

# Organisation and Administration in Physical Education

**Bachelor of Physical Education (BPEd)**

**Compiled by**

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## CC-203: ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

- Unit-1** *Organization and administration:* Meaning, importance of organisation and administration in physical education – Qualification and Responsibilities of Physical Education teacher and pupil leader – Planning and their basic principles – *Program planning:* Meaning, Importance, Principles of Programme Planning in Physical Education – Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.
- Unit-2** *Office Management, Record, Register & Budget:* *Office Management:* Meaning – definition – functions and kinds of Office Management– *Records and Registers:* Maintenance of attendance Register, stock register, cash register, physical efficiency record, Medical examination Record – *Budget:* Meaning, Importance of Budget Making – Criteria of a good Budget, Sources of Income, Expenditure – Preparation of Budget.
- Unit-3** *Facilities & Time-Table Management:* *Facilities and equipment management:* Types of facilities Infrastructure indoor, out door – Care of Gymnasium – swimming pool – Play grounds – *Equipment:* Need – importance – purchase – care and maintenance – *Time Table Management:* Meaning – Need – Importance and Factors affecting time table.
- Unit-4** *Competition Organization:* Importance of Tournament – Types of tournament and its organizational structure – Knock-out Tournaments – League or Round Robin Tournaments – Combination Tournament and challenge Tournament – Organization structure of Athletic Meet – Sports Event – Intramurals & Extramural Tournament planning.
- Unit-5** *Various tournaments and schemes:*
- ❖ Bharathiar day sports and games
  - ❖ Republic Day sports and games
  - ❖ School Game Federation of India (SGFI)
  - ❖ All India inter university (AIU) tournaments.
  - ❖ Sports Authority of India (SAI)
  - ❖ Sports Development Authority of Tamilnadu (SDAT) schemes.
- Awards:* Arjuna award – Dronacharya award – Rajiv Gandhi Khel Rathna award – Maulana Abulkalam Azad Trophy and Eklavya Award.



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**UNIT – I : ORGANIZATION AND ADMINISTRATION**

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**ORGANIZATION**

Organization means “Planning the work”. Before commencing any type of work, one should have a good plan to complete the work successfully.

To construct a building, one should have a blue print with a good idea of different rooms, the finance needed, the labourers required etc.

The physical director in a school shall chalk out, in consultation with the head master and other physical education teachers, a good physical education programme for the whole academic year. With the approval of headmaster, he shall prepare a time-table, choose suitable months for intramural programme, a tentative date for school annual sports meet, prepare a budget of income and expenditure for an year’s physical education programme etc.

Organization may be simple or complicated. Planning becomes simple for example the physical director is to organize the school annual sports meet. Only selected students participate in the sports meet. Entries of competitors may be collected just twenty days in advance; invitation may be printed and posted, before two weeks; officials are fixed and oriented only from within the school staff members; competitors do not require any accommodation as most of them are day scholars and others hostellers. If the same school is fixed as the centre for organizing the District Sports Meet or Inter Joint Sports Meet, the Physical Director of that school becomes the Joint Secretary of the District Inter School Athletic Association and now planning is complicated.

The physical director should call for an executive committee meeting to fix the dates for the conduct of sports meet. He has to collect entries of athletes from all the schools in the district, check up their eligibility, seed the athletes and place them in different heats, print the programme booklet, etc.

**ADMINISTRATION**

**Meaning:** Administration means carrying out the plan (working out the plan).

**Major phases of administration:** According to Jay B.Nash, there are five major phases or steps in the administration process of any type of work.

1) Selecting the objectives (what are to be achieved)

The physical education teacher who is the administrator, should also, through planning, select the objectives to be achieved. The objectives may be strength endurance, speed, skills etc. and various sportsmanship qualities.

2) Providing facilities to achieve the objectives

Facilities like playground, equipments etc. should be provided in a school in order to develop general physical fitness among students. If skills like jumping, throwing, hitting catching, kicking etc. are to be acquired and developed, major games like basketball, cricket, hockey, football and volleyball must be included in the programme.

3) Putting the principles into operation

With the available facilities, the administrator should carry out the duties co-ordinating with classroom teachers, and other physical education teaches to achieve the objectives. He should allot the responsibilities to physical education teachers depending upon the ability and suitability.

4) Evaluation

To see the effectiveness of the program planned and administered, evaluation through the conduct of tests and measurements must be held. In order to examine a boy whether he has developed his speed, a test of 100 mts. Dash may be conducted. If he has bettered his time from 13.8 to 13.3 secs. It could be concluded that he has improved in speed. Similarly strength, speed, skills, endurance and other aspects could be assessed. Through initial and final tests of free throw in basketball accuracy for throw may be evaluated.

5) Readjustments and modification done-weaknesses are eliminated:

The proceeds of evaluation through initial and final tests and measurement will assess the students in a school to find out whether they have improved in physical fitness or not. If they show poor performance in skills like catching, hitting, kicking, shooting for accuracy (basketball). It will mean that program has not given much importance to major games like softball, cricket, hockey, football, volleyball, basketball etc.

Readjustment or modifications must be done to include major games and all the other activities which would improve skills, physical fitness components and sportsmanship qualities.

**General Educational Qualifications of Physical Education Teachers:**

The physical education teacher should have the required minimum general qualification to understand the interest of the children. He should know the latest teaching techniques, the latest equipment etc. For various types of institutions, various minimum requirements (standards) of educational qualifications are required.

One of the most important considerations in management is selecting and hiring the most qualified personnel. The members of an organization determine whether it will succeed or fail. Therefore management must recognize the following qualifications needed to meaningfully deliver physical education and sport.

The teacher/coach should be a graduate of an accredited institution that prepares professionals for a career in physical education and sport. Knowledge of the college or university that the potential employee has attended may play a part in the selection process.

Because physical education and sport is grounded in the sciences of anatomy, exercise physiology, biomechanics, sport sociology, and sport psychology, physical educators and coaches should be well versed in these disciplines, as well as in research methods that will permit the teacher or coach to survey and apply appropriate research findings to the sport-specific situation.

The general education of physical educators and coaches is under continuous scrutiny and, at times, criticism. Knowledge of world affairs, mastery of the arts, and possession of other educational attributes are imperative. Because the position also requires frequent appearances in public, appearance and communication skills are essential.

Physical education and coaching are strenuous and therefore demand that members of the profession be in good physical and mental condition in order to carry out their duties efficiently and effectively. Physical educators and coaches are supposed to help build healthy bodies and minds and are often expected by students, community, and management to be "role models." Therefore physical educators and coaches should be in good physical condition themselves.

Values, ethics, and morals are often developed through participation in games and other physical education activities. Therefore it is essential that the professional stress fair play, good sportsmanship, and sound values.

His or her leadership should develop a recognition of the importance of high moral and ethical behavior and significantly contribute to the development and enhancement of sound human relation skills.

Physical educators and coaches should have a sincere interest in and enjoy teaching, participating in activities, helping others realize the thrill of participation, and becoming physically fit. Unless the individual has a firm belief in the value of physical activity and a desire to help extend the benefits of such an endeavor to others, he or she will not be an asset to the profession.

The physical educator and coach should also possess an acceptable standard of motor ability and skill level. To coach and teach various games and activities to others and fully realize the discipline, stress, and anxiety, as well as the intricate finesse, that accompany such activities, it is most helpful to possess the skills and ability to participate.

### **UNIQUE QUALIFICATIONS FOR PHYSICAL EDUCATION PROFESSIONALS IN OTHER SETTINGS**

The professional who seeks employment in settings other than schools and institutions of higher education needs to possess those general qualifications listed, and in addition, the special training and qualifications needed for work in the activity-specific agency or area in which he or she seeks employment. For example, a physical educator who seeks employment in the corporate fitness setting should have as much experience as possible in exercise physiology, nutrition, and fitness assessment, because many of the duties will involve determining the physical status of employees and planning and supervising programs to develop and maintain optimal physical fitness levels. It would also be helpful to be familiar with the various types of exercise equipment that are used in these programs. If the physical educator plans to seek a position in a community-based recreation program, he or she should have a wide variety of skills in activities that will interest adults and seniors. Furthermore, he or she will need to be familiar with program planning and structuring, scheduling, facility maintenance, public relations, and promotion.

To be successful in such settings as health and fitness clubs, ski areas, golf and tennis centers, senior centers, and youth-serving agencies, the physical educator should know the characteristics and needs of the population being served. For example, the professional working with the elderly must understand senior citizens—their lifestyles, interests, needs, physical fitness status, and the activities and programs that will contribute to their well-being.

In a health and fitness club setting, the educator must be able to sell, promote, and market the program, and keep books, as well as be able to design individualized fitness programs for the members and supervise their implementation. The bottom line is that in order to gain meaningful employment, today's professional must be well educated, physically skilled, and multitalented.

### **Professional Qualification**

A physical Education Teacher should have a certificate or a degree in the field of physical education.

1. For Elementary Schools — Certificate course in Physical Education or M.P.Ed.
2. For High Schools — B.P.Ed. / H.P.Ed. / C.P.Ed. / D.P.Ed.
3. For Colleges — M.P.Ed. with NET or SET

The professional qualification is required to

1. Teach various skills and officiate matches and scoring system.
2. Maintain records and registers.
3. Purchase and repair equipment
4. Conduct test for the students.
5. Prepare budget.
6. Organize physical education periods and programme.

The Bombay committee on physical education (1945, 1946) has given the following qualifications for a physical education teacher.

1. He should be able to teach one or two class room subjects like Anatomy, Health, Safety etc.
2. He should be able to understand the physical and mental workload of the pupils.
3. He should be able to co-operate with the class room teacher in order to develop the all round personality of the students.
4. He should be able to find out the reasons for mental and physical backwardness of the students and be able to correct it.
5. He should understand the minds of students and treat them psychologically.
6. He should be able to find out the postural defects and correct it by suitable physical exercises.
7. He should co-operate with the doctor in conducting the medical examination and keep records on it.
8. He should have a knowledge about hygiene.
9. He should explain and demonstrate the skills and should be master in one or two activities.
10. He must be brilliant to upgrade the qualification (to study B.P.Ed., M.P.Ed., Doctorate etc.).

#### **Students leader (or) leadership among students.**

Physical Education deals with physical, mental moral and social development of students. Chances must be given for the students to develop leadership qualities among them.

#### **Abilities of a student leader (or) duties**

1. Student leader (1) helps the group help itself.
2. Helps to point out the mistakes done by the members of the group and correct them.
3. Handles the critical situation and leads to group safety.
4. Controls the group.
5. Acts according to the orders of the authorities.
6. Demonstrates some skills.



## LEADERSHIP

### Definition

Leadership is a quality which enables a person to guide others in performing some required work.

The importance of leader and need for a trained leadership

1. To understand the psychology of the students.
2. To understand the individual differences of the students.
3. To adopt correct teaching methods.
4. To find out the mistakes and to find out solution for them.
5. To create interest among the students of his own group for an enthusiastic participation.
6. To conduct test or examination.

The physical education teacher is considered to be a leader for the physical education programme in a school. A physical education teacher should have standard in his qualifications and qualities.

Personal qualification or qualities of a physical education Teacher

1. He should have good appearance.
2. He should talk and behave honestly.
3. He should be cheerful and humorous.
4. He should be healthy and walking erectly.
5. He should be sportive.
6. He should be punctual.
7. He should know all the skills and he should be a master of one of the skills.
8. He should have good manners.

### Selection of leaders

1. The physical education teacher selects the leaders for different purposes by considering the ability the maturity, sincerity and experience of the students. The leader elected like this shall be changed after a period.
2. The students elect some leaders and the physical education teacher selects one or more among them as permanent leaders or leaders on a rotation basis.
3. The physical education teacher nominates some students who have leadership qualities. The students elect one as a leader among them.
4. The group selects a properly trained leader.

### How to use the leader or the duties of leaders

The pupil leader can be used to help in 1. Conducting test. 2. Assisting the physical education teacher for conducting intramural competitions. 3. Checking the attendance and reporting. 4. Demonstrating physical activities and controlling a group. 5. Taking the groups from one place to another. 6. Incharge of equipment to be utilized for the particular period. 7. Controlling the group during picnics, camps etc.

### Training of leaders

The physical education teacher arranges for a meeting and invites the pupil leaders and instructs them on their duties. He encourages the pupil leaders to find solutions for problems. He should point out the mistakes, correct them and give them the correct procedure. Leadership qualities may be taught to the students leaders at week end meeting. Leadership training camps may be organized for the students leaders monthly or termly or once in a year.

### Recognizing the leaders

In so many ways leaders may be recognized.

1. Leaders may be given a special badge to wear in the school. Eg. Ribbon bands, arm bands, etc. 2) They may be awarded special certificates. 3) Their names may be written on a board of honour. 4) Their name and photos may be published in the school magazine. 5) The leaders may be introduced to the important persons who visit the school on the occasions.

### BASIC FACTORS OF PROGRAMME PLANNING IN PHYSICAL EDUCATION

The programme of physical education in schools should be planned in such a way so that all the students in a school are benefited by the various physical activities in a year. Before planning the programme the physical education teacher should consider the following basic factors.

1. The plan of physical activity should fulfill the needs of the student and the abilities of the students should be considered.
2. The physical activities should be planned according to the facilities available. The facilities available should be utilized to the maximum possible.
3. Programme should be constructed taking into consideration the various seasons in an year and also the daily weather condition.

### PROGRAMME PLANNING

Meaning and importance of physical education syllabus. The required programme of physical education taught through regular instruction and practice, is usually arranged in the form of a syllabus. In the syllabus, activities are arranged class wise suited to different age-levels and sex in a progressive and systematic way for mostly an academic year. Syllabus provides a minimum of selected activities for each class which gives an opportunity to improve the skill in those activities progressively.

Educationists feel that a plan may restrict the child and teacher in learning and teaching the activities respectively. But the same time in its absence a great deal of confusion may result. Hence a syllabus seems necessary for minimum requirement and to be used as a guide, though however the programme is left to the discretion of the teacher depending upon the situation. Planning advance the programme of physical activities suited to different kinds of levels of boys and girls is called as physical education syllabus.

