine which items require attention and then match the recommendations in the corresponding section to determine what action should be taken.

The checklists have been divided into sections based on the main components of the school building. Some items are difficult to classify because they are multipurpose in the building. In any case, common sense should be applied for the location of simple items. Preceding each checklist is a brief explanation of the area.

The areas of the school building are the following:

- Structure
- Roofing

bigger the impact on your member retention. Preventative equipment maintenance is good for business! If you own a home gym, this can create a road block for your fitness goals. Top-quality gym equipment can be more expensive, but in the end, saves you MONEY by limiting down time due to warranties and coverage that keep repairs low. If your equipment is past it's warranty, Gym Tech offers fitness equipment repair and exercise equipment repair. We offer a guaranteed 24 hours response time! We can also help you purchase any new gym equipment you may need.

### **Your safety is the most important factor.**

Equipment that is improperly maintained or repaired can be very dangerous to use. If you would prefer to perform preventative maintenance on your own, Gym Tech offers superb gym equipment maintenance kits. DO NOT ATTEMPT TO REPAIR ANY EQUIPMENT ON YOUR OWN.

### **Here are some basic tips for preventative maintenance:**

**Be sure to read your owner's manual completely.** This manual will include procedures and recommendations on maintenance to be performed.

**Gym owners assesses fitness equipment for maintenance. Keep your equipment clean.** Dirt, dust and sweat can damage your machines and interfere with the performance. Make sure to use a cloth with a non-abrasive cleaner to wipe down your equipment.

**The area around your machines should also be kept clean.** Be sure to clean and vacuum the floor around your equipment and for some equipment, such as treadmills, be sure to vacuum under the motor cover.

**When replacing parts, ensure that they are from the same manufacturer the machine you are**

*Care of School Building, Gymnasium, Swimming Pool, ...* 219

**requesting parts for.** Gym Tech also offers equipment parts.

**By regularly lubricating certain parts of your machine, you decrease friction.** Friction can cause a moving part to overheat and cause significant damage.

**Clean the frames of all strength equipment.** Ensure that all screws and bolts are tight. Inspect all cables.

**Be sure to check all belts and cables regularly.** If you notice and tears or frays, contact a fitness equipment repair company immediately. Find out when to replace your exercise equipment.

### **CARE OF SWIMMING POOL**

#### **Maintenance**

#### **Sparkling Water Doesn't Happen By Itself**

Whether you maintain your pool yourself or use a pool professional maintaining proper pool chemistry can help you save time and MONEY while enjoying your backyard paradise. Accurate pool maintenance can do more than just prolong your fun in the sun. It also can extend the life of your pool's external parts and interior pool finish.

#### **General Maintenance and Tips**

Pool water should be tested 2-3 times a week to ensure a clean swim environment and a long life for your pool.

If pool maintenance doesn't fit in your busy schedule, there are professionals who can keep your pool clean.

#### **Chemical Problems**

#### **Pool Care Troubleshooting Guide**

Many pool water and surface issues can be handled by the pool owner. The Pool Care Troubleshooting Guide provides solutions to some common pool issues. Proper

## **Equipment: Need, Importance, Purchase, Care and Maintenance**

### **NEED AND IMPORTANCE OF EQUIPMENT**

#### **MEANING OF EQUIPMENT**

Equipment for physical education means all those essential things, necessary articles, clothings, uniforms, sports goods and machines etc., which help in efficient working of physical education programme. Play grounds, track, gymnasium and swimming pools, etc., are also included in equipment for physical education.

#### **NEED OF EQUIPMENT**

For the successful working of any programme connected with the branches of physical training and physical education, equipment for physical education is very essential. In physical education programme there are various physical activities, which cannot be undertaken without equipment. All games, such as volleyball, basketball, cricket, hockey, football, badminton, tennis, etc., all track events, jumping and throwing events and gymnastics stands in used of equipment.

Similarly the upkeep of playgrounds is impossible without equipment. For this purpose we require roller, ground mower, spade, khurpa etc. In gymnasium many articles of equipment are essentially required, such as horizontal bars, parallel bars, rope, wooden floor, matings etc. For swimming exercises a good swimming pool is very essential.

