



ORGANIZATIONAL STRUCTURE IN SCHOOLS COLLEGES AND UNIVERSITY

Introduction:- For the first time, Indian Education Commission, which in 1882, recommended that physical training be promoted in the interest of youth by the encouragement of native games, gymnastics, drill and other exercises which suited to each class of a school. Thereafter, schools and colleges began to take interest in physical education activities on a voluntary basis. In 1894, the question of compulsory physical education was again considered at government level; but no definite policy would appear to have been formulated in this connection. Immediately after Independence, the Central Government appointed a Committee in 1948 under the Chairmanship of Dr. Tarachand to examine the problems of secondary education and physical education also. The Government of India, ministry of education appointed in 1948 a commission with Dr. Radha Krishnan “Chairman” to consider the problem of University Education in India and make recommendations that College students should undergo a programme of physical Education for the first two years. Government constituted the Central Advisory Board of Physical Education and Recreation in 1950. The important contribution of this board was the preparation of the National plan of physical education and Recreation which contained guidelines to State Governments for Starting teacher training programme in physical education, syllabi in physical education.

Organisation in Schools:-

The syllabus in physical education for High School and Higher secondary schools, is prepared by the respective state Boards for secondary /Higher secondary Education. Three or four periods a week are provided for this subject in the time table.

In schools, physical education is a neglected subject chiefly for two reasons. 1) Heads of the institution (and academics) have scant respect for sports activities, and 2) physical education and sports is not a priority subject. The physical education scenario in schools is utterly dismal and needs revolutionary changes with regard to its organizational and functional aspects. The organizational set-up for co-educational school is an inter-mix of the ideal and the real. Depending upon the type of school, its resources, facilities, personnel and even constraints the set-up may be modified i.e., expanded or squeezed without sacrificing the basic objectives of the school's physical education and sports programmes. For example, a public school or a well-established giant private school (with numerous departments and section) may have an expanded organizational set-up with independent in charges, coordinating links, and feedback channels, whereas a small government school with or without a physical education teacher may be a one-man show.

While conceptualizing the physical education set-up for a school, it may be noted that schools work under numerous constraints but they nevertheless are the “cradle “of athleticism and need special care. Several points in this proposed set-up require detailed discussion for the sake of clarity.

First, principal/Headmaster: He or She is the highest academic and administrative authority in school. The growth of physical education and sports in school is largely due to his interest, initiative and aptitude.

Second, the physical education section:- If headed by a single teacher out to be directly under the head then all policy decisions, directions, instructions etc. should flow to other teachers in the sports/games committee through him.

Third, as a democratic measure, the sports/games committee: - It may consist of physical educators, interested academics and possibly student leaders for better management of facilities, equipment and programmes. The terms of reference of the committee should include programme planning, budget formulation, purchase and disposal of sports equipment, organization of intramural and extramural, play days, festivals, etc. The chairman of the sports committee should invariably be the Principal/Headmaster, and the senior physical educators its ex-officio secretary responsible for maintaining a complete record of its proceedings, and implementation of official decisions.

From the view-point of activity, the entire school should be divided in three major sections i.e., middle section, girls section and secondary/sr.secondary boys' section, each section being put under the charge of a competent physical educator. (This is possible in a large institution where the number of PETs is more). This girls' section should preferably be under the command of a female physical education teacher. This compartmentalization is not absolute but relative and also a matter of administrative convenience. Proper coordination and cooperation are essential to the success of this arrangement. An ideal organizational set-up like this is flexible and cognizant of ground realities.

Organizational Structure In College Physical Education Department:

Except where physical education is a teaching subject, the college physical education department is a non-teaching department headed by the senior most lecturers generally known to the students as DPE (Director of Physical Education). The number of physical education teachers in a college depends upon student-strength.

An appropriate organizational set-up for a college department of physical education must be based on ground realities rather than Utopian goals. No college can afford to have too many physical education teachers but there ought to be a faintly good number of supporting staff whose services should be utilized for running activity routines, organizing tournaments and ensuring care and maintenance of the sports infrastructure and equipment. The cooperation of their faculty members may be sought while organizing athletic meets tournaments etc.