### Importance of syllabus in physical education

1. Syllabus avoids waste of time and helps in adjusting time.
2. Syllabus gives the type of activities to be taught to different age levels in a particular period of time allotted for.

3. As the activities will have to be given separately for boys and girls the planning of a syllabus in physical education becomes necessary.

#### Preparation of physical education syllabus

A syllabus should be prepared by an expert committee, consisting of physical education experts, headmasters, class room teachers and a medical man. The committee should remember

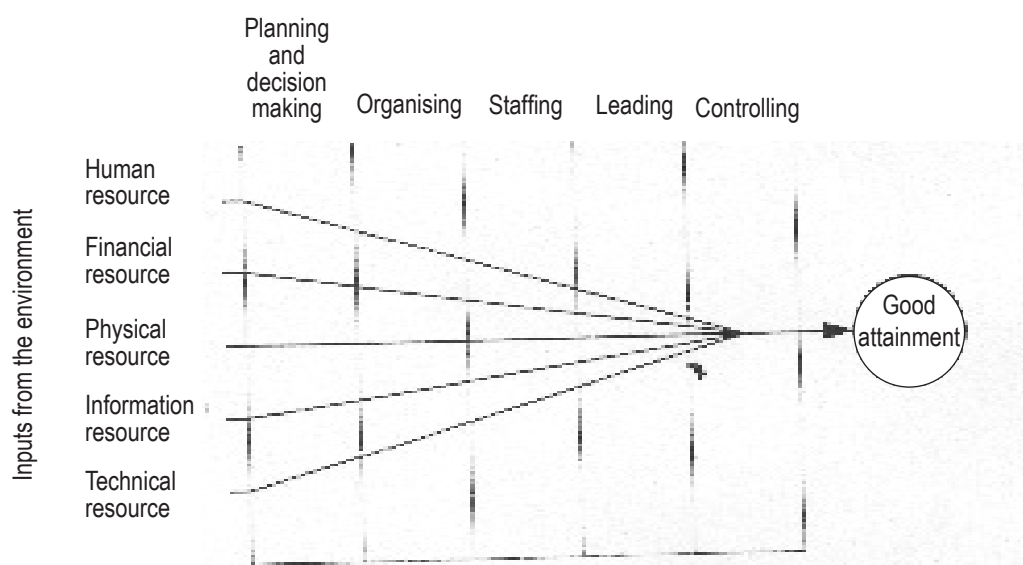
1. Aims and objectives to be achieved.
2. Children's characters and interests.
3. Facilities and finance available.

#### Principles of programme planning:

1. The programme should include training by which big muscles and the vital organs of the body shall be strengthened.
2. The programme should include activities to insist the importance of mental and physical growth. Hence depending upon the age characteristics / will have to be / activities planned for the students.
3. The programme should include physical activities on the basis of the abilities and skills of the students.
4. Handicapped children should also be given opportunity for participation.
5. Programme should give importance for all the natural activities like running, jumping, throwing and climbing.
6. Chances must be given for the students to improve the performance in the various skills in which they prove to be good.
7. Under the programme, importance should be given for teaching the new techniques under the various skills of games and sports use new devices if possible.
8. The programme should provide recreational activity for young and old.
9. The programme should be planned separately for boys and girls.
10. It should develop good conduct and character.
11. Activities in the programme should be suited to the seasons and the weather.
12. Activity should be provided to the student depending upon the interests.
13. If possible opportunities shall be given for the local people (society) to participate in games and sports.

#### WHAT IS MANAGEMENT ?

DuBrin, Ireland, and Williams define management as the coordinated and integrated process of utilizing an organization's resources (e.g., human, financial, physical, information, technical) to achieve specific objectives through the functions of planning, organizing, staffing, leading, and controlling (Figure).



**Fig. The management process**

Hersey and Blanchard note that management is “working with and through individuals and groups to accomplish organizational goals.”<sup>4</sup> The American Association of School Administrators further describes management as “the total of the processes through which appropriate human and material re-sources are made available and made effective for accomplishing the purpose of an enterprise.”

Thus management is recognized as a fundamental integrating process de-signed to achieve organized, purposeful, and meaningful results. The term management was derived from the French word *menager*, meaning “to use carefully” and the Italian word *maneggiare*, meaning “to handle.” The term was originally employed concerning the training of horses and later was extended to the operations of war, referring to the general notion of taking charge or control. Contemporary management implies an ongoing process by which managers create, direct, maintain, and operate purposive organizations through coordinated, cooperative human effort.

### THE IMPORTANCE OF MANAGEMENT

How well an organization such as a school, community center, fitness or racquet club or aquatic complex charts its course and achieves its objectives depends on how well managers perform their jobs. Therefore it is imperative that all physical educators and sports personnel thoroughly understand the importance of effective and efficient management. Some of management’s important contributions follow.

1. The way in which organizations are managed determines the course of human lives. Human beings are affected by management. It influences the type of program offered, the climate in which the program takes place, the goals that are sought, and the health and happiness of members of the organization.
2. Management provides an understanding and appreciation of the underlying principles of the science of this field. Methods, techniques, strategies, and procedures employed by the manager can be evaluated more accurately and objectively by staff members if they possess managerial understanding. Also, sound management will be better appreciated and unsound practices more easily recognized.
3. Studying management will help a person decide whether to select this field as a career. Increased understanding and appreciation of the management process will help individuals evaluate their personal qualifications and potential within the field.

4. Most physical educators perform some type of management work; therefore an understanding of management will contribute to better performance. Management is not restricted to one group of individuals. Most staff members have reports to complete, equipment to order, evaluations to make, and other duties to perform that are managerial in nature. An understanding of management will help in efficiently carrying out these assignments.
5. Management is fundamental to associated effort. Goals are stated and reached, ideas are implemented, and esprit de corps is developed with planning and cooperative action. A knowledge of management facilitates the achievement of such aims.
6. An understanding of management helps ensure continuity. A fundamental purpose of management is to carry on what has proved successful rather than destroy the old and attempt a new and untried path. An appreciation of this concept by all members of an organization will help to ensure the preservation of the best traditional practices that exist in the organization.
7. A knowledge of management helps further good human relations. An understanding of sound management principles will ensure the cooperation of the members of the organization and produce optimal efficiency and productivity. )
8. Managers contribute to the realization of a better society. Because managers influence productivity and establish organizational policies and goals, they collectively influence a nation's standard of living and quality of life.

#### **PRINCIPLES FOR MANAGEMENT ORGANIZATION AND STRUCTURE**

Experts in many areas have developed principles to aid in effective management organization. Some of the most significant principles include the following:

The management structure of an organization should clarify the delegation of authority and re-sponsibility. For the goals of the organization to be met efficiently and successfully, management must delegate some of its powers to responsible individuals. These powers and the associated tasks should be clearly defined to avoid overlapping authority.

Management work may be most effectively or-ganized by function. The “doctrine of unity” main-tains that all personnel engaged in a particular type of work should function under a single authority.

Span of control should be considered in organi-zational structure. The number of subordinates who can be supervised adequately by one individual determines the span of control.

Successful management depends on communication. Communication is essential to effective management, because it helps avoid waste and duplication and promotes cooperation among departments and staff.

Coordination and cooperation among various departments in an organization are essential to effective management. Coordination among departments keeps each subsystem well informed and working together in a complementary and synergistic manner.

The manager must be an effective leader. An effective leader appreciates both the goals of the organization and the personnel working for the organization. Both are essential for the success of the organization.

Staff specialization aids effective management. To achieve objectives, organizations must perform many different tasks that require the abilities of various area specialists.

Authority must be commensurate with responsibilities, and lines of authority must be clearly drawn. An organizational chart is useful to illustrate the lines of authority. These lines should be well defined and unambiguous.

Organization and social purpose cannot be separated. The structure of an organization is a means to an end, and not an end in itself.

There is no single correct form of organization. Such factors as size, personnel, and economic constraints often determine the most appropriate organizational structure for a particular situation?

### CRITERIA FOR EVALUATING PHYSICAL EDUCATION INSTRUCTIONAL PROGRAMS

	Poor	Fair	Good	Very good	Excellent
	(1)	(2)	(3)	(4)	(5)
Safe and healthful environment					
1. Is the area large enough for the activity and number of participants in the class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the class possess adequate equipment and or supplies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are adequate shower and locker facilities available and readily accessible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the equipment and/or apparatus clean and in good working order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the activity area contain good lighting and ventilation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are all safety hazards eliminated or reduced where possible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is first aid and safety equipment readily accessible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the storage area adequate for supplies and equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the activity area contain a properly equipped room for use in injury, illness, or for rest periods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the activity area contain accessible-toilet facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFECT SCORE: 50

ACTUAL SCORE: \_\_\_\_\_

	Criteria	Perfect score
Actual score		
Meeting physical education objectives	50	_____
Leadership (teacher conduct)	50	_____
General class procedures, methods, and techniques	50	_____
Student conduct	50	_____
Safe and healthful environment	50	_____
TOTAL	250	_____

### SELF-ASSESSMENT ACTIVITIES

These activities will assist students in determining if material and competencies presented in this chapter have been mastered:

1. You are a member of a physical education staff in a high school where the instructional program is under attack by the faculty. It has been suggested that the program be abolished. Prepare a brief defense of the instructional physical education program that describes its nature, scope, and worth in the educational process.
2. You have been invited to speak to the PTA in your community on the topic, "The role of physical education in the community. Prepare a speech that describes the role of physical education and present it to your class.
3. Develop a model for a high school instructional physical education program and discuss how Title IX legislation has influenced your model.
4. Compare how traditional physical education in instructional programs are conducted with respect to students with disabilities and how it is proposed they should be conducted as a result of mainstreaming and Public Law 94-142.
5. Develop a list of principles for physical education instructional programs that would serve as guides for each of the following: scheduling, time allotment for classes, class size, instructional loads, uniforms, taking roll, activity offerings, grouping, and student involvement.
6. You are a director of a school physical education program and have been assigned by the superintendent of schools to plan an adapted physical education program for the entire school system. Prepare the plan you will submit to the superintendent, including the objectives you will strive to achieve, the guidelines you will follow, and the activities to be offered.
7. You are a physical education faculty member and have been selected by your college to see that PL 94-142 is fully implemented in your department. Prepare a plan that will ensure that your school physical education program complies.

## PERSONNEL MANAGEMENT AND SUPERVISION

Instructional Objectives and Competencies To Be Achieved

After reading this chapter the student should be able to

- ❖ Understand the need for personnel policies. State the basic principles underlying effective personnel management.
- ❖ Summarize the qualifications needed by physical educators and coaches who work in schools, institutions of higher education, or in the private sector.
- ❖ Trace the process for recruitment, selection, orientation, pre-service and in-service training, and professional development of new staff members.
- ❖ Discuss the subject of supervision, including the qualities needed by supervisory personnel, the role of group dynamics in the supervisory process, and the basic principles that should guide effective supervisory working relationships with staff members.
- ❖ State the various steps of procedural due process to which all personnel are entitled.
- ❖ Describe various methods of evaluating physical educators, coaches, and other personnel in physical education and sport programs.

This text has been concerned thus far with a discussion of management theory, organization and structure, and the management of various kinds of physical education and sport programs. Part IV contains a discussion of the main functions and duties that managers must perform within these programs. The first of these is personnel management and supervision.

Originally personnel management was mainly concerned with selecting, placing, orienting, evaluating and retaining people who were staff members of an organization. Contemporary personnel management, however, has taken on a more mature connotation. It does not involve manipulating people to get them to produce, but instead it involves the entire organization and the procedures by which the organization can best achieve its goals. Recruitment, selection, morale and other considerations become the responsibility not only of management, but of all staff members. As a result, it depends on various individuals and groups understanding and accepting each other and working closely together to ultimately achieve the organization's goals.

The nature of personnel management and supervision is changing as many institutions are adopting school-based management (SBM) concepts that provide for more decentralized decision making. Managers and supervisors are consulting more closely with faculty and staff members before making final decisions on hiring, staffing, curriculum, scheduling, evaluation, and working conditions. Managers are also being required to negotiate with unions in collective bargaining sessions. Management and supervision positions are no longer considered to be isolated positions where decision making takes place. School-based management ensures that various faculty, staff members, students and those who care about quality education have a voice in departmental or institutional policy making.

For all these reasons personnel management and supervision are perhaps the most challenging responsibilities for an effective leader. Leaders who do not have the confidence and cooperation of their personnel will have great difficulty implementing any decision or policy.



## **PERSONNEL POLICIES**

With the help of staff members, management should see that a detailed handbook of personnel policies is developed. These policies should be sound, up to date, and consistent with contemporary personnel management theory. Selected areas that might be covered by a personnel policies manual include teacher's rights, terms of employment, assignments, promotions, due process, grievance procedure, seraralions, evaluations hours of service and length of school year, compensation, schedules, fringe benefits, insurance, child care, absences, leaves, travel In-service training, and conduct on the job.

In some cases personnel policies are not developed by the management but rather by a bargaining contract or exclusive representative (e.g., union, association, or federation). In such cases the bargaining contract will probably affect the flexibility with which the manager and management may operate. It is crucial that management understand such exclusive representatives and that the guidelines prescribed are contained in full in the personnel policies manual or handbook.

## **PERSONNEL RECRUITMENT AND SELECTION**

Personnel recruitment and selection are important functions of management. They include consideration of the special qualifications for teaching and coaching, the general qualifications of physical educators, and the unique qualifications of those working in other private and public sector physical education and sport settings. Orientation, pre-training and in-service training, and professional development are also responsibilities that go with staff recruitment and selection.

## UNIT – II

## OFFICE MANAGEMENT

**Definition**

Office Management is the organizational structure in \*DEFINE. An office consists of a group of people (assigned to desks) and units (grouped into views). An office has one office manager and up to two delegates

**Meaning**

Office management is a profession involving the design, implementation, evaluation, and maintenance of the process of work within an office or organization, in order to maintain and improve efficiency and productivity.