*Equipment: Need, Importance, Purchase, Care ...*

Besides this, many other articles are required for swimming and diving exercises viz., safety belt, fins, diving boards etc. It is also very essential to check the weight and height of players and athletes, tapes for measuring height etc. For track events we require stop watches, spikes, ropes, tapes etc. For all sort of games we require special equipment, such as cricket bats, hockey sticks, balls, nets, rackets, shuttle cock, baskets etc.

In the nutshell we can say that for the efficient and effective working of physical education programme we need not only physical activities and physical exercises, but special equipment too.

#### **KINDS OF EQUIPMENT**

Generally, there are two kinds of equipments in physical education. In the first kind we can include unbreakable equipment and in the second one breakable equipment. For example, in unbreakable equipment we can include stop watches, poles, weight machines, vaulting horse, measuring tapes, rope, goal posts etc.

In breakable equipment, we can include hockey balls, football covers, volleyball covers, hockey sticks, cricket balls, tennis balls, shuttle cocks, etc.

#### **IMPORTANCE OF EQUIPMENT**

Sports are a very popular interest worldwide as there are many varieties people can choose from to indulge themselves in. Some people are interested in football while others like basketball. Some love the water and prefer swimming, while others like to speed inside a racing car. It doesn't matter what type of sport you like to play as long as you realize the importance of the equipment and apparel required to play these sports. For playing football you need a football and two goal posts. Individually you may need a good pair of shoes and something to keep

sweat off your eyes as it drips from your forehead. It is not so easy to indulge in any sports activity if you don't have the appropriate sports equipment. The better your sports equipment is, the better will be your game.

The first step to have a good sporting experience is to buy a equipment that is of good quality in terms of its strength and is light in weight. For instance, if the racket with which you play badminton is not of appropriate weight your hand may not respond in the ideal fashion while playing the game. You might have to risk losing your game. But if you hold the racket before making a purchase and gauge as to what weight and length suits your hand the most, you will be able to take a good decision. Your decision at this point in time will go a long way to support your actual game.

In a game such as football, the goal keeper, for instance, would need equipment such as a helmet, shoulder pads and knee pads. You also need to think of the quality here too! For his own sake the goal keeper needs to get a hair cut before the game. The helmet should be fitting the goal keeper properly. The helmet should be refitted if the hair style of the goal keeper has changed. The front portion of the helmet should just protect the head and not become a hindrance by covering the forehead including the eyebrows. The ear holes also should match up with player's ears. Move the helmet while the goal keeper is wearing it so that any displacement of the helmet can be rectified before the game starts.

Mouth guards are also considered another sporting equipment that should be checked for cleaning and fitting. They should be boiled to refit on the mouth of the player. Shoulder pads allow the goal keeper adequate amount of mobility. The back and front of the shoulder pads should be able to cover the shoulder blades and pectorals respectively.

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Athletes should try and wear T-shirts that prevent occurrence of rashes and skin irritations arising from rough straps. Most sports equipments are of protective kind. The primary and the protective equipment are equally important because as the game progresses players become quite aggressive in an attempt to win the game. Hence sports equipment are not maintained the players if these sports equipment are not maintained the players are bound to injure themselves.

### **PURCHASE OF EQUIPMENT**

There are many methods of purchase of equipment for physical education:-

#### **(1) Correct Method**

The correct method of purchase of all sorts of equipment method in physical education is given below.

(a) The principal or headmaster should give his approval for the oversaid demand keeping in view the budget at his disposal. If his budget cannot fulfill the demand, he can delete some items from the list submitted by the Physical Instructor.

(b) While making the purchase the following types of letters and forms are required.

#### **(i) Letter for demanding quotations.**

Name of School .....

Place.....

Date.....

Messrs .....

Dear Sirs,

We have to make a purchase of the following articles to be used in physical education of our school. Please send their minimum rates upto the date.....

