



FACILITIES, EQUIPMENTS, SUPERVISION, INSTRUCTION AND SAFETY GUIDELINES

INTRODUCTION

Today's physical education and sports programmes emphasized on natural activities which require large well maintained and attractive play fields. In fact these play fields are the uncovered classrooms and as such they must be properly equipped and maintained. The area of the play field and its proximity to institution (school/college/university) are factors which need careful thought and consideration. The planning, construction and management of sports facilities, nowadays is an exciting area of experience, research and development for engineers, architects, physical educators and coaches. Close cooperation among them is a pre requisite for construction and management of sports facilities of all levels. Equipments for physical education means all those essential things, necessary articles, clothing's, 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. On the other hand, the term "supervisor" is derived from the Latin word "super" meaning "over" and "video" meaning "to watch and to see". It is a comparatively new word in the administration of education. But, the instruction is a message describing how something is to be done; it gives the directions faster than one could follow them. However, the physical education safety guidelines represent the minimum standards for risk management practice for institute. They focus the attention of teachers, intramural supervisors and coaches on safe practices, in every activity, in order to minimize the element of risk.

FACILITIES

Winston Churchill has rightly expressed his view regarding the creation of facilities," we shape our buildings, but afterwards they shape us". This statement can serve as a useful guideline for the planning of institutional facilities particularly for the physical education and sports facilities. Facilities are something designed, built, installed, etc., to serve a specific function affording a convenience or service. General: Permanent, semi-permanent, or temporary commercial or industrial property such as a building, plant, or structure, built, established, or installed for the performance of one or more specific activities or functions.

TYPE OF FACILITIES

The physical education and sports facilities may be classified into two categories:

- ❑ Indoor facilities
- ❑ Outdoor Facilities

INDOOR FACILITIES

Physical education and sports facilities are unique in the sense that most of the indoor facilities are quite different from those of general classroom and laboratories. As physical education teachers, we think most often in terms of teaching stations rather than of conventional classroom. In good old days, gymnasiums of a modern size are the only indoor facility requirement of physical education programmes. Today almost all the sports activities like swimming, athletic track, volleyball, basketball, wrestling, boxing, health fitness etc. are organized indoors. All indoor facilities require buildings with special type of flooring lighting, ventilation system, temperature control devices, seating arrangement etc.

The most important features of modern indoor complex are:

1. It is acoustically balanced and fitted with sophisticated sound system for concerts, graduation exercises, aerobics and other special events.
2. Lobby: it is required for free walk and may be used for providing seats for the visitors on special occasions.
3. Swimming Pool: It should have 10 lanes, its shape depends upon the availability of space and other facilities planned along with.
4. Instructional aerobics and dance studio.
5. Gymnastic arrears (with and without equipment)
6. Racquet courts (lawns tennis camps, squash courts, badminton etc.)
7. Weight training room.
8. Teaching or instructional classrooms.
9. Labs- human performance labs, computer lab, physiotherapy lab, bio mechanics lab etc.
10. Stairs-providing proper accessibility to each level of facility.
11. Facilities for combative games (boxing, wrestling, archery etc.)
12. Officers or the head of the department and other faculty members with different specification.
13. Rest rooms
14. Multipurpose area
15. Stores – as per the requirement.
16. Toilets /urinals (for men and women – student and staff)
17. Showers and lockers
18. Dressing rooms (for men and women- student and staff)
19. Points for drinking water.
20. Provision of seats with each facility as per requirements.
21. Provision for parking of vehicles- students, staff, VIPs etc.
22. Adequate provision for exit and entry points to have proper traffic control.

OUTDOOR FACILITIES

The outdoor facilities comprise open play spaces, play grounds for major sports like athletics, track, football, hockey, cricket, handball, tennis, kabaddi, kho-kho etc. In comparison to indoor facilities, outdoor facilities are relatively easier to construct and

maintain. Apart from the usual consideration such as drainage, watering, sloping etc, surface specification- natural or synthetic is also equally important in the modern era.

Equipment

According to Charles A. Butcher- Equipment and materials are the terms which carry varied meanings in physical education and sports. Equipment is a noncurrent or long-term asset account which reports the cost of the equipment. Equipment will be depreciated over its useful life by debiting the income statement account Depreciation Expense and crediting the balance sheet account Accumulated Depreciation.

Types of equipment

A large variety of equipment is used in physical education and sports not only for the sporting activity but even for the care and maintenance of sports infrastructure and storage of equipment. The variety of equipment may be categorized mainly into groups relying on its nature:

1. Consumable or expendable equipment, and
2. Non-consumable or permanent equipment.

Consumable or expendable equipment

Under the Indian conditions, the consumable items also include semi-consumable but repairable items. Conventionally, the consumable items are supplies that are subject to wear and tear through use and are replaced instantly or frequently. Such equipment includes- shuttle cocks, TT balls, nets, bats, lawn tennis ball, sticks, footballs, hockey balls, volleyballs, cricket balls, aquatics equipment etc. There is a little scope of repair of semi consumable equipment like Tennis racquet, badminton racquet, skating wheels etc. Often repaired equipment loses its accuracy and balance. The life span of consumable equipment is largely dependent upon the following factors.

- a) Their own quality.
- b) Handling or utility.
- c) The weather and atmospheric conditions under which they are used.
- d) The level of training and competition at which they were tested for durability and strength.
- e) The manner in which and how the equipment is stored.
- f) Compatibility of storing conditions.