**Functions and kinds:**

An office manager is responsible for monitoring and reviewing systems, usually focusing on specific outcomes such as improved timescales, turnover, output, sales, etc. They may supervise or manage a team of administrators, allocating roles, recruiting and training, and issuing assignments and projects. As such the role is varied, often including responsibilities across a diverse range of functions such as:

- Customer Service
- Report Writing
- Budget Management
- Database Management
- Systems Analysis
- Process Mapping
- Purchasing
- Book Keeping
- Human Resources
- Recruitment
- Accounting
- Sales and Marketing
- Records Management
- Form/Template Design
- Website Maintenance
- Project Management
- Management Consultancy
- Facilities management
- Space Management
- Risk Management
- Payroll

Personal competencies useful in the role are: problem solving skills, good decision making abilities, integrity, resourcefulness, creativity, assertiveness, flexibility, and the ability to cope with pressure.

**TYPES OF RECORD**

1. Records concerning about students.
2. Physical Education department records.
  - a) Health record
  - b) Grade's record (measuring the fitness twice a year)
  - c) Attendance record
  - d) Accident record
  - e) Cumulative record (complete history of the student where he joined in what are the activities he participated etc.)

## Types of Records and Registers : Health related, Games Record, Attendance, Skill Records

### Records and Registers: (For the department of Physical Education)

Importance: The maintenance of records and registers is mainly for the promotion of the physical education programme in a school. The record shows each student's ability and his improvement in the activity of physical education. The records must serve to indicate not only the pupils' progress but also to prove the value of the teachers' work. There is no meaning in keeping the records just for the records' sake but they must be used properly. The records must be easy to fill up so that the references could be made easily. At the end of the year the records must serve to play the effectiveness of the work during the particular year.

**1. Attendance Register:** Attendance at Physical Education classes will be compulsory and minimum of attendance required for each student will be 75% of total number of physical education classes for the whole year. In the register, provision should be made separately for instruction and participation periods. Students who represent this school teams should not be exempted from the instruction period, if they practice in a particular game on the same day. Such students should attend regular physical education classes as other students. Those students who made themselves absent on medical grounds should produce a medical certificate and they are exempted. (Those students may be condoned).

2. Register for fundamental skills: Skill tests based on natural activities like climbing, running, jumping and throwing are conducted and recorded for boys and girls. The following items were recorded for the year 1974-75, in the schools of Tamil Nadu. Fundamental skills for boys. 1. Pull ups. (2) 100 mts. Dash (3) Running long jump (4) High jump (5) Cricket ball throw.

### Physical Education Department records

1. Teachers information record (Notes and lesson)
2. Equipment record or stock register.
3. Cash register.

#### For girls:

1. 50 mts. Run
- (2) skipping on the spot for 30 secs.
- (3) Balance walk on the beam
- (4) Sit ups for 30 seconds.
- (5) Folk dance.

All these items were recorded twice in a year. (under the implementation of compulsory physical education programme in Tamil Nadu school the fundamental skill discontinued and instead of that physical fitness test on the following items have been recorded since the year 1975-76.

### 4. Stock Register:

Points to be remembered for maintenance of stock register of games articles.

- 1) Each article should be given one page and the name of article should be written in capital letters on top of the page. Example: Basketball cover. If the issue and the receipts of some of the articles are expected to be few; half a page or even  $\frac{1}{4}$  of a page shall be enough for such articles. 4 to 6 items such as stop watches, clubs and dumbles, whistles, measuring tape, etc. shall be written in one page. An index of articles may be prepared and included at the end of the stock register.
- 2) For each article a red line should be drawn at the beginning of each academic year to indicate the start of the account for that year. The opening balance in stock should be shown.
- 3) Under the column from whom received or transaction the name of the company from where the purchase had been made, should be given.
- 4) The date of receipt should be noted.
- 5) The description of the article (the type) example: Basketball Nivia mouthless or Bengal special mouth) should be given under the column description of the articles.
- 6) The total number of articles, the cost of each article and also the cost of all the articles will be given under separate columns.
- 7) On each line only one transaction should be shown that is opening balance or issue or receipts or balance in stock or condemnation in each column the dates of the above said transactions shall also being.
- 8) Issues shall be signed by the receiver.
- 9) For permanent articles like stop watches measuring tape etc. 'taken into use' should be entered instead of issues and signature from the receiver should be obtained with date.
- 10) If an article is confirmed it should be noted under separate column.
- 11) The head of the institution is the only authority to condemn games articles which become useless and hence the signature from him is necessary.
- 12) When the new articles are received the physical director or the PET in-charge of games articles should check them on receipt and enter the number of articles received with other particulars in the stock register. The page number of the article shall be noted on the bill. A certificate of stock entry must be furnished on the bills by the Physical Director and only then the amount should be paid.
- 13) At the end of the each term the stock should be checked and a verification certificate should be furnished by either the head of the institution or the member of the games committee.
- 14) Articles used or condemned during the year should be auctioned at the end of the year. The amount should be credited to the games fund as a separate item of receipt. A copy of auction notice should be filed. The receipts of the articles taken in auction by the students and others should be received.
- 15) When an article is lost by any student or the marker, the cost of the article may or should be received from the person and the amount should be credited in the games fund.

- 16) As the stock register is important as a permanent record, a bound book containing about 200 ruled pages should be used so that the same book shall be used for some years.

### **Cash Register**

For the games fund the head of the institution shall maintain an account in the local post office. It is good to spend for the various heads only within the budget allotments. A cash register should be maintained to show the receipts and expenditure. The entries of expenditure should be supported by vouchers and vouchers for the amount exceeding Rs.20/- should be stamped. Vouchers should be numbered serially and filed for audit purpose. The cash register shows clearly the date of receipts or expenditure, the voucher no. and also the different heads of income and expenditure. The account should be settled then and there and wise the amount of balance in the games fund shall be noted in the register as well as the total expenses to till date.

### **Physical efficiency test or physical fitness test register:**

1. Pull ups. (2) 50 mts. Run, (3) Shuttle run (36 M) (4) Standing broad jump (5) Soft ball throw for distance (6) 800 mts run or walk (7) Sit ups for one minute.

The above items should be taken once at the end of the first term and another at the beginning of the third term. For recording the performances the students have been defined into different age groups like 12+13+14+ etc. The following events were recorded for girls.

1. Rope skipping for 30 seconds.
- 2) Standing long jump.
- 3) High jump.
- 4) Balance walk on beam
- 5) A.50 mts. Run/shuttle run or shuttle run for 25 mts.
- 6) Target shooting or cricket ball throw (for lower forms).

### **Medical Examination Register :**

Promotion of Health and development of a disease free body is one of the prime aims of physical education. Regular medical check up is essential to achieve this goal. All the students must be medically examined and their medical reports be analysed. Only their status can be assessed in the light of previous medical check-up records.

### **PHYSICAL EDUCATION BUDGET**

The Physical Education department involves much of expenses for the programme of physical education. Budget involves planning in advance the income and expenditure expected for the year under physical education programme.

### Sources of Income

For a high school

- 1) Games fee may be collected in every institution at such rates as fixed by the management from all the students. For the collection of games fees approval should be obtained from the department of education.
- 2) Games fee shall be collected with other special fees together at the beginning of the school year.
- 3) The games fund for the institution shall consist of the games fees, any contribution made by the management or government or by any private person and other sources of income.
- 4) The head of the institution shall maintain an account in the local post office or at a Bank under his designation (Headmaster or Headmistress). The account should be separate for games fund and a pass book should also be maintained.
- 5) The headmaster is responsible to sanction the amount of expenditure for the approved items included in the budget. Vouchers in respect of expenditure will have to be submitted for audit.
- 6) A games committee or an internal assessment committee is responsible for games fund. The committee shall consist of headmaster as Chairman. The Director of Physical Education or Senior most P.E.T as Member Secretary; The other physical education teachers as members. Three class room teachers as members – for 500 students. (N.B: Those class room teachers who are really interested in the school physical education programme) (one more class room teacher may be added in the committee for every 200 students more than 500 students of strength).

### Rules of Expenditure

- 1) Cost of materials required for physical education programme can be met from the games fund. This includes the expenditure for purchase of equipment required for major games like football, hockey, basketball, volleyball and also the equipment for Athletic events.  
  
*Note:* There is no objection to purchase a stop watch, a weighing machine, or other permanent equipment, if there is a large amount unspent during the year. For the purchase of these permanent equipment Inspector of Physical Education (letter of requisition to R.I.P.E should accompany the quotation from various sports companies)
- 2) Affiliation fees and entrance fees to be paid to the district inter-school Athletic Association can be taken from the games fund.
- 3) Conveyance (Travelling charges limited to actual expense for the competitors taking part in games tournaments and district sports conducted in places away from the school. When the school sends 15 competitors or less, one physical education teacher shall accompany the team as Manager. One additional member of the staff for every 15 competitors in excess may accompany the team.
- 4) Daily allowance will be paid with reference to the Govt. orders. Daily allowance limited to the actual expense of the competitors taking part in games and sports competitions conducted in places away from the school.

- 5) Conveyance charges and light refreshment such as coffee, drinks etc. for the competitors and managers taking part in friendly matches with other schools or local clubs, shall be met from the games fund,
- 6) Cost of conducting the annual school sports and cost of ever rolling shield or cups super senior, senior and junior) awarded to the winning team in connection with intramural competitions in games and sports. The expenses for printing invitations, certificates and programme, marking charges, pandal, decoration, drinks to officials (refreshments) can be met from the games fund.
- 7) The expenses to the prize articles for the intramural game and annual sports meet shall incur and prizes of articles should be of nominal value. The expenditure for these purchases should not exceed 1/10 of the total games fees collections (which will not include Government grant in the case of Govt. Institutions).
- 8) Travelling allowance and daily allowance for the physical education teacher as a representative from the school to attend the meeting of a general body and two meetings of executive committee of the District or Divisional physical education association.
- 9) First aid materials may be purchased from the games fund.
- 10) Stationery expenses shall be incurred from the games fund. This includes the expenses for the purchase of papers, to prepare letter pads, rubber tamps, etc.
- 11) Expenses for special coaching programme for selected athletes and the players of the school
- 12) Expenses for the purchase of sports magazines, journals of physical education, health and recreation and rules books on sports and games shall be met. For the purchase of these books, permission should be obtained from the Regional Inspector of Physical Education.
- 13) Expenses in connection with the purchase of jerseys, for the use of the players of the participated teams may be incurred from the games fund (football boot, spikes etc.) the above materials shall be kept as the property for the school. If the members of the team are willing to have the football boots, or banians or Jerseys for their own, they may be given, getting from them half the cost of the materials. This amount received from the student should be credited in the games fund. For the purchase of these materials permission from the Regional Inspector of Physical Education must be obtained.
- 14) Expense item not included above and which is considered to be necessary in the interest of the school may be met on management if there is enough unspent money. The amount shall be expended for the following, (a) scouting (b) remuneration to game secretary (c) furniture required for the games room.

#### **Guiding factors for the preparation of budget**

- 1) One has to see how much money was collected and spent during the last 3 years. Note the income and expenditure during those years.
- 2) Is the same programme going to be continued for the current year too?

- 3) Is there any thing newly to be included for the current year?
- 4) What is the actual amount for the current year? From this you can work out the expenses for the school programme.
- 5) One should see whether the amount of income during the last year was spent in full or not.

**BUDGET**

<b>Income</b>	<b>Amount Rs. P.</b>	<b>Expenditure</b>	<b>Amount Rs. P.</b>
Opening balance	1000.00	Purchase of games and athletic Equipments	17000.00
Games fee collections	44000.00	Affiliation fee & entry fee	2500.00
Management donation	1000.00	Inter school competitions	5000.00
Public donation	2500.00	Conveyance and refreshments for friendly practice matches	1500.00
Amount of tender	900.00		
Interest	600.00	Annual school sports meet Prize articles for sports meet (not to exceed 1/10 of games fee)	4000.00
		Wages to games peon (not to exceed 1/5th of games fee)	4000.00
		Conveyance to PETs to attend general body meeting	2500.00
		First aid materials	800.00
		Stationery expenses	500.00
		Sports Magazines	500.00
		Purchase of Jerseys / Football, books / Spikes	1400.00
		Uniform	2500.00
		Allowance to PETs (500x4)	2000.00
		Closing balance	5800.00
<b>Total</b>	<b>50000.00</b>	<b>Total</b>	<b>50000.00</b>



### UNIT – III : FACILITIES AND TIME-TABLE MANAGEMENT

#### FACILITIES AND STANDARDS IN PHYSICAL EDUCATION

##### Standards and facilities in Physical Education

For an effective programme of physical education schools require various facilities.

##### Standard

Dr. J.P. Thomas has defined standard as “the minimum requirement to run the programme of physical education effectively.”

##### Facilities in Physical Education are as follows

- (1) Play area
- (2) Gymnasium
- (3) Swimming Pool
- (4) Equipments
- (5) Physical Education Teachers (leadership)
- (6) Time allotment (physical education periods)
- (7) Games fund and budget.

**Play Area:** Different institutions require different areas of play ground as one of the facilities for the programme certain standards have been recommended for the institutions with regard to play area.

General Advisory Board of Education in India has recommended the following standards in 1959.

	Strength of students	Minimum area required
		1 acre
Primary School	200 to 500	3 – 5 acres
Middle School	500 to 600	5 – 6 acres
Mr.Buck Recommendations		
Elementary School	–	5 acres
Secondary School	–	15 to 25 acres
Middle School	–	10 acres
College	–	25 to 50 acres

##### To plan and provide the facilities the following factors should be remembered.

- 1) Facilities should be provided to achieve the objectives of physical education.
- 2) Facilities should be useful not only for school students but also for the society.
- 3) Facilities should be provided to develop the physique and health of students.
- 4) Facilities should depend upon the various seasons of the locality.

### **The standard of the playground depends upon the following factors**

- 1) Number of students in the institution.
- 2) Age level of students.
- 3) Type of institution (fully residential, non-residential, partially residential).
- 4) Play condition or the locality.

The schools which do not have the standard may try to achieve the requirement by (1)

Government help or donations of the management (2) Using streets for the programme which are free from traffic or blocking the traffic on both sides of streets for the particular period (3) Common play fields / play area may be used commonly for the physical education programme of 2 or 3 schools. (4) Playgrounds away from the school being used by a kind of conveyance to reach there. (5) Play terrace.