Headmaster/Principal  
(Seal)

The general trend is that order is given to the firm submitting the minimum quotation rates, but if the Purchase Committee of the school considers that he firm submitting the minimum quotation is not going to supply the equipment articles of good quality, some other firm of good repute, in respect of quality of articles, can be given the order. But in that case it is necessary to note down, on the form for Comparison of Quotations that the firm submitting the minimum quotations is not going to supply articles of good quality and the samples submitted by it are not approved by the Purchase Committee. So order of purchase is being given to the firm submitting the next minimum quotation rates and also supplying samples of good quality.

The equipment required for the whole year can be purchased, on the whole, at the start of the year as it will involve less botheration besides ensuring maximum rebate in prices. The school can get equipment of good quality while making bulk purchase, but many small purchases do not ensure good quality.

## (2) Wrong Method

Usually in some schools wrong method of purchase for equipment of physical education is widely used. In such a method the headmaster or the principal of the school goes himself to the equipment shop and makes the purchase on the spot. He can also depute one teacher or more than one teachers for the job. Both these forms of purchase are included in the wrong method, because in this method neither good equipment articles are purchased, nor their rates can be compared beforehand.

Moreover, the headmaster, or the principal or the teachers are liable to fall victims to corruption and bribery. So this method, besides being wrong, is unlawful also.

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## MAINTENANCE AND UPKEEP OF EQUIPMENT

It is usually observed, on the checking up of different stores or equipment for physical education, that the sports equipment is not kept according to any fixed order or fixed planning.

The research studies needed in different games are intermixed. For example, the articles required for the games of Football, Hockey, Volleyball and Basketball are all kept in an intermixed and haphazard form and sometimes it becomes difficult to locate any of them exactly. Sometimes, precious hockey sticks, rackets, cricket bats, nets etc., are thrown in the most neglected corner on the floor so that they are prone to be destroyed by white ants. Similarly, sports and athletics, articles, by white Discs, Shots, Javelins, Tapes, Ropes etc., are such as Discs, Shots, Javelins, Tapes, Ropes etc., are lying in a haphazard form. In this way, nothing can be found when it is urgently required. The Badminton rackets are kept without presses and they are soon rendered out of use.

In this way, there is no proper upkeep and maintenance of equipment for physical education at all. The result of all this is that many precious articles of sports are broken or spoiled in no time, nothing can be traced when needed and most of the articles are rendered useless very soon. This involves waste of a lot of money. It hampers normal activities of physical education programme. So the proper upkeep and maintenance of sports equipment is as essential as its purchase.

Maintenance is a serious issue for those who use or supervise playgrounds. It has been estimated that up to 40 percent of all playground injuries could have been prevented if adequate maintenance measures had been employed. The National Recreation and Park Association stated that nearly 70 percent of all lawsuits against play facilities implicate maintenance to some degree.

Some facilities have taken steps to ensure that proper maintenance is carried out. For example, one school district in California has prevented many injuries and avoided potentially expensive lawsuits by implementing a "Playground Safety Action Plan," with dated documentation of inspections and maintenance. A good maintenance program is essential to any playground, for both economic and safety reasons.

Playground equipment that is older or heavily used needs even more maintenance, yet all too often, those responsible are hesitant to repair or remove worn-out equipment because budgets are not calculated to allow extensive repairs, or purchases of new equipment. This practice jeopardizes the safety and in some cases the very lives of children playing on the equipment.

#### **Equipment Storage, Equipment Storage, Marking and Inventory**

Careful consideration should be given to adequate storage space [400 to 600 sq. ft.; 12'-15' height]. Storage areas are planned to allow for adequate space with reasonable ease of access to needed equipment. All physical education equipment should be marked for purposes of keeping an updated inventory and to guard against loss or theft. Equipment used by classroom teachers and/or for recess should be kept separate from the physical education inventory.

