

***FACILITIES REQUIRED FOR THE SUCCESSFUL MANAGEMENT
of SPORTS AND PHYSICAL EDUCATION IN SECONDARY
COLLEGES***

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INTRODUCTON

Modern education given much more importance to physical education for the all round development of students, it is emphasize that various activities should be included in physical education to enable all the students to take part in them according to their aptitudes, interests and abilities. Necessary facilities for physical education and sports should be provided in every college so that a maximum number of students can take part in its various activities. Though the situation and financial conditions of the college are to be kept in mind in providing facilities yet every effort should be made for maximum provision.

Physical education is an organized experience related to general education which attempts to learn an individual and a group in to situation affording opportunities for learning of neuron-muscular skill, acquisition of organic vigor development of desirable social attitude and the employing of creating expression through big muscular activity.

CONCEPT OF FACILITY

A standard in Physical education may be defined as the minimum requirement for the effective functioning of the programmed. It is a requirement in terms of facilities, equipment and personal established by authority. Facility serves as the base of education aim and objective of education can be achieved only through the facilities existing in the school. Education without proper facilities will not serve the purpose.

Facilities include the playing field, provision of teaching, personnel, gymnasium, swimming pool, equipments, store rooms, sports library including a game peon to maintain the play field etc.

According to national plan facilities of physical education include playground, gymnasium, equipments, personnel, time allotment, health instruction and school nutrition.

INDOOR PHYSICAL EDUCATION FACILITIES

The trend in the construction of indoor physical education facilities is to provide a large area that can be used for a variety of activities. Synthetic surfaces, improved acoustical engineering and technological advances in the designing of movable and retractable bleachers and equipment have been important factors in making this a desirable approach. In some situations it has been found best to have specialized teaching stations for activities such as combative, gymnastics, weight training, dance, correctives and

fencing. The flexibility of large central activities makes it possible for these types of activities to also be included in the multi-purpose design if that is desired. Swimming pools, bowling lanes, four wall handball, squash and paddle ball courts are the examples of teaching stations that must be designed as a separate entity. Flexibility and multipurpose use are key considerations in facility designs for physical education facilities that will meet changing needs during the life of the building and provide the best return for the money that is expended.

The Main Gymnasium

Some facilities are designed using the main gymnasium concept. The number and kind of teaching stations that are needed determine the size of the gymnasium.

Courts for badminton and volleyball are invariably laid out in the main gymnasium in addition to those for basketballs. It is desirable to plan for sufficient courts to handle a class of appropriate size. An instructor can handle 36 students adequately on three volleyball courts. If there are only two courts for 24 students it is obvious that the instructional cost is appreciably greater.

It may be necessary to conduct fencing, dancing, wrestling, and gymnastics in the main gymnasium. However separate areas for these activities are preferable. This is particularly true about gymnastics and wrestling, which require specialized equipments that must be moved both before and after class. If separate rooms are not provided for these activities storage space for the equipment must be provided in the main gymnasium.

Wrestling Hall

The room should be a minimum of 40' x 80' which will provide space for two 40' x 40' wrestling mats. The walls should be matted to a height of 6 feet. Proper ventilation is of prime importance. Direct access through double doors should be provided to the area where wrestling meets will be held if bleachers are not available in the wrestling area.

Gymnastic Hall

This activity probably requires more equipment than any other phase of the physical education or athletic program. It is highly desirable to have a permanent area available for gymnastics o equipment will not continually to be put up and taken down. This not only is important for the standpoint of time, but the longevity of the equipment and the safety of the participants is increased when equipment can be left in one position.

Location of Building

Accessibility for students and community members must be considered when constructing a physical education facility. The facility should be an integral part of the school design and yet be placed so that it can be used without disrupting other parts of the academic program. Specialized areas should be available without opening the entire facility or school building.

Hall Dimensions

The size, shape, and height of the room will vary according to the purposes for which they will be used; consequently, it is not possible to determine the optimum dimensions without knowing the local conditions that will affect them. Each room should have sufficient height of ceiling to accommodate the activities that are to take place in it. Any additional heights are unnecessary and costly, and any reduction is in desirable cramps the activity program. The recommended standards for gymnasium ceiling heights are: elementary schools, 20 feet (if the gymnasium is to be used by the recreation department the ceiling height must be raised to 22 feet), and junior High schools, 22 feet; senior high schools, 22 to 24 feet. Locker, shower and classroom need to be more than 10 to 12 feet in height.

Materials and Construction

The funds available, the material at hand, the use to which the constructed part is to be put, the attitude of the community toward types of construction and material, and the work force available at time will largely determine the quality and type of material and construction that will contribute to each finished unit in the building. If funds are ample and the community desires to use them, there can be relatively great freedom of choice in materials and construction. All materials must meet fire code standards and whenever possible, fireproof material should be used.

Indoor Surface Materials

Most physical education facilities will have several types of floor surfaces. The synthetic surfaces have been an important development in the physical education construction. However, high grade maple remains an excellent choice of floor surface for many schools. This type of flooring has stood the test of time and hard use. Maple is a dense, strong, heavy, remarkably hard, and exceptionally durable wood. It is free from silvering and splintering, extremely resilient, polishes under friction, thus increasing its wear resistance, and because of its close grain is very sanitary. Standard lengths are recommended in preference to special long lengths. The long lengths are much more expensive, without compensating benefits.

Walls

Concerning the walls of the gymnasium a variety of factors should be considered. These are as follows:

It is decided advantageous to have walls smooth up to 12 feet in order to have them serve as rebounding surfaces for balls. No wall should constitute a hazard because of its rough or uneven surface. The lower portion of the wall should be able to take hard usage and should be resistant to marking and scarring. The lower walls should be finished with materials that can easily be cleaned without the finish. Light colored walls reflect light better and provide a more cheerful atmosphere.

Ceilings

Ceiling materials vary considerably according to the room. For offices, standard classrooms, and high gymnasium rooms, acoustical tile is recommended. If apparatus is to be fastened to the ceiling, all necessary clamps and fasteners should be installed before the ceiling is finished. To prevent condensation of moisture, ceilings should be insulated. A light ceiling will have the same general lightning advantages as the light walls.

Doors

Wood, glass, reinforcing wire, copper, brass, and iron or steel are commonly combined to make satisfactory doors for any part of the physical education building. All exit doors should open outward and be equipped with panic bolts, so that crowds will not be trapped by a locked or blocked door. Door stops should be provided to keep doors from being “banged” to pieces. Strong, efficient locks should be provided for doors that need to be kept closed. Large doors should be provided to the gym areas for use by visitors or spectators and for use in moving apparatus and materials in and out. Doors should be placed in the most convenient locations to facilitate circulation of traffic within the building.

Lighting

Lighting in physical education areas is provided by natural and artificial means. Natural lighting is that which comes through windows. When windows are used they should be elevated from 10 to 14 feet above the floor on the two long sides of the gymnasium. If windows are used in the dressing rooms they should be located above the lockers and as high as possible.

Conclusion

Thus, we can say if institutions can provide all these facilities and get managed by qualified professional persons, the aims and objectives of sports and physical education (practical aspect) can be achieved successfully.

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