### **Location of playfield**

It is always better to have the play area near the school. The school playground must have the following areas.

- 1) Children's play area.
- 2) Place for assembly
- 3) Free play area for minor games
- 4) Area for major games
- 5) Special area for athletics
- 6) Girls corner in co-educational institutions.

### **Surface**

The surface of the playground should be leveled and even and free from stones, projections and holes. There should not be shrubs and small plants with thorns. The surface should not be loose. It should be firm and hard. The best surface is a turf ground (grass field) but turf is difficult to be maintained. A soil ground with a proper mixture of sand and clay can be prepared into a hard ground. For jumping pits saw dust or sand may be used.

### **Drainage**

A good playground must drain out quickly after the rain. Play area may be laid out with atleast 6 inches inclination. Drainage on both sides of the playground will help to take out water from the playground.

### **Fencing**

A playground will be safe and under control if it is properly fenced. If the playground is not protected, goats and cattles may enter and spoil the play area. People from near by village may also go across the playground. This also should be avoided. A strong fence could be placed around the play field. A barbed fence is not recommended because it may be dangerous to the students and may also cause damage to equipments like balls.

### **Laying out of playgrounds**

The maximum use of the playground depends upon the proper laying out of the ground. If the play areas are not located properly, there will be administrative and disciplinary problems. The physical education teachers should carefully study the area available and plan but intelligently to lay out the courts for various games. If necessary a plan shall be made using a paper, consulting the headmaster and others who are interested.

### **Suggestions for planning and laying out the playground:**

- 1) If the place is limited the same area should be used for volleyball, ball badminton, tennikoit and other small area games. A football field shall be used for hockey with separate markings, temporary goal posts. Etc.
- 2) All the courts should be marked north-south. If a court is laid east-west players will have to face the sun. Kho-Kho court should be marked east-west.
- 3) Important points of a court like corners, ends of centre line, middle point of the court, service area etc. should be marked clearly and permanently with bricks and wooden pegs.
- 4) All the markings should be surface marking. Markings can be made with white chunam powder or ash. Cutting the lines of a court should be avoided.
- 5) There must be sufficient spaces around the court. For example a volleyball court with 18 mts. Length and 9 mts. Breadth must be marked in a space of 22 mts. To 12 mts.
- 6) If more than 1 court is to be laid, for the same game, they should be laid side by side for easy supervision and instruction. It is always better to have the post of those courts side by side and not end to end because the balls will be going out more at end lines than at side lines.
- 7) If a running track is marked the space at the centre of the track can be used for football, hockey, cricket or other small area games. The jumping pit and throwing area shall be marked inside the 2 semi circles.
- 8) Dimensions of courts shall be modified suitably for
- 9) Children's area and girls' corner should be located near the school building where supervision is easy. In high schools boys should not be permitted to cross the girls area and girls should not cross the boys area.
- 10) Water, sanitary facilities and first aid box must be available for the students.

### **Care of the playground**

- 1) During rainy season, drains should be kept open.
- (2) Shrubs and tall grasses must be removed
- (3) Regular trimming of the grasses and rolling the surface of the ground are important.
- (4) Cattles and goats should not be allowed to enter the field. People walking through the playing courts should be avoided.
- (5) A watchman shall be appointed to look after the ground.
- (6) Permanent equipment on the grounds like goal posts, parallel and horizontal bars etc. should be checked and painted if necessary.
- (7) marking must be clear
- (8) for throwing events a special area shall be provided to avoid damaging more spaces in the playfield.

## GYMNASIUM

### Need for a Gymnasium

- (1) Gymnasium provides change of activities from the play ground atmosphere
- (2) It protects the students from hot sun.
- (3) Activities can be conducted in the Gymnasium during rainy season
- (4) Disturbance and distraction from outside could be avoided.
- (5) It is easy to arrange lights and to carry out the programme during nights
- (6) A large number of activities like rhythmic activities, gymnastics, indoor games of small area can be conducted without outside distraction.

### Size of the Gymnasium

For a high school minimum 100 feet length to 60 feet breadth. For a college 150 feet length to 100 feet breadth. The shape of the gymnasium is generally rectangular.

It is always better to have a roof in the Gymnasium instead of terrace. The height of the roof must be from 15 feet to 22 feet.

### Walls of the Gymnasium

Walls must be hard and smooth. During construction, provisions must be made for hooks and cross beams on which apparatus can be hung like climbing ropes, roman rings, hanging malkhamb. The wall of the gymnasium may be painted light green.

### Doors and windows

Doors and windows should open outward. If they open inward and project inside the floor, they may be dangerous for the participant. Glass windows and doors should not be used because they may be broken during activities.

### Roof of the Gymnasium

Asbestos or tin sheet roofing is always better, because they are cheaper and durable.

### Floor

Wooden flooring is always preferred but it is so costly. So cement floor can be used. It should be smooth. It may be marked with different colours for various indoor games.

### Apparatus

All apparatus must be of movable types. When the activities are over they should be lifted up by pulleys or gathered on one side. By removing the apparatus, indoor games can be conducted.

### Equipment

Vaulting box, parallel bars, suspended horizontal bars, pair of roman rings, climbing rope, spring boards mats etc. can be placed in the gymnasium for the various activities. Wall bars, rope ladders, inclined bench, weight lifting apparatus, up rights for various games, punning bags, medicine balls, Trampoline.

### Other special facilities

1. Sanitary arrangement
2. Drinking water facilities
3. First aid kits
4. A store room to keep the equipments

5. A notice board
6. Office room
7. A small library with books referring to the activities of the gymnasium.
8. Dressing rooms for males and females separately.
9. Seating arrangements for spectators (folding chairs)
10. Care and maintenance of the gymnasium

## SWIMMING POOL

### The importance and needs for a swimming pool

1. Swimming gives exercise to all the muscles of the body.
2. Swimming is a recreative activity for young as well as old.
3. Swimming provides courage, self-confidence and also co-ordination.
4. Swimming is a life saving skill because one who knows swimming shall save the life of a person in water.
5. It is difficult to practice swimming in rivers, seas, tanks etc.
6. Swimming pools are specially constructed for practicing the skill of swimming, diving etc.

### Types of swimming pool

#### I. Depending upon the location

Depending upon the place of construction of the swimming pool they can be divided into two types.

- (i) Sunken swimming pool: This is constructed by dipping and deepening the ground.
- (ii) Suspended swimming pool: This is constructed at the top of the building. Here one side should see if that building can bear the weight of the swimming pool, the water, the swimmers etc.

#### II. Depending upon the method of supply of water in the pool

- (i) **Fill and draw type:** Sea water or river water is filled in the swimming pool and removed after three or four days or even a week. The water may be purified by chlorination or using alum.
- (ii) **Perennial type:** This is normally constructed at the river or sea where constant in flow and out flow of water is possible. Purification is not needed because the water is almost daily changed with an inflow of fresh water.
- (iii) **Recirculation type or perpetual type:** This type the sea water is used for so many weeks again and again after purification.

#### III. Depending upon the construction of the pool

- (i) **Outdoor swimming pool:** This is nothing but a sunken pool which is constructed in the open area. Here the water in the pool is open to the sun. It is almost seen in hot countries.
- (ii) **Indoor swimming pool:** This is covered with walls and a roof. The roof should be constructed at least 14 feet above the diving board. This type is seen in mostly cold countries.

**Areas in a swimming pool:**

1. Area for beginners: The depth should be 2 ½ feet to 4 feet. This should not be so steep or slanting.
2. Area for those who know swimming and who want to advance the swimming techniques.
3. Area for competition.
4. Area for diving (the depth should be more than 8 feet)
5. Separate area for girls (the pool can be reserved for girls two or three days in a week).

**Purification of water:**

1. Water may be treated with alum which kills the bacteria.
2. Water shall be purified by chlorination.
3. Water shall also be purified by sending through the filter beds (sand beds).
4. Spraying to the sun. When the water is exposed to the rays of sun by means of a thin sprayer the ultraviolet rays of the sun removes all the bacteria and infective germs from the water

**IMPORTANT RULES TO BE OBSERVED IN THE SWIMMING POOL**

1. Before entering the swimming pool, one should produce a medical certificate. People suffering from skin diseases, open wounds, infection of the ear, nose and eyes should not be allowed to use the pool.
2. All must wear neat swimming dress.
3. Before entering the pool, all should take bath using soap to wash off all the dirt and oil from the body.
4. Walk along the concrete path.
5. Wash off all the dirt from the feet using copper sulphate solution.
6. Use the toilet before going to the pool.
7. Avoid spitting or blowing the nose in the water. Use the scumgutter.
8. Don't stay for a long time in the swimming pool.
9. Don't go for swimming alone.
10. If you are a beginner, practice swimming only in the area where the depth is between 2 ½ feet and 4 feet.
11. Separately coloured caps shall be provided for the participant. Red colour cap for beginners, black for those who know swimming and white for advanced swimmers shall be given.
12. Girls should not use the swimming pool during the menstrual period.
13. Specially trained in first aid and swimming guard shall be appointed and they may be given a special dress.
14. Valuable articles may be deposited safely in the swimming office.
15. First aid equipment must be always available.
16. A statistical record may be maintained in the office to note the number of participants in the pool.

## EQUIPMENTS

Educational institutions may be provided with required facilities of play area, where various games and activities shall be conducted. Natural activities like running and broad jumping and other Indian activities like Dhands and Baithaks, Asanas, Atya Patya and certain minor games do not require equipments.

Games like football, volleyball, basketball, ball badminton, cricket and athletic events require equipments. So in educational institutions to run the programme of physical education effectively, equipments are of great importance.

### Need for the equipments

1. Equipments in physical education add to the variety of programme.
2. Equipments act as an incentive to participants.
3. With equipment different kinds of activities could be taught and different skills could be acquired.
4. When various equipments are used properly, they develop neuro-muscular co-ordination.

Equipments for an institution depend upon the finance available strength of students, physical education periods, activities in the programme etc. If requirements could not be met due to financial difficulties, the physical education teacher should use other available equipments modifying them.

### Types of equipments

Here are two types of equipments:

1. Permanent type.  
Eg. Goal posts, net posts, bars, kho-kho posts etc.
2. Temporary or destroyable or perishable type.  
Eg. Nets, balls, bats, rackets etc.

### What to purchase

Before the purchase of equipments the following points should be considered.

1. The equipment must be suited to the physical education programme of that year.  
Example: We need not purchase a weight lifting apparatus if that activity is not promoted.
- 2) The choice of equipment must depend upon the facilities available. A cricket set will have to be purchased only if a cricket pitch is available or can be developed.
- 3) Purchase should depend upon the finance available. When funds are limited the article purchased should serve large number of students.  
Example: With 1 football 22 students may be engaged at a time. But to engage the students on hockey each should be supplied with a hockey stick.
- 4) The purchase of equipment should depend upon the strength of the students in a school.
- 5) It must also depend upon the interest of the students.

**Directions or procedures for the purchase of equipment**

1. Check what equipments are available in your department at the beginning of that year.
2. Make a budget, without knowing the income and the strength of the students, you can not make a purchase.
3. List the equipments purchased during the previous year.
4. List down the equipments, required to be purchased for the current year.
5. After preparing the list of things to be purchased during the year, you can purchase them in instalments. Avoid over stocking the easily perishable (destroyed) equipments such as bladders, nets etc.
6. If the order is large, quotations should be called for from various companies. (The needed equipment could be purchased from the company which is ready to give the equipment for a minimum.
7. Always purchase articles of high quality. Cheap articles get damaged at the earliest.
8. Select a good dealer and make your purchase regularly from him. As far as possible purchase equipments from a local dealer.
9. Place all orders in writing.
10. It is always better to visit the sports company to elect the articles required and purchase them. Place the initials of seal to see that the articles selected by you reach your school.
11. Check the equipments for correctness and quality after receiving them from the sports company. Damaged or unsatisfactory articles should be returned with a note.
12. Stamp all the goods with the school seal to avoid loss.
13. Do not accept any free gift from the dealer, to whom you place the orders.
14. Settle the bills promptly.

**CARE AND MAINTENANCE OF EQUIPMENTS**

1. Have the separate room for keeping the equipments with stands, shelves, cub boards, boxes etc.
2. Keep the room clean and it is always better to have a good lock.
3. Only authorized persons should handle the equipments.
4. Keep a register for equipment.
5. Stamp all the equipments to prevent loss.
6. After use, the equipment should be cleaned and properly stored in the correct place allotted to them.
7. Check all the equipments from time to time to prevent loss.
8. Minor repairs can be done if required.
9. All the goal posts, net posts, basketball boards, should be painted once in an year.
10. Leather balls should be kept clean. They should be inflated correctly and placed properly.
11. When the balls are not needed for play for a week or so, the air should be let off.



12. Rackets should be kept in press.
13. Hockey sticks and cricket bats should be seasoned with linseed oil.
14. Gymnastic mats should be kept clean and dry. The mats should not be dragged but should be lifted and carried. Both sides of the mat should be used.

#### **STEPS IN PURCHASING SUPPLIES AND EQUIPMENT**

<i>Need</i>	Staff identifies need for equipment in program.
<i>Consultation</i>	Staff consults with management supporting need for equipment
<i>Initiation</i>	A request is made for equipment to fulfill, augment, supplement or improve the program.
<i>Review of request</i>	The proper management personnel approve or disapprove request after careful consideration of need.
<i>Review of budget allocation</i>	A budget code number is assigned after availability of funds in that category has been determined.
<i>Preparation of specification</i>	Specifications are prepared in detail, giving exact quality made available to prospective contractors or vendors.
<i>Receipt of bids</i>	Contractors or vendors submit price quotations.
<i>Comparisons</i>	Careful evaluation is made to determine exact fulfillment of quality requirements.
<i>Recommendations</i>	The business manager prepares specific recommendations for approval.
<i>Purchase order to supplier</i>	After approval, a purchase that fulfills the requirements at a competitive price is made.
<i>Follow-up</i>	Purchasing agent makes a follow-up inquiry if equipment is not received when due.
<i>Receipt of goods</i>	Warehouse receives goods, checks according to specification, and returns purchase order with approval.
<i>Payment</i>	Purchasing agent and Board of Education approve purchase for payment, and accounting office pays.
<i>Accountability</i>	Goods are sent to the department that is held accountable for equipment.
<i>User receives</i>	Staff picks up equipment at designated place and inspects before payment.