#### **Features of Indoor Equipment**

The National Standards for Physical Education Content Standard Number 1 states: "A physically educated person demonstrates competency in many movement forms and proficiency in a few movement forms" (see *Moving Into the Future - National Standards for Physical Education - A Guide to Content and Assessment*, a publication of AAHPERD/NASPE, 1995). To successfully address this standard, sufficient and

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developmentally appropriate equipment is essential. The following physical education curriculum based on the National Standards for Physical Education (see *Moving Into the Future - A Guide to Content and Assessment*, a publication of AAHPERD/NASPE, 1995). Skill themes (i.e., education of AAHPERD/NASPE, 1995). Skill themes (i.e., throwing, catching, kicking, striking, bouncing, jumping/publication of AAHPERD/NASPE, 1995). Skill themes (i.e., throwing, catching, kicking, striking, bouncing, jumping/landing, effort and relationship awareness) establish the base for educational game, dance, and gymnastic spatial, effort and relationship awareness) establish the base for educational game, dance, and gymnastic experiences. The size, texture, weight, and/or colour of equipment should be varied to accommodate children's level of motor development and physical growth. Colours can also be used for organizational and instructional purposes.

The following steps should be taken for the proper upkeep and maintenance of equipment for physical education:-

- (a) Precious articles, such as watches, machines, stop-watches, tapes, etc., should be stored in strong boxes, which should be kept locked.
- (b) As far as possible action should be taken to destroy rats and white-ants in the store-room by special insecticides.
- (c) Footballs, volleyballs, and basketballs should not be kept full of air all the time, because the threads of their covers are liable to be broken in this way. So air should be taken out from these balls when they are not being used. It is best to keep the covers of the balls and their bladders separately. The covers should be specially protected from the sun and dampness. If possible protect all the covers with grease-coating in the season when games are not played in the school and balls are not put into use.

(d) Badminton rackets should be kept in presses, otherwise they will get shrunk to one side and become utterly spoiled. If any cord of the racket is broken, it should be got repaired immediately.

(e) Hockey sticks and cricket bats and all other sports articles made of wood should be preserved by oiling them.

(f) The articles of rubber should be protected from the sun, heat and oil. They should be stored after being sprayed with French chalk powder.

(g) There should be a separate store room for the proper upkeep of sports and games equipments. There should be proper shelves and almirahs in the store-room. There should be separate boards in the almirahs for different articles of equipment.

(h) Every article of sports equipment must bear the stamp of the school.

(i) New articles of equipments should be kept in almirahs, boxes or trunks. There should be a separate and fixed place for every article and it should never be misplaced.

(j) When cotton or woollen clothes, such as jerseys and flags etc., become dirty, they should be properly washed or dry cleaned. Wet clothes should not be kept in the store-room. They should be dried well before being stored. All kinds of clothes should be protected from rats.

(k) The store room should not be damp at all.

(l) Sports articles made of iron, wood, rubber and plastic etc., should be stored separately so that different proper methods of their safety can be utilized easily.

(m) The articles of equipment should be protected from the sun, dust and rain.

### **CARE AND MAINTENANCE OF SPECIFIC TYPES OF EQUIPMENT**

It stands to reason that not all athletic equipment can be treated, cleaned, or stored in the same way. The materials from which the equipment is made—leather, rubber, fabric, wood, and so forth—require different methods of care. If the persons using it are to get the maximum service from the equipment he orders, the athletic director and his assistants must be familiar with the manner of caring for the various types of apparatus on hand.

**Leather Balls**—The Vulnerable part of any leather ball is the stitching. The stitching can be protected by relieving the pressure inside the ball between seasons. Slowly drying the ball when it is wet rather than forced drying will also protect the stitching. When inflating a ball with a rubber core valve, always moisten the needle, preferably with glycerin. If the needle is moistened with the mouth, remove the moisture from the needle after using it. A rusty needle will injure the core of the valve. The needle should be inserted with a gentle, rotary motion. A pressure gauge should always be used to insure correct inflation. Over inflation should be avoided, inasmuch as it strains the fabric lining and thus affects the shape and life of the ball.

A ball which has been used in the mud should be wiped clean with a damp cloth and then dried at the normal room temperature. Leather balls should never be placed near a radiator or hot-air register. To clean a ball which has been discoloured commercial cleaners or saddle soap are recommended. When the leather of a ball has become harsh and rough because of repeated exposure to moisture, and application of a commercial leather dressing or a light mineral oil will prove helpful.

Leather balls should be partially deflated when stored

away between seasons. They should be stored in a cool, dry place without objects of appreciable weight upon them.