The functions of various sections ought to be coordinated at the level of the orders directed from the Principal and implement policy decisions taken at the sports/physical education committee. Depending upon resources it may be at a modified level. Much of the success of physical education and sports programmes for the college youth depends on the efficiency and managerial ability of the collegiate department of physical education

Organizational Structure In University Department Of Physical Education:

As the highest seat of learning, a university is an autonomous statutory complex structure of faculties, teaching and non-teaching departments, research divisions, administrative offices and welfare units. Irrespective of their status-affiliating, residential or institutional- all universities

have a Department of physical Education usually headed by a Director with appropriate administrative set up.

There are at least three types of physical education departments in existence in the universities in India:

1) Non-teaching Department where the functions, duties and responsibilities involve training, coaching, conduct of intercollegiate and /or inter-university tournaments, and sponsoring university teams for inter-university competitions”

2) Teaching Department catering to academic of physical education and

3) Composite Department involving both administrative and academic responsibilities. Discussion on the present and proposed set-up of each of these types of university department will be interesting and exciting.

1. The organizational set –up of a typical non-teaching department:-It is almost universal with some variation here and there depending upon certain local conditions and administrative factors. The total management of the physical education department vests on the three key figure-heads, viz. The registrar for establishment, the finance wing for budgetary controls, and the sports committee (comprising Vice-Chancellor, Syndicate members, college principal’s administrative and financial personnel, student leaders and the director of physical education as the ex-officio secretary) for policy decisions. The director of physical education is the managerial head of the department and is responsible for implementation of sports policies and plans. His relationship with the physical education teachers of the affiliated colleges is based on mutual understanding and professional ethics. He does not over-load them although he commands veneration due to his superior position. The director of physical education performs all administrative functions such as planning, organizing, staffing, directing, controlling, budgeting, communicating, and decision-making, evaluating etc. He is a de facto dictator in technical matters and professional concerns, and a spokesman of physical education at various form of the university. Most universities have a Non-Teaching Department of Physical Education.

Even with best possible service conditions of physical education personnel, there are grey areas in the organizational set-up and functioning of the department. For example, the set-up of the department of physical education in all the universities is not uniform. Conveniences not conventions, individuals not ideals and prejudices not priorities generally weigh heavily with the university authorities for setting up and staffing the department. There is need to have a deputy director who should officiate in the absence of the director as well as coordinate various burst down below, An assistant director or a deputy director ought to be appointed to look after women’s sports programmes because women’s problems are peculiar.

2.The set –up of a teaching Department of physical Education: It is more or less, similar to that of any other academic department in the university with professor/reader as the chairman (generally by rotation) and several faculty member’s professors, readers, lectures, demonstrators etc. Only a few selected universities have a teaching department of physical education offering Bachelor’s, Master’s Course of physical Education and Diploma Courses in Management or Sports Sciences. At times, the faculty extend helping hand to the university authorities (especially non-teaching department) in the conduct of inter-collegiate and /or inter- varsity competitions and sports festivals. Unless otherwise provided, the department of physical education (teaching), caters to professional academics. With or without a separate faculty of physical education, the teaching department plays an important role in designing curricula for professional courses, guiding research and organizing seminars, symposia, conferences etc.

3. A Composite Department combines:- One of the advantage of the composite department is in the field of extension services. Student's help is readily available and utilized meaningfully. This saves expenditure and simultaneously and offers opportunity to students to get work experience in laying out play fields. Officiating matches, acting as support system for senior officials, controlling spectators etc. The organizational set-up of a composite physical education department is likely to be more complex than that of a single-objective department.

Conclusion:- Organizations run on formal rules and procedures i.e. memorandum, statutes or constitution which invariably define inter alia aim and objective. Effective Schemes of Organization for management clearly demarcate the authority and the responsibility. Coordination and cooperation are the main-stay of any good organization, and. Organization must serve some social purpose. Organization in the schools, in college, in university a department of physical education and a composite department, both administrative and academic responsibilities.