#### **SUGGESTIONS FOR CLEANING SPORTS EQUIPMENT**

- ▲ The person responsible for cleaning should be informed concerning the need for special handling of the garments.
- ▲ Dry cleaning usually will remove dirt and stains but normally will not remove perspiration. Therefore, garments that can be cleaned by soap and water rather than by dry cleaning should be purchased
- ▲ Garments of different colors should not be laundered together.

- ▲ Strong chemicals or alkalies should not be used because they will fade colors and may damage the material.
- ▲ Chlorine bleach should not be used.
- ▲ Water levels in washing equipment should be kept high if lower mechanical action is desired, but kept low if uniforms are badly soiled, to increase mechanical action. Do not overload washing equipment.
- ▲ When using commercial steam press, it is recommended that garments should be stretched back to original size.
- ▲ Uniforms and other garments should be dry before being stored.
- ▲ Water temperatures above 120° F may fade colours and cause shrinkage.
- ▲ Specialized all-automatic athletic laundry facilities that are owned by the organization are recommended as a means of protecting garments against shrinkage, color fading, snags, and bleeding.

### Care of Equipment

Physical education equipment is costly. The money that is invested is large and has to come from the limited resources. They have to stand a great deal of wear and tear, and if not properly looked after, will get easily damaged and spoilt. On the otherhand, timely and reasonable care, will make it last and give good service. Well kept pieces not only last long but remain in good condition for use. the present unsatisfactory state is partly due to negligence, but a great deal more due to ignorance. Attention to some of the details given in the following paragraphs can improve the situation.

### Leather Balls

The vulnerable part of any leather ball is stitching. The stitching can be protected by relieving the pressure inside the ball between the seasons. Slowly drying the ball when it is wet rather than forced drying will also protect the stitching. A ball which is used in mud should be wiped cleaned with a damp cloth and then dried at the normal room temperature.

Leather balls should be kept in cool, dry, well ventilated stacks. Damp conditions- encourage mildew and exposure to heat like sunlight and heat tends to sap the vitality of leather and make it crack, Store must be raised off the ground and kept away from walls and ceilings. Care and preservation consists of periodically removing dust and applying dubbin to curried leather and saddle soap to tanned but leather.

### 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. Drycleaning fluids should never be used, on rubber goods.

### Equipment

Keep stock as little as possible to avoid perishing. It should be ensured that articles are kept in a damp atmosphere, and stored without sharp bends or folds and protected from sunlight. Contact with metal and greasy substance must be avoided. Dust the rubber goods profusely with French chalk.

### Leather Goods

The most common sources of trouble *with* leather goods are high temperature and excessive moisture. There are three type *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 articles should be dried at normal room temperature.

### **Wooden Equipment**

Wooden equipment such as hockey sticks, javelins, bows and 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. Linseed oils 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.

### **Planks**

Planks should be stored in low stacks and arranged so as to allow plenty of ventilation. Avoid direct rays of sun. As protection against attack by "G Hoon" it is essential that the planks are raised from the ground and frequent inspection carried out to ascertain that the planks have not become infested. A coating of preservative paint once a year would be a good investment. Stacks must be made on level ground to prevent warping and ends should be coated with tar to prevent splitting.

### **Bamboos**

These are liable to be attacked by "bamboo ghoons". Bamboos should be stored off the ground in stacks and treated either by soaking in water or by oil injection (creosote oil) for hollow bamboos and oil for solid bamboos.

### **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. They should be taken in during bad weather, kept dry and repaired at the first indication of damage. It is better to hang tarred . If they are dipped in creosote every year, their life will be prolonged. They should be taken in during bad weather, kept dry and repaired at the first indication of damage. 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. The greatest source of racket problems is too great string tension. This condition greatly increased string breakage and loss of shape of frames. Expert players use tightly strung rackets, but such equipment is neither necessary nor desirable for physical education and intramural activities.

### **Badminton Shuttlecocks**

Badminton shuttlecocks should be kept in a moist environment. The feathers lose their oil in a dry atmosphere. A humidifier is recommended for the storage of a considerable number of shuttlecocks.

### **Tools**

Metals particularly bright metal parts will be kept lightly greased and wooden items (handles, helms etc.) kept coated with linseed oil.

### **Cricket Bats, Hockey Stick, Blades**

Coat them with linseed oil and gently top with the ball without damaging the surface, so that the oil may be soaked into it. Stack them vertically.

### **Football and Hockey Goal Posts**

Paint them at least once in a year. Galvanised pipes do not require painting as a protective.

### **Iron Pegs**

Iron Pegs and other non-silvered surface require anti-corrosive paints.

### **Cricket Balls, Leg-Guards, Nets**

Cricket balls should be kept dry, when they are wet after use, dry them in the air. Leg-guards must be kept dry and away from moth. They should be cleaned regularly after use. Nets should be put away perfectly dry and, if possible away from rats and mice. This applies to canvas screens, football and hockey goal nets and tennis nets.

### **Tennis Balls**

Keep dry and in an even temperature, When wet after use, dry in the air, not near a fire.

### **Hockey Balls**

When these are wet after use, dry in the air and, if necessary give a coating of enamel or white paint.

### **Boxing Gloves**

Put away dry, and wipe off traces of blood. See that the tapes are in order Gymnastic Apparatus and Mats. Apparatus must be tested as often as possible to avoid unexpected damage to property and life.

The two common practices which are harmful to gymnastic 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. If they are heavily used and become dirty, they should be cleaned by a commercial mat cleaner.

### **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, then placed in a rack and stored \ in a room that is not overheated, Javelin should always be hung from a height with the point downward to prevent warping.

### **Hip, shoulder and Knee Pads**

Wash leather hip, shoulder, and knee pads with saddle soap, Check with manufacturer for care of plastic or synthetic pads. Store in dry place.

### **Daily Care of Equipment**

Athletic equipment deteriorates more rapidly because of ill treatment than it does from excessive use or wear. The method of taking care of it between practice sessions and between games is the greatest factor in determining its durability and appearance.

### **Repairing Equipment**

Attend to all the repairs promptly. Keep a repair kit for patching up punctures, stitching tears in balls and gymnastic mats, for changing strings on the rackets etc. A set of spanners, hammers, etc. will come handy to fix nails, nuts and bolts. A great deal of damage to athletic equipment can be prevented by attending to repairs in time.

These are the repairs of a major nature which develop during the course of the year, Some articles may be broken, mats may tear, goal posts may get displaced or bent, cupboard, planks may get loose. Usually an annual or biannual check up is necessary. At this time carpenters, mechanics and cobblers may have to be called to carry out repairs. There are Certain items cricket bats, leg-guards, hockey sticks, nets, etc. Which are best sent back to sports dealer for necessary repairs and reconditioning.

### **An Important Responsibility**

Many individuals share in the responsibility for proper care and maintenance of athletic equipment, but the athletic in-charge must understand that the final responsibility is his or hers, and must try to meet that responsibility by making certain that all involved assume their appropriate duties in this regard,

### **Writing off**

The sports material is subjected to heavy strain during its use. This strain is greater when the programmes are more planned and regular. The sports material becomes unserviceable as a consequence of its constant use, Therefore, the Sports material should be written off the stock and property registers following the instructions and policy of the State education department. It should be very clear to the administrator and the store keeper that the old and unserviceable material is as important as new till such time it has not been disposed of rightly. Moreover the space for stores can not be increased to ever increasing dead material. Therefore, the best course to get rid of the responsibility of caring for dead material, and utilise the storage capacity to the maximum is to write off the unserviceable material following a prescribed procedure.

However, the material should be categorised according to the game/activity and cost of each piece of items and total cost of the material to be placed for inspection, before the condemnation board, should be clearly reflected in the list.

There has been a practice to auction the condemned material to the students and the public as well. This practice recovers some money for the sports equipment, however small it may be.

However, auctioning the material to the students is not a desirable practice because it gives rise to the risk of changing the new material for the old during practice hours ; and also propagates the tendency, among the students, to play with discarded/damaged material which interferes with the development of healthy attitude regarding play with safe and clean equipment.

## **TIME TABLE AND PHYSICAL EDUCATION PERIODS**

### **Introduction**

A few years ago physical education was not considered as a subject in school. Other subjects teachers did not want to give a place for physical education during the school hours. Since the time could not be given for each class of physical education separate all the classes for physical education were assembled together and mass drill was given to all. Physical Education Teacher with his educational qualification and poor status accepted whatever periods were given to him and did not mind even if there were none at all. But nowadays a weekly period in physical education has been allotted. The time table for physical education in a school must have the following period.

- |                        |                           |
|------------------------|---------------------------|
| (i) Instruction period | (ii) Practice period      |
| (iii) Games period     | (iv) Participation period |
| (v) Noon-hour period   | (vi) Mass drill period    |

**(1) Instruction period:** This instruction period is arranged within the school hours as a part of school regular time table. Since the school timetable has been worked out and prepared by mostly class room teachers, the physical education teacher should see suitable periods allotted for physical education during school hours. Out of the 7 periods the first period, the second period, the sixth period and seventh period could be allotted for the instruction class. During this period instruction may be given on the various activities, skills of games and sports as prescribed in the syllabus. (As student is expected to be tested for the skills atleast in two major games and hence the instruction period should provide an opportunity for learning atleast two major games). This period is looked after by a trained physical education teacher. The teacher pupil ratio for this period may be 1:25.

**(2) Practice period:** This period is similar to the instruction period in all aspects except that no new activities are taught. The activities instructed during the instruction period are repeated for practice. These periods give more opportunity for having mastery over particular skill. The physical education teacher need not be present for the class. Another class may be instructed by him in the same period. The student in the class may be controlled by pupil leaders or other class room teaches if available.

**(3) Games period:** This period is also within the time table. This period is used in playing games according to the interest and facilities available. This period can be looked after by the physical education teacher or by the class room teacher. It is a compulsory period. The pupil leaders also will take the responsibility. If the playground is not spacious the classes which have an instruction period on the day may be let off the games period. Whenever facilities are available the games period for all classes cal be had immediately. After the school is over. Since the games period and practice period are sometime allotted after the school is over (9th period) these are called participation within the time table.

**(4) Participation period:** After the regular school is over students will stay in the school to participate and they shall practice major games, Gymnastics and Rhythmic activities during this period. Students are allowed to participate in the games in which they are interested. During participation period, special coaching to school teams participating in the inter school competition may be given. Practice matches against local teams can also be played. Intramural competitions are also conducted. The participation period shall be arranged after or before school hours or during holidays. Classroom teachers or all students or school pupil leaders shall take the responsibility for controlling the class. The physical education teacher has to plan, organize they supervise this period and he should not think that he need not look after this period. There must be a good ratio between the instruction period and participation period for the week because skill could not be learned without proper instruction (teaching) followed by participation.

**(5) Noon-hour period:** The interval between forenoon session and afternoon session in the school is generally about an hour. The students used to finish their lunch as quickly as possible and they spend the rest of the time in managing school property or creating disciplinary problem. So this period of interval shall be used for planned recreational activities or some other minor games. This period is also convenient for the day

scholars who could not stay for the physical education programme after the school hours. For these out station students who are coming from distant places and can't reach the school to participate in physical activities early in the morning before the school hours. If there is no place for indoor activity recreative games may be played in a big verandah or under the shade of trees. Depending upon the number of students, competitions in the recreative activity can also be conducted. If the department is financially sound, activities like table tennis, carom and shuttle cock shall be provided.

**(6) Mass Drill period:** In order to promote a sense of discipline among the students the orderly movements of mass drill have been introduced. The mass drill includes certain types of free arm exercises (light apparatus) which have been given to all the student from with standard To XIth standard. The programme depends upon the facilities available. The time need not exceed 45 minutes. For lower forms activity of simple arm and long movement may be given. Dhands and Bithaks may be given for higher forms.

Group leaders should be trained to assist the physical education teachers. If the ground within the school is not sufficient for the mass drill, the open space near the school shall be used for the purpose. It is desirable to have a school uniform during the participation in the mass drill.

**Time allotment:** In schools time should be allotted for physical education programme because physical education is responsible for good health, body mechanics etc.

The time suitable for physical activity

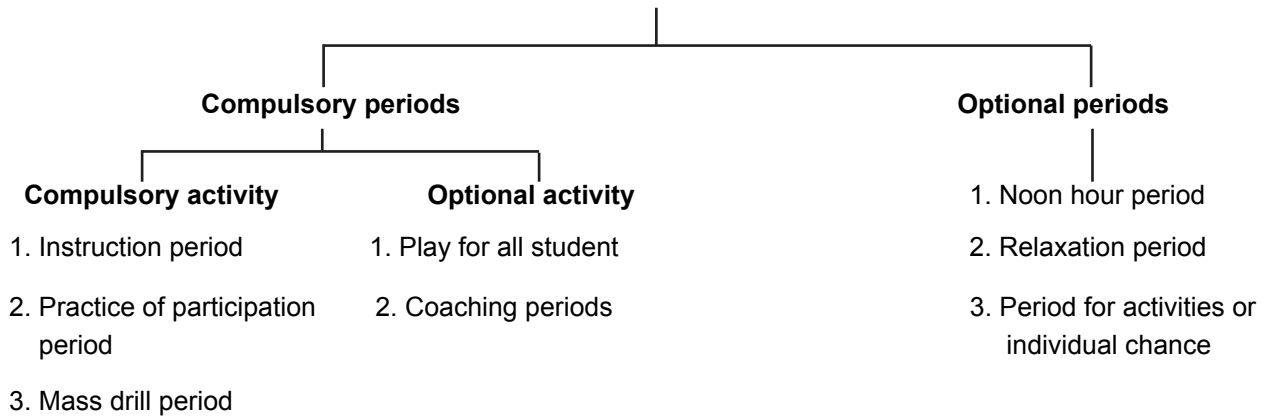
1. For residential institution physical education period may be allotted between 6 and 8 am and between 4.30 and 6.30 pm.
2. Normally physical education periods may be allotted between 10 and 11.30 a.m and also between 3 and 4.30 p.m within the school hours.
3. For out station students, it is better to allot periods immediately after the school hours, participation period for them shall be allotted during noon hour time.