**Rubber Balls**—The Chief enemies of rubber are direct sunlight, heat, grease, and oil. With regard to sunlight and heat, all that can be done is to avoid exposure when possible. Grease and oil should be removed with soap and warm water. Dry-cleaning fluids should never be used on rubber goods. Rubber balls should be stored in a cool, dry bin or box away from heat or sunlight.

Textile fabrics. Bourquardez and Heilman have made a thorough study of the care of textile fabric. Their recommendations. All woollen items must be protected against moths. Moths will not attack nylon or cotton fabrics. After jerseys are cleaned, they should be stored away by sizes. The should not be stored in open bins where dust will collect but in closed containers with moth repellent.

**Leather Goods**—The most common sources of trouble with leather goods are high temperature and excessive moisture. There are three types of formations which accumulate on leather, only one of which is harmful. This is green mold which rots leather. In order to prevent green mold rot, leather articles should be kept in a cool, dry place. When wet, leather equipment should be dried immediately, but the action should not be forced. The article should be dried at normal room temperature without the use of artificial heat. Sun drying and air streams or pressure should never be used. The proper care of leather shoes is especially important.

They are subject to dampness due to perspiration, rain, or snow. This condition tends to remove the training oil from the leather, causing it to dry out and crack. In addition, shoes if worn when very wet become misshapen. In caring for wet shoes, lime and mud should first be

removed. Warm water should be used if necessary. Oil or grease should then be applied and worked into the leather. Castor oil is especially recommended.

If the oil is warmed before application, it is more efficacious. Oil should be applied to the uppers, and wool grease to the soles. It is important to keep oil and grease away from rubber cleats. Wearing football, baseball, and track shoes on stone or concrete floors should be discouraged.

Before leather shoes are stored away after the season they should be cleaned and oiled. The should be oiled again about the middle of the year. The toes should be stuffed with paper to help the shoes retain its shape. The shoes should be stored in special compartments to promote air circulation and to avoid crushing.

**Wooden Equipment**—Wooden equipment such as bats, golf clubs, hockey sticks bows, and lacrosse sticks, are built to last for long periods of time and will do so when properly handled. Moisture is the main source of difficulty. It will damage the wood where the finish has worn away. Consequently applications of warm linseed oil are recommended whenever the finish of the wood requires it. Javelins and vaulting poles should be stored in such a manner as to prevent warping. Storage of wooden equipment in a cool, dry place is recommended.

**Nets and Rackets**—Nets which are exposed to dampness will rot. Nets which are used outdoors should be tarred. If they are dipped in creosote every year, their life will be prolonged. The should be taken in during bad weather, kept dry, and repaired at the first indication of damage. If space is available, it is better to hang tarred nets on pegs in a cool, dry area rather than fold or roll them. Badminton and tennis rackets should always be kept in presses when not in use. Restraining is much less expensive when it is done immediately after a string

has been broken. Probably the greatest source of racket problems is too great string tension. This condition greatly increases string breakage and loss of shape of frames. At the same time it does not improve the performance of the poor and average players. Expert players use tightly strung rackets, but such equipment is neither necessary nor desirable in physical education and intramural activities. A tension of from 50 to 60 pounds is adequate for such use.

**Badminton Shuttlecocks**—Badminton shuttlecocks should be kept in a moist environment. The feathers lose their oils in a dry atmosphere. A humidifier is recommended for the storage of a considerable number of shuttlecocks. The greatest damage to shuttlecocks comes through careless use. Students should not be permitted to abuse this fragile equipment. Shuttlecocks are also saved when students are prevented from smashing and swinging vigorously until they have developed proper skill and timing.

**Archery Tackle**—All bows should be unstrung when not in use. On the archery range the bow should be hung on the ground quiver between rounds. When not in use, the arrows should be racked in a dry place. The rack should be so constructed that there are three pressure points on the arrow—one two inches from either end, and one in the middle—to prevent warping.