In comparison to basketball, volleyball, cricket ball, squash ball etc., badminton shuttle cocks, balls, lawn tennis balls have very high rate of wear and tear, and sometimes need instant supply for replacement. Once such equipment is used and rendered useless, the expendable material is to be declared condemned and struck off from the stock register or subtracted from the existing stock.

Non-consumable or permanent equipment

Non-consumable or permanent equipment including goals posts (football, hockey, handball etc.) uprights, hurdles, basketball poles, netball poles, lawn tennis poles, gymnastics apparatus and equipment, strength training equipment etc., has comparably long life with the added advantage of repair. The life of such equipment depends on the following conditions:

- A. The quality of equipment.
- B. Regular checking of their functional condition.
- C. Dusting and cleaning.

D. Maintenance and immediate repair

Materials as line powder, sawdust, colour, paints, sand, flags etc. are technically not equipment but are very important supplies for play fields and programme management. These are highly consumable; however, their quality enhances serviceability and life of equipment and adds to the aesthetics values of the infrastructure and help in maintaining technical standards in competition.

SUPERVISION

The term “supervisor” is derived from the latin word “super” meaning “over” and “video” meaning “to watch and to see”. It is a comparatively new word in the administration of education. The traditional word was inspection, which is nowadays used very sparingly. Supervision and inspection do not mean the same thing. Supervision is a democratic and helpful procedure whereby education can be made effective. Inspection on the other hand stands for watching and fault finding procedure. Supervision is now conceived as a process which has as its purpose – the general improvement of the total teaching learning situation.

Aim and Objectives

The aim of supervision is “to develop or promote a better teaching-learning environment”.

The objectives of supervision are:

- A. To set right goals for the educational institution
- B. To provide professional leadership to the teachers and the head of the institution.
- C. To check any inefficiency in the institution.
- D. To strengthen the positive outcomes of the educational programme and weed out the hindrances, if any in the educational settings.

INSTRUCTION

The instruction is the activities of educating or instructing or teaching; activities that impart knowledge or skill; for example: "he received no formal education"; "our instruction was carefully programmed"; "good teaching is seldom rewarded". The profession of a teacher; "he prepared for teaching while still in college"; "pedagogy is recognized as an important profession"

Types of Instructions

All five instructional types have beneficial uses, but teachers should not rely on one type. Students make up a diverse population with varying backgrounds, knowledge and learning styles. What works well for one will not necessarily work well for another. Varying instruction makes a teacher more likely to reach all her students.

Direct Instruction

Direct instruction is teacher-centered. It is as one would imagine: the teacher giving instruction with little to no input from the students, as in a lecture. It is most often used when presenting new information. Direct instruction yields a 5 percent retention rate and is therefore most effective when accompanied by demonstrations, small discussions and visual aids. Direct instruction should be limited to 20-minute mini-lectures to prevent students from losing interest.

Indirect Instruction

Indirect instruction is student-centered. It is best used when the process of arriving at a conclusion or product is as important as the conclusion or the product itself. Concept mapping, problem solving and reflective discussion are all types of indirect-instruction

activities. Indirect instruction is used for research projects and technology-usage projects. Tactile learners can appreciate indirect instruction the most because they learn by doing.

Interactive Instruction

Interactive instruction is student-centered and requires students to interact with one another to acquire new understanding of a concept. Brainstorming, tutoring and interviewing are examples of interactive activities.

Independent Instruction

Independent instruction is student-centered. It is useful in building decision-making abilities. In independent-study instruction, the student teaches herself under the supervision of a teacher. Distance education is a prime example of independent-study instruction because the learner has very little interaction with the teacher. Some independent-study activities include research papers, essay writing and homework.

Experimental Instruction

Experimental instruction is also student-centered. In experimental instruction, the importance lies in the process of arriving at a conclusion or product and not the conclusion or product itself. Students are more likely to retain the information because they are actively engaged and participate in the learning experience. In experimental instruction students often teach one another.

SAFETY GUIDELINES

The Safety Guidelines include concussion protocols to help prevent and identify suspected concussions and manage a student's safe return to learning and physical activity. The Safety Guidelines are divided into Elementary and Secondary levels, each containing three separate modules:

- A. Curricular - physical education programme.
- B. Interschool - competitive programs (practices and competitions).
- C. Intramurals - physical activity or recreation activities.

Physical Education & Injuries

No one wants to fall off a rope onto a hard floor. Nobody wants to get smashed in the face with a ball. And, of course, no one would want to break a bone while playing a sport. But any of these can happen to kids participating in any number of activities in a physical education class. And so, a safety guideline for physical education is an important part for any physical education teacher to consider.

Physical Education Safety

We should start with physical activities which are designed to keep the students safe. The first thing we need to note is whether or not the activity that is going to engage with the students is appropriate for their age. For example, teaching first graders how to play rugby is not the best idea. For instance, power-lifting for a middle school student is extreme, but even something like swimming may not be appropriate for a high school student if they do not know how to swim. So, such needs must be addressed on a general and student in specific scale.

Further, the other general things to consider are:

- A. Monitoring the environment, such as heat, when playing outdoor sports.
- B. Having a fully stocked first aid kit in the gym.
- C. Knowing how to recognize the signs of a concussion, such as dizziness and headache.

- D. Checking your gym's equipment for any problems.
- E. Ensuring students are wearing appropriate clothing for the activity at hand.

CONCLUSION

The planning, construction and management of sports facilities and equipments with their supervision, instruction and safety guidelines are becoming an exciting area of experience, research and development for engineers, architects, physical educators and coaches. Close cooperation among them is a pre-requisite for overall development of sports and physical education as a whole.