#### **Factors Affecting Time-table**

1. Overload in the syllabus: In the school, the students having more subject like maths, science, history etc., so they have to allot the time for each subject. So it is difficult to allot the time for physical education.
2. Types of school
  - a. Residential school
  - b. Non residential school
  - c. Combine with both
  - d. Shift type of school
  - e. Night classes on evening college, or school. We have to allot the time depending upon the nature of the school.
3. Strength of the students and Physical Education Teachers.
4. School hours: The Physical Education activity should be taught only in the morning and evening, but the students may not come in that time. So we have to allot the time only in the school hours.

5. Climatic condition.
6. Class teachers and student leaders co-operation.
7. Facilities: According to the availability of facilities only we can prepare the time table.

#### Types of Physical Education Periods



**Note:** Play for all student: All the students will participate in different games. This is only possible after school hours.



## UNIT – IV

### COMPETITION ORGANIZATION

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#### **Importance of a tournament**

A tournament is a competition involving a relatively large number of competitors, all participating in a sport or game. More specifically, the term may be used in either of two overlapping senses:

1. One or more competitions held at a single venue and concentrated into a relatively short time interval.
2. A competition involving multiple matches, each involving a subset of the competitors, with the overall tournament winner determined based on the combined results of these individual matches. These are common in those sports and games where each match must involve a small number of competitors: often precisely two, as in most team sports, racket sports and combat sports, many card games and board games, and many forms of competitive debating. Such tournaments allow large numbers to compete against each other in spite of the restriction on numbers in a single match.

These two senses are distinct. All golf tournaments meet the first definition, but while match play tournaments meet the second, stroke play tournaments do not, since there are no distinct matches within the tournament. In contrast, football (soccer) leagues like the Premier League are tournaments in the second sense, but not the first, having matches spread across many stadia over a period of up to a year. Many tournaments meet both definitions; for example, the Wimbledon tennis championship.

A tournament-match (or tie or fixture or heat) may involve multiple game-matches (or rubbers or legs) between the competitors. For example, in the Davis Cup tennis tournament, a tie between two nations involves five rubbers between the nations' players. The team that wins the most rubbers wins the tie. In the later rounds of UEFA Champions League of football (soccer), each fixture is played over two legs. The scores of each leg are added, and the team with the higher aggregate score wins the fixture, with away goals used as a tiebreaker and a penalty shootout if away goals cannot determine a winner.

A Tournament is a competition held among various teams in a particular activity according to a fixed schedule where a winner is decided.

**Tournaments are of various types.**

**1. Knock-out or Elimination Tournament**

- a) Single knock-out or single elimination.
- b) Consolation 1st type and 2nd type.
- c) Double knock-out or double elimination
- d) Bagnall-wild elimination.

**2. League or Round Robin Tournaments**

- a) Single league
- b) Double league

**3. Combination Tournament**

- a) Knock out - cum - knock out
- b) Knock out - cum - League
- c) League - cum - League
- d) League - cum - Knock out

**4 Challenge Tournaments**

- a) Ladder
- b) Pyramid

In deciding the types of the tournaments to be conducted the following factors have to be taken into consideration.

(i) Season (ii) Time at disposal (iii) Grounds and Equipment (iv) Type of the activity (v) Officials and (vi) Finance.

**1. KNOCK-OUT OR ELIMINATION TOURNAMENT**

**A. Single Knock-out or Single Elimination**

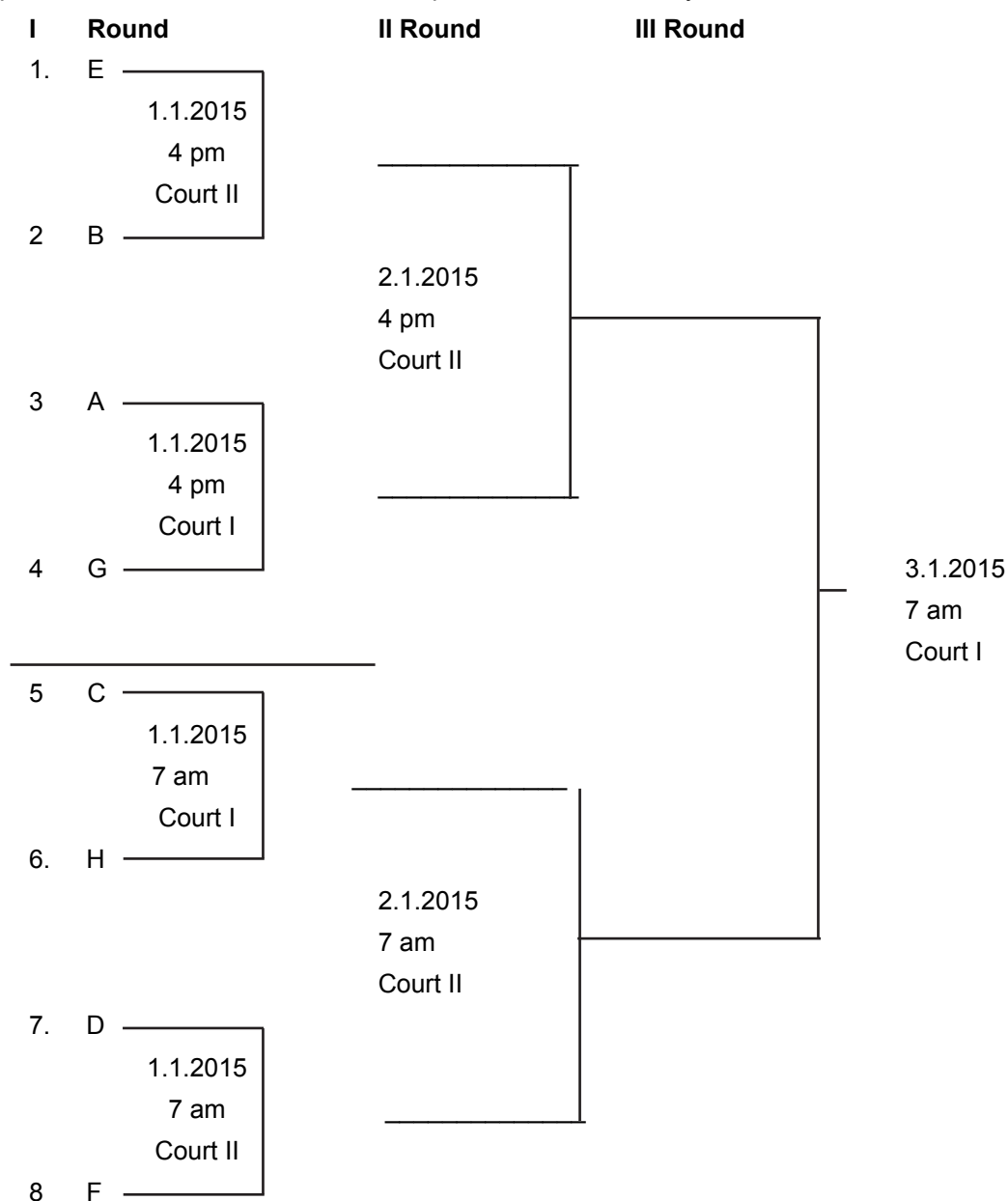
In this type of Tournament the team that are once defeated are eliminated immediately and they will not be given another chance to play. The total number of matches to be played in this tournament will be  $n-1$  (i.e.,) number of teams competing minus 1. For example, if 10 teams are competing the total number of matches will be  $10 - 1 = 9$ .

### METHOD OF DRAWING FIXTURES

Drawing fixtures for a certain number of teams competing, the number being the power of TWO (viz.,) 2 22 23 24 25 26 etc. (i.e., 2, 4, 8, 16, 32, 64 respectively).

Suppose, 8 teams A, B, C, D, E, F, G & H have entered for a tournament. The fixtures have to be drawn in the following manner.

Write on a sheet of paper the serial number 1 to 8. Take uniform slips of paper, write the name of one team in each slip and fold or roll each of these slip in a uniform manner. Then drawn lots one by one. As each slip is taken find out the name of the concerned team and enter it serially on the sheet. Thereafter from the TOP they should be bracketed in pairs for the first round. Then the other rounds also should be bracketed from the top. In each bracket the date, time and place of the match may be indicated as shown below.



In the above example the teams, E, B, A & G have fallen in the upper half and C, H, D & F in the lower half.

(b) Drawing fixtures for a certain number of teams competing, the number not being the power of Two (viz), 3, 5, 6, 9, 10, 11, 12, 13, 14, 15, 17, to 31; 3 to 63, 65 etc.

In this case while drawing fixtures, "BYES" have to be given to a specific number of teams in the first round so that in the subsequent rounds the number of teams shall be brought to the power of two. BYE is a privilege given to a team (generally by drawing lot) exempting it from playing a match in the first round.

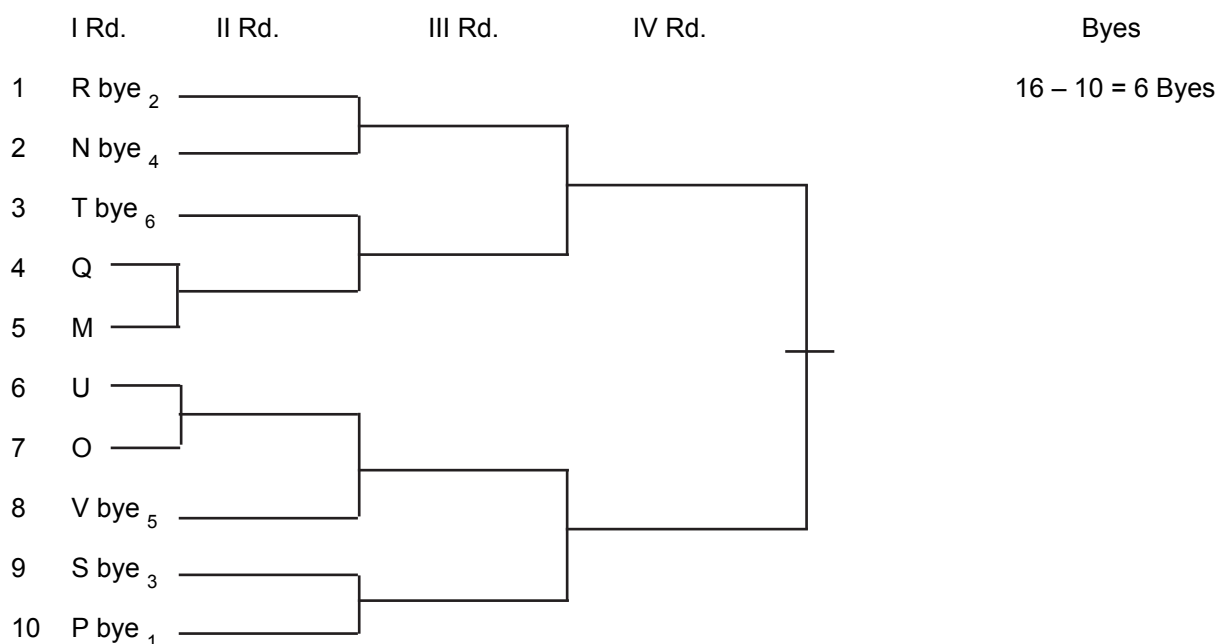
Byes are usually given in the first round because.

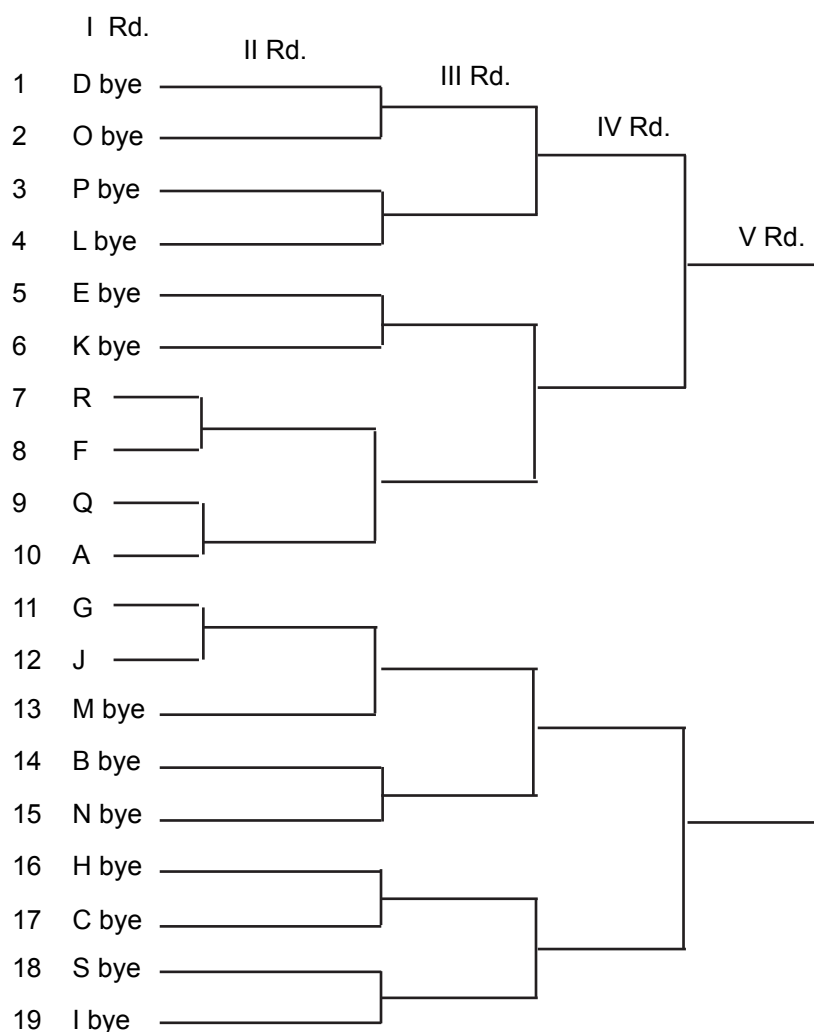
- (a) a rest before a competition is not so advantageous as a rest after a match
- (b) the intensity of competitions may not be of a high degree in the first round.