**Helmets**—Helmets should be cleaned before they are stored away. Dirt and hair oil should be removed by using saddle soap or a commercial ball cleaner. In storing helmets the important consideration is to maintain their shape. **Throughout the year they should be carefully stored on special racks, or they may be stuffed with newspaper with head trees on the inside and suspended from wires close to the ceiling.** The should not be hung by the chin strap. Helmets should not be crushed by having heavy objects placed upon them or by having

equipment sit upon them. Throwing helmets is also a **hazard** which should be prevented. The common practice of carrying helmets in a duffle bag is not recommended.

**Hip and Shoulder Pads**—These items of equipment should be cleaned and repaired before being stored. Hip and shoulder pads can be washed with warm water and soap if care is used to avoid getting too much water and materials, such as kapok, which absorb it. Leather parts should be lightly oiled after cleaning. Special forms are made upon which shoulder pads may be stacked. **Stacking pads more than five or six high will spread the arches of the bottom pads to the point where they lose their body-conforming shape.** If space is available, open wooden racks to accommodate not more than two pads to each space is the ideal arrangement. Hip pads should be hung by the belt loop.

**Mats**—The two common practices which are harmful to gym mats are rolling or bending them in any way and dragging them on the floor. Mats should always be kept flat. When they need to be moved they should be carried by the handles or transported on a mat truck.

Canvas mats should be cleaned once a month with a vacuum cleaner. If they are heavily used and become grimy, they should be cleaned with a commercial mat cleaner. Tears in the body or the handles and broken tufts should be repaired immediately. When the mat cover is beyond repair, it is less expensive to have it recovered than to purchase a new mat.

**Track Equipment**—Metal shots should be cleaned with steel wool and oiled before being stored away. Steel tapes should be treated similarly. Discuses should be cleaned and shellacked, than placed in a rack, and stored in a room that is not overheated. Javelins should always be hung from a height with the point downward to prevent warping.

## **Time Table Management: Meaning, Need, Importance and Factor Affecting Time Table**

### **TIME TABLE MANAGEMENT**

#### **MEANING**

Time table is an essential means of planning the whole scheme of work systematically. Timetabling concerns all activities with regard to making a timetable. According to Collins Concise Dictionary (4th Edition) a timetable is a table of events arranged according to the time when they take place. The events are usually meetings between people at a particular location. Consequently, a timetable specifies which people meet at which location and at what time. A timetable must meet a number of requirements and should satisfy the desires of all people involved simultaneously as well as possible. The timing of events must be such that nobody has more than one event at the same time.

In reality, making of time table for any work is planning the scheme for doing that work. It is not only essential for educational institutions but every person who wants to lead his life systematically should also make a time table for his day-to-day activities. Time table indicates what after what and what thereafter and so on. After fixing up the aims and objectives of an activity, planning for its execution is made and time table occupies a place of importance in that planning. No school can function without proper time table because it supplies framework within which various activities of school

proceed. In a school different subjects are taught and various activities are to be organised. Without time and all this can't be possible. Time table is like a clock and indicates the time of every activity to be organised in school. How much time is assigned to different subjects is indicated by the time table. In reality the school which is functioning after framing the time table. Framing the time table is pre-planning of whole programme in respect of allocation of time to its different activities. It is also the mirror which reflects what is being done where in the school and under whose guidance and supervision. It is the time table which indicates:-

- (i) The location of class or teacher at a particular time.
  - (ii) The functioning of co-curricular activities and how much time is allotted to each of these activities.
  - (iii) The working hours of the school—when the school starts, in how many periods its daily work is divided, when does it break for interval and when its daily work comes to an end.
  - (iv) The names of teachers working in the school and load of work allotted to each of them.
  - (v) The different subjects which are being taught in the school and how much time daily and weekly is allotted to each subject.
- In the nutshell time table gives shape and system to the functioning of school and reflects its various activities. Hence, time table is very necessary for every institution because it is pre-execution stage of prescribed scheme.

### NEED OF TIME TABLE

#### • Curriculum Organization

A school timetable with mandated period lengths, such as 45 minutes per period, and specific subjects for each period helps administrators allocate sufficient

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resources to the most important curriculum areas. Curriculum subjects are at optimal times of the day. For example, if an administrator believes that the most important time to schedule English language arts courses, then reading and writing should almost always be scheduled before lunch.