The number of "Bye" to be given shall be decided by subtracting the number of teams from its next higher number which is the power of two. For example, if 10 teams have entered for a competition the next higher number above 10 which is the power of two are 16. Hence the number of Byes to be given shall be  $16 - 10 = 6$ . We shall now deal with the method of drawing fixtures for 10 teams M, N, O, P, Q, R, S, T, U & V that have entered for the competition.

Write on a sheet of paper the serial number 1 to 10. We know that the number of byes to be given is  $(16 - 10) = 6$ . Hence at first we have to draw lots for giving byes. Use slips of paper for drawing lots. As each slip is taken find out the name of the concerned team receiving the benefit of bye and enter it alternately in the lower half and in the upper half of the fixture. Suppose the order in which the lots are drawn for byes is P, R, S, N, V & T. They have to be entered alternately in the lower half and in the upper half of the fixture. P is entered in the serial number 10; R in 1; S in 9; N in 2; V in 8; and T in 3 (as shown in the example given below). The serial numbers 4, 5, 6, & 7 are vacant. The teams M, O, Q, & U. They have to be entered in the vacant numbers from the top in the order in which they are drawn. Then these teams that are not given byes are bracketed in pairs and they play in the first round while the teams that got the byes will be playing in the second round. For the second and subsequent rounds the teams in pairs should be bracketed, starting from the top. See the fixture given below:

Single Knock-out fixture for 10 Teams.



**Examples for single knock-out fixture for 19 teams**Number of byes  $32 - 19 = 13$ 

Method of determining the number of teams in the Upper half and in the Lower half.

- (a) When there are even  $n/2$  in the upper half  
Number of teams  $n/2$  in the Lower half

(n indicates the number of teams)

Example: 10 teams  $10/2 = 5$  in the Upper half $10/2 = 5$  in the Lower half

- (b) When there are odd  $\frac{n \text{ plus } 1}{2}$  in the Upper half  
number of teams

When there are odd  $\frac{n \text{ minus } 1}{2}$  in the Lower half  
number of teams

Example = 19 teams  $\frac{19 \text{ plus } 1}{2} = 10$  in the Upper half

Example = 19 teams  $\frac{19 \text{ minus } 1}{2} = 9$  in the Lower half

Method of determining the number of byes to be given in the Upper half and in the Lower half.

(a) When there are even nb/2 in the upper half

number of byes nb/2 in the Lower half

(nb indicates the number of buys)

Example: 6 byes  $6/2 = 3$  in the Upper half

$6/2 = 3$  in the Lower half

(b) When there are odd  $\frac{\text{nb minus } 1}{2}$  in the Upper half  
number of buys

When there are odd  $\frac{\text{nb plus } 1}{2}$  in the Lower half  
number of buys

Example = 13 byes  $\frac{13 \text{ minus } 1}{2} = 6$  byes in the Upper half

$\frac{13 \text{ plus } 1}{2} = 7$  byes in the Lower half

### Merits & Demerits of Single Knock-Out or Elimination Tournament

#### Merits:

- i. The tournament can be finished in a short time.
- ii. There will be economy of expenditure.
- iii. The competition will be keen and intense because of the fear of elimination of a team from the tournament, the moment it is defeated.

#### Demerits

- i. A team may get itself eliminated by chance or by accident and it will not have another chance to play and show its worth.
- ii. A winner of a match in a particular round may have to wait to meet the winner of another match of the same round or the previous round.
- iii. If a fixture is drawn purely by lots the fixture may become defective since there is the possibility of the strong teams being matched together in the earlier rounds and got eliminated, thereby giving room for the weaker teams to move to the semi-finals and the finals.

## **SEEDING METHOD**

A knock-out fixture is generally drawn by lots. If the fixture is drawn purely on the basis of lots without taking into consideration the standard of the teams, it is likely that strong teams may be obliged to meet with each other in the earlier rounds in either half and get themselves eliminated, thereby allowing the weaker teams to come up for semi-finals and finals and resulting in unfair and uninteresting competition. To avoid this defect "Seeding" is done. SEEDING is the sorting of the teams and fitting them in the fixtures so that the stronger teams do not meet in the earlier rounds. The adoption of the seeding method will be appropriate only when the standard of the teams is known. So it is necessary for the organizers of the tournament to secure adequate information regarding the standard of the competing teams from past records or by enquiry. Further it is suggested that the number of teams to be seeded may ordinarily be the power of Two (viz) 2, 4, 8 etc. In case byes have to be awarded in a fixture where seeding is done, it is recommended that the byes are given to the seeded teams either arbitrarily according to their standard or by drawing lots among them. It is equally recommended that the outstation teams coming from far off places are given byes.

Let us now deal with the method of drawing fixture adopting seeding method.

### **SEEDING 4 TEAMS**

Suppose 11 teams from various places (Karaikudi, Tanjore, Madurai, Trichy, Salem, Coimbatore, Nagercoil, Chidambaram, Coimbatore, Chennai and SAI Centre, Bangalore) have entered for a Basketball Tournament to be conducted at Coimbatore. Of these 11 teams SAI Centre, Bangalore, Chennai, Madurai and Chidambaram are considered to be the stronger teams and they are seeded in the order of the standard as indicated above. We know that we have to give 5 byes for 11 teams. These 4 seeded teams may be given byes in the order of their standards. The balance of 1 bye may be given to the Nagercoil team that comes from a far off place. Then these 4 seeded teams have to be distributed arbitrarily in the fixture on the basis of their standard and fitted in the Lower and in the Upper halves facilitating them to meet only in the Semi-finals. Nagercoil team is fitted in the Lower Half with a bye.

After having fitted these 5 teams arbitrarily in the fixture, we have to draw lots for the remaining 6 teams and enter them from the top in the vacant spaces of the fixtures. Then the teams that are not given byes in the fixture have to be paired and bracketed for the first round. For the subsequent rounds we have to start bracketing from the top. (See the fixture that follows).

## Single Knock-out Fixture for 11 Teams

[ Seeding 4 teams ]

I Rd.

## UPPER HALF

II Rd.

1. Annamalai University  
Chidambaram (Seeded)

Bye

III Rd.

2. Bharathidasan University  
Trichy3. Periyar University  
Salem4. Alagappa University  
Karaikudi5. Maruthi College of Phy. Edu.  
Coimbatore6. YMCA College of Phy. Edu.  
Chennai (Seeded)

Bye

IV Rd.

## LOWER HALF

7. M.K. University  
Madurai (Seeded)

Bye

8. Tamil University,  
Tanjore9. Bharathiar University  
Coimbatore10. Scott Christian College,  
Nagercoil (Out Station)

Bye

11. SAI Centre,  
Bangalore (Seeded)

Bye

In the above fixture the seeded teams are distributed arbitrarily according to their order of ability or standard; (i.e., ) the best team (Bangalore ) is fitted at the bottom of the lower half; the second best team (Madras) is placed at the bottom of the upper half; the third best team (Madurai) is fixed at the top of the lower half and the fourth best team (Chidambaram) is placed at the top of upper half. In case there is no marked difference in the ability or the standard of the seeded teams they should be distributed in the fixture by drawing lots among them.

## SEEDING FOR 8 TEAMS

Let us see an example of drawing a fixture for a tournament where 25 teams (A, B., C, D, E, F, G, H, I, J, K, L, M, N., O, P, Q, R, S, T, U, V, W, X AND Y) are taking part, out of which 8 strong teams (M, K, D, O, R,



A, T & H) which are almost equal in ability are seeded. Here the seeded teams have to be fitted in the fixture facilitating them to meet in the quarter finals. This will be possible only if the seeded teams are equally distributed in each quarter of the fixture. For this purpose we have to determine the number of the competing teams that may fall in the respective quarters of the fixture.

Method of determining the number of teams in each quarter of a fixture.

We know that a fixture has two halves - Upper & Lower. In each half there are two quarter. The first and the second quarter are in the Upper half and the third and the fourth quarter are in the Lower half.

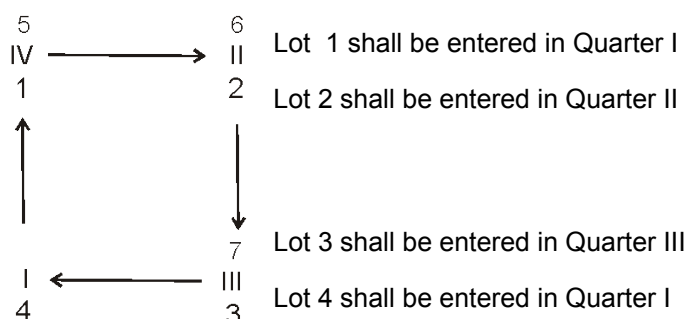
To determine the number of teams in each of these quarters the CUE indicated in the following table should be following.

The number of teams in each quarter					
Dividend and Divisor	Remainder	1 quarter	2 quarter	3 quarter	4 quarter
$n/4$	Nil	Q	Q	Q	Q
$n/4$	1	Q+1	Q	Q	Q
$n/4$	2	Q+1	Q	Q+1	Q
$n/4$	3	Q+1	Q+1	Q+1	Q

(n = total number of teams; Q = Quotient)

Applying the above table let us determine the number of teams in each quarter for the above said 25 teams taking part in the tournament. While dividing the total number by 4(i.e.,  $25/4$ ) the Quotient is 6 and the Remainder is 1. Hence the number of teams that will fall in the 1st, 2nd, 3rd, and the 4th quarters shall be (Q + 1, Q, Q, Q,) 7, 6, 6, 6 respectively. Then on a sheet of paper the serial numbers 1 to 25 have to be written with the proper indication of each quarter.

We are aware that we have to give 7 byes for this fixture. So lots are drawn among the 8 seeded teams (M, K, D, O, R, A, T & H) to give 7 byes. As each lot is drawn it is to be entered in each quarter in the same order shown below.

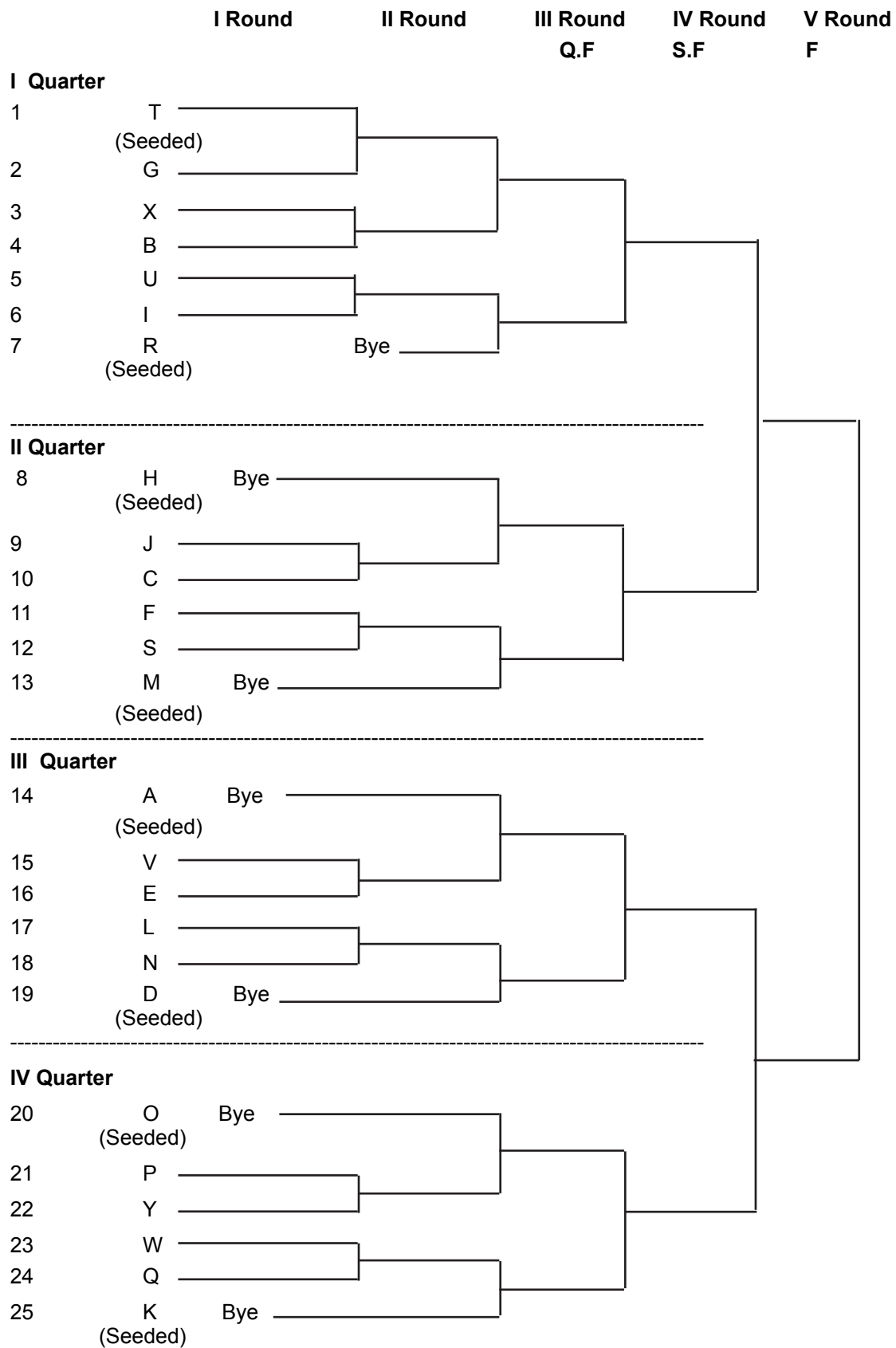


As the first four lots are drawn(one by one) they are to be entered one by one in quarter IV, II, III & I respectively. Suppose teams K M., D & R got the first 4 lots. This is the first entry to be made in each quarter and this should be made at the bottom of the respective quarter. After this the second entry (5th, 6th & 7th lots got by teams O, H & A) should be made at the top of the respective quarters.