#### • Student Organization

The school timetable allows students to know the exact time and duration of each class period. In elementary school, a class of students usually follows the same schedule, while in secondary school, students have individualized schedules. Without a school timetable, students would have no idea how to prepare for the day, when to go to their lockers -- if they are in middle or high school -- how much transit time they have before they are late for class, and who their teachers are.

#### • Reducing Confusion

A smartly designed master school schedule reduces confusion for teachers, allows them to set their routines and creates comfort during the first two weeks of school, when classroom management is critical. Teachers and administrators can also rectify mistakes by using a the master schedule, such as one teacher being placed in two classrooms at the same time, or another teacher not receiving a preparation period during a particular day.

#### • Routines are Critical

The most important reason for creating a school timetable is developing a routine for all students and staff. Just as teachers must develop routines for their students to build a class structure, administrators must use the school timetable to clearly delineate exactly when and where students go to class and when teachers are scheduled to teach. If an administrator creates a poor timetable, which either requires teachers to work several

consecutive periods or students to go without an elective, such as art, music or physical education for two or three consecutive days, the management effects trickle down to the teachers and an unsustainable student behavior situation results.

### IMPORTANCE OF TIME TABLE

Physical education is given a significant place in the modern system of education. In the past, much more importance was given to academic aspect of education and physical education was virtually ignored. Daily regular periods were not allotted to physical activities. Physical education was confined only to one or two weekly periods. In these periods various physical exercises and marching etc., were planned. No special efforts were made to organise physical activities. But now the condition is altogether changed.

Now physical education is considered to be an integral part of daily functioning of school. Today, every class is allotted a period of physical education almost daily. Physical education in the modern educational set-up is not only confined to marching and old-modern physical exercises but its boundaries have also extended to organisation of various physical activities, games, sports and athletic meets etc. Physical education has been made a compulsory subject at school level. With this changed situation physical instructor has to plan different activities and programmes at the very start of session.

For the execution of these activities and programmes it is necessary that proper time table pertaining to physical education should be prepared. In present educational system physical education is an important as other subjects. In some states, it is a compulsory subject. So it should be allotted regular time in the time table of the school.

In addition to it, a specific time table for the physical

education should also be prepared to give due importance to the various activities concerned with physical education. This specific time table should indicate as to how much time is to be given to a particular activity, how theoretical instruction is to be given and when practical training and practice is to be given and when the physical education instructor is to finish the prescribed syllabus and prepare the students for the public examination. For this purpose also he need a set time table.

Like other teachers physical education instructor also needs a time table because:-

- (a) It is conducive in obtaining maximum co-operation of other teachers.
- (b) It facilitates organised functioning of different activities of physical education.
- (c) It ensures proper utilisation of time and energy.
- (d) It make physical education systematic and well-organised thus making it an integral part of daily working of the school.
- (e) It checks the passivity of the students.
- (f) It helps in proper allocation of time to different activities.
- (g) It increases the interest of the students and keeps them mentally prepared for physical education.
- (h) It helps in the fulfilment of the needs of students to their maximum possible.
- (i) It ensures maximum utilisation of sources and apparatus available in the school.
- (j) It helps the instructor in preparation of lessons pertaining to various activities.

## FACTORS AFFECTING TIME TABLE

### • Standard Hours

Unless requested otherwise, the Timetable Office will make all possible attempts to schedule classes within the standard teaching hours of 8.00 am to 6.15 pm Monday to Friday. In circumstances where this is not possible the timetable office will consult with the relevant teaching department in an effort to determine the best possible alternative.

The common University start times are on the hour up to and including 12:00pm (i.e. 8:00am, 9:00am) and then 15 minutes past the hour after 2:00pm (i.e. 2:15pm, 3:15pm). The transitional timeslot is 1:00pm, in which classes can start on the hour or 15 minutes past the hour.

### • Teaching Free Tuesdays

The Tuesday 'teaching free' period has been taken into consideration on the timetable, and runs between 12pm and 2pm every Tuesday.

Requests for exemptions from the Teaching Free period can be made in exceptional circumstances. Exemptions are granted for sound academic purposes only, and require approval from the Deputy Vice Chancellor (Academic).

### • Same Time Activities

Departments or faculties may stipulate a need for the scheduling of same time activities for a variety of pedagogical reasons. A department may request as same of difficulty subjects that correspond to different levels Introductory Arabic 1, Intermediate Arabic 1 and Advanced Arabic 1. This is to enable movement between levels by students who may not know in advance their

### Time Table Management

level of ability.

The timetabling 'break out' rooms for a subject is level of booking of extra spaces such as purposes of booking. The scheduling of extra spaces such as purposes of booking. The scheduling of extra spaces such as now permitted. The scheduling of extra spaces such as 'break out' rooms for classes should be requested via our purposes of booking. The scheduling of extra spaces such as online request form so our office can create an activity, break out' rooms for classes should be requested via our online request form so our office can create an activity, which then appears in Web Data Collector (WDC) for the departmental timetable contact to configure. These will which then appears in Web Data Collector (WDC) for the departmental timetable contact to configure. These will them be timetabled and will appear on the online departmental timetable contact to configure. These will them be timetabled and will appear on the online timetable SWS but not on Integrated Student Information System (ISIS) or the Student Portal.

### • Study Periods

There are 29 formal study periods supported and these will have some impact on the timetable through use of non-standard teaching periods such as intensive subjects, trimester, year-long or monthly teaching patterns.

Information about starting and ending dates of teaching activities must be entered in the Web Data Collector (WDC) and will be taken into account when constructing the timetable. Accurate information must be provided by the departmental timetable contacts in order to ensure teaching spaces are allocated at the appropriate times.

### Enrolment Numbers & Teaching Spaces

Teaching activities will be timetabled in teaching spaces of an appropriate capacity. Wherever possible, this will be within close proximity of the relevant faculty or department.

There are a limited number of large theatres at the University. A trend towards running larger single stream classes (instead of multiple smaller sessions), imposes heavy constraints on the timetable. Wherever possible, the streaming of classes is strongly recommended for the

benefit of student flexibility (i.e., students have multiple sessions they can possibly attend across the week) for the purposes of appropriate timetabling (classes are more likely to be able to be accommodated in ideal timeslots and/or locations if they are smaller in size).

Actual enrolments in subjects will be checked each semester against predicted enrolments. Where there are significant discrepancies between predicted and actual enrolment numbers, the timetable office may move teaching activities in order to maximize appropriate use of teaching spaces (i.e. classes with larger than expected enrolments that exceed the capacity of their assigned venues will be rehoused in larger venues and vice versa.)

### Equipment

Requests for specific teaching resources need to be entered in the Web Data Collector (WDC) and are taken into account during the timetable construction period. Teaching activities will be timetabled in suitably equipped teaching spaces. Wherever possible this will be within close proximity of the relevant department. Due to the limited number of certain categories of teaching spaces, it may be necessary for certain classes wishing to run in these spaces to be either scheduled outside of standard teaching hours and/or in a location distant from the department.

### Electives & Breadth

University Breadth subjects are scheduled concurrently for each year level at 'favourable' times (currently Mon, Wed 12-1pm or 1-2pm for lectures, these times) as per directive from the Melbourne Model Committee.

Where there are many electives within a major, it may not be possible to ensure that all possible combinations

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of electives can be timetabled without clashes. This also applies to breadth tracks.

### Maintenance and Building Works (Routine or Scheduled)

Teaching spaces are subject to maintenance and building works by Property and Campus Services and/or Learning Environment Office to keep abreast of scheduled or Learning Environment Office to keep abreast of scheduled by the Timetabling Office to keep abreast of scheduled works, there may be changes by PCS or LE which require teaching activities to be relocated after the timetable is published.

Unscheduled maintenance works may be required to take place in a venue at very short notice (in circumstances where a room has been damaged or equipment has malfunctioned).

Where a venue is not available for teaching over a particular time frame, the Timetable Office will make alternative arrangements for the affected class(es) in consultation with the relevant teaching departments (be that for a single class or for a whole semester.)