After having given byes by lots for 7 of the seeded teams K, M, D, R, O, H & A and entered them properly in the respective quarter the 8th seeded team T (which did not get the bye should be entered at the top of the first quarter (See the fixture that follows).

Then lots have to be drawn for the remaining 17 non-seeded teams and they have to be entered from the top in the vacant spaces of the fixture. Thereafter the teams that did not get byes have to be paired and bracketed for the first round. This should be followed by the pairing of the team with teams with brackets from the top for the subsequent rounds. Single Knock-out fixture for 25 Teams in which 8 Teams

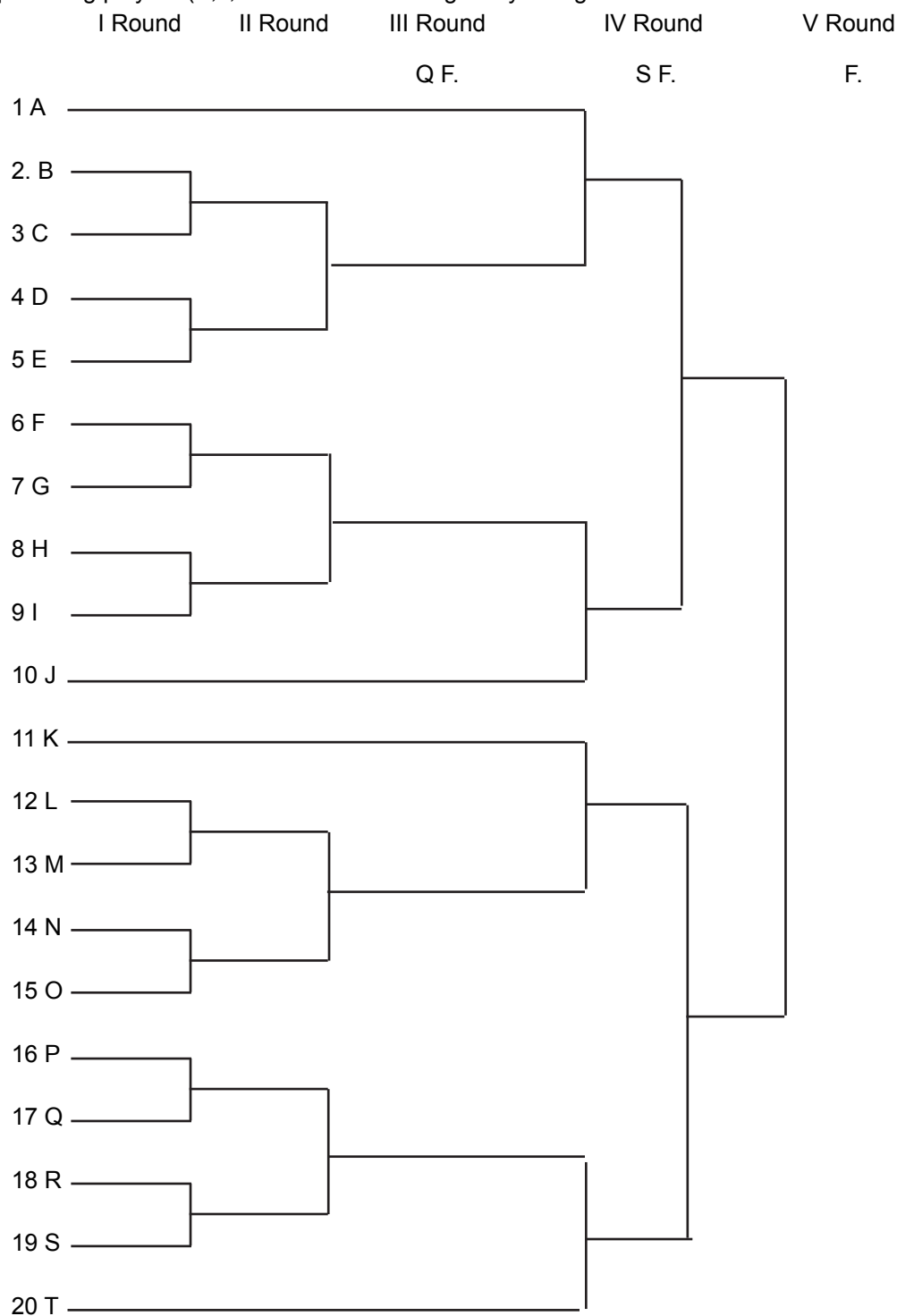
K, M, D, R, O, H, A & T are seeded



**SPECIAL SEEDING**

Whenever some of the top-ranking players or teams take part in a tournament the fixtures are generally drawn in such a way that those players or teams are brought straightway to the Quarter-finals or Semi-finals. This arbitrary method of drawing fixtures may be felt unfair but no doubt it is desirable to keep a sustained interest in the tournament.

A sample fixture is given below for a Badminton singles tournament, where 20 players take part including 4 top-ranking players (A, J, K & T) who are straightway brought to the Quarter-finals.



### **(b) Consolation Tournament**

In a single Knock-out tournament a team may get itself eliminated by chance or by unforeseen circumstances and it will not have another chance to play. To avoid this disadvantage consolation tournaments are advocated. The very term consolation is self-explanatory and it indicates that the defeated teams play again to show their worth and win subsidiary honours. Further, greater number of matches are possible in this tournament. Hence, this is superior to single knock-out tournament

They are two types of consolation tournaments”

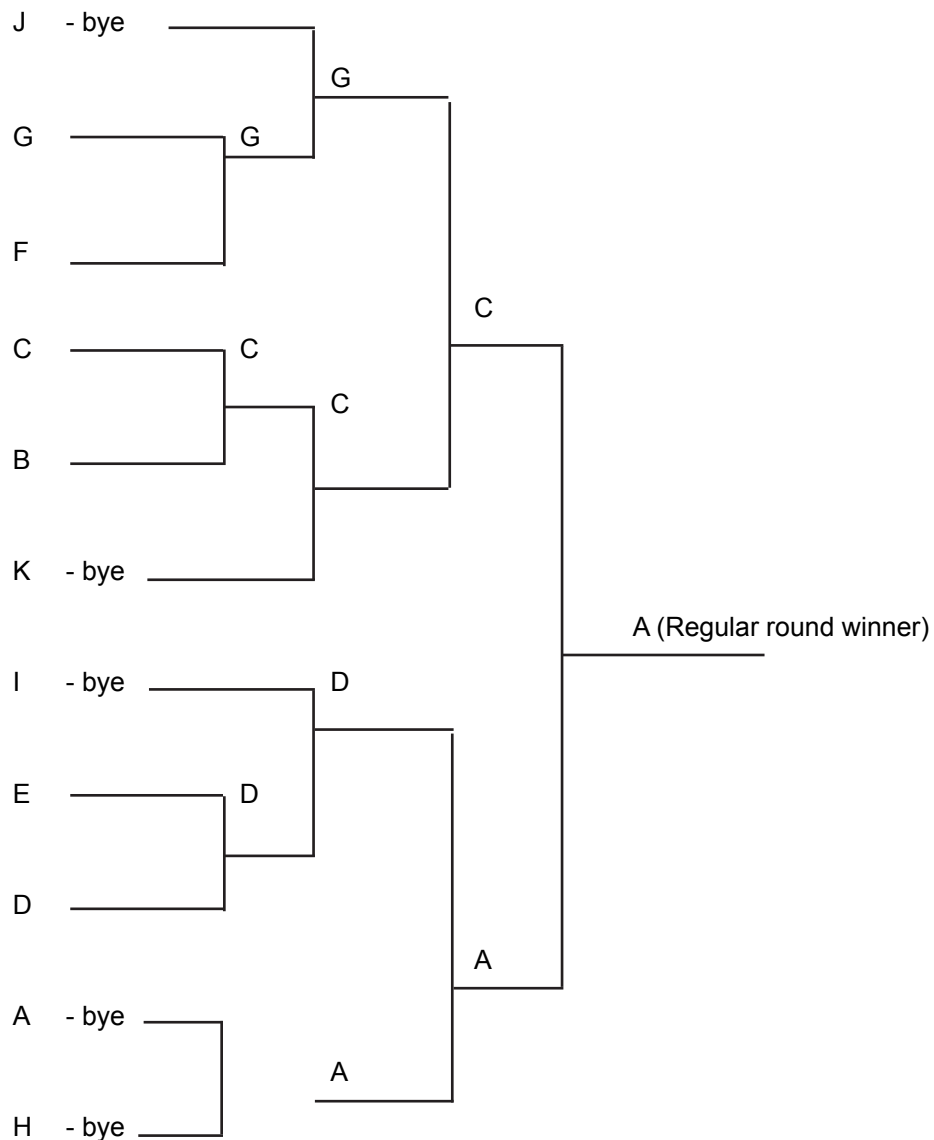
- (a) First type
- (b) Second type.

#### **(a) First Type of Consolation Tournament**

In this type of Tournament each team will have a chance to play at least twice. The teams that compete for the consolation tournament will, at the outset, play a regular knock-out tournament. The team that got eliminated in their very first match in the regular round of the knock-out tournament will play among themselves a subsidiary tournament on knock-out basis which is called the consolation round of the tournament. In other words, all the teams that were defeated in the first round of the regular tournament and the teams that got byes in the first round but were defeated in the second round will play among themselves in the consolation round for subsidiary honours. If byes, have to be given in the consolation round, they shall be given by lots to the teams that have not enjoyed the byes in the regular round.(See the sample fixture given below showing the winners.)

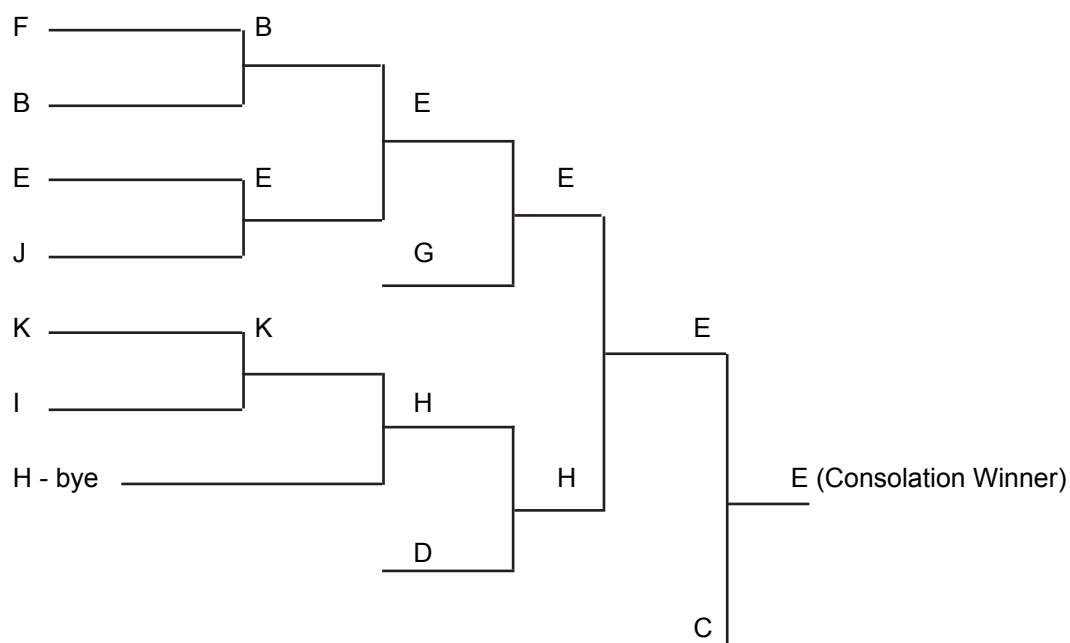
**Fixture for 11 teams**

Regular Round

(No. of byes will be  $16 - 11 = 5$  byes)**I Round II Round III Round IV Round**

Losers of Regular Rounds of single Knock-out Tournament:

1st Round	IInd Round	IIIrd Round	IVth Round
F	J	G	C
B	K	D	
E	I		
	H		

**Consolation Round**

If the number of teams connecting in Consolation tournament of I type is not the power of 2, it is not usually possible to determine the number of matches in the Consolation round because of the uncertainty of the number of losers in their First match.

An attempt is here made to make it possible to determine the number of matches to be played in the Consolation round.

1. When the number of teams is the power of 2, the number of matches in the consolation round will be  $(n+2)-1$ .

For example: when 9 teams compete, the number of matches in the consolation round will be  $(8 / 2) - 1 = 3$  matches.

2. When the number of teams falls between the two powers of two (i.e., between 4 & 8; 8 & 16; 16 & 32 etc), the following procedure may be adopted.

- a) If the number of teams is the middle number (i.e., 6, 12, 24 etc) the minimum and the maximum number of matches in the consolation round will be:

Minimum - The number of bye teams minus 1.

Maximum - The number of non-bye teams minus 1.

For example, when 12 teams compete, the minimum and the maximum number of matches in the consolation round will be as follows:

Minimum - (4 byes minus 1) = 3 matches

Maximum - (8 non - byes minus 1) = 7 matches

- b) If the number of teams is less than the middle number the minimum and the maximum number of matches in the consolation round will be,

Minimum – Same number of minimum matches as for the middle number

Maximum – Number of teams minus 2 and minus minimum number of matches, i.e., (n plus 2 minus minimum)

For example, when 10 teams compete, the minimum and the maximum number of matches in the consolation round will be as follows:

Minimum – (middle number minimum) i.e., 3 matches.

Maximum – (10 minus 2 minus 3) = 5 matches.

- c) If the number of teams is more than the middle number, the maximum and the minimum number of matches in the consolation round will be:

Maximum – Same number of maximum matches as for the middle number.

Minimum – Number of teams minus 2 and minus maximum number of matches i.e., (n minus 2 minus maximum)

For example, when 15 teams compete, the maximum and the minimum number of matches in the consolation round will be as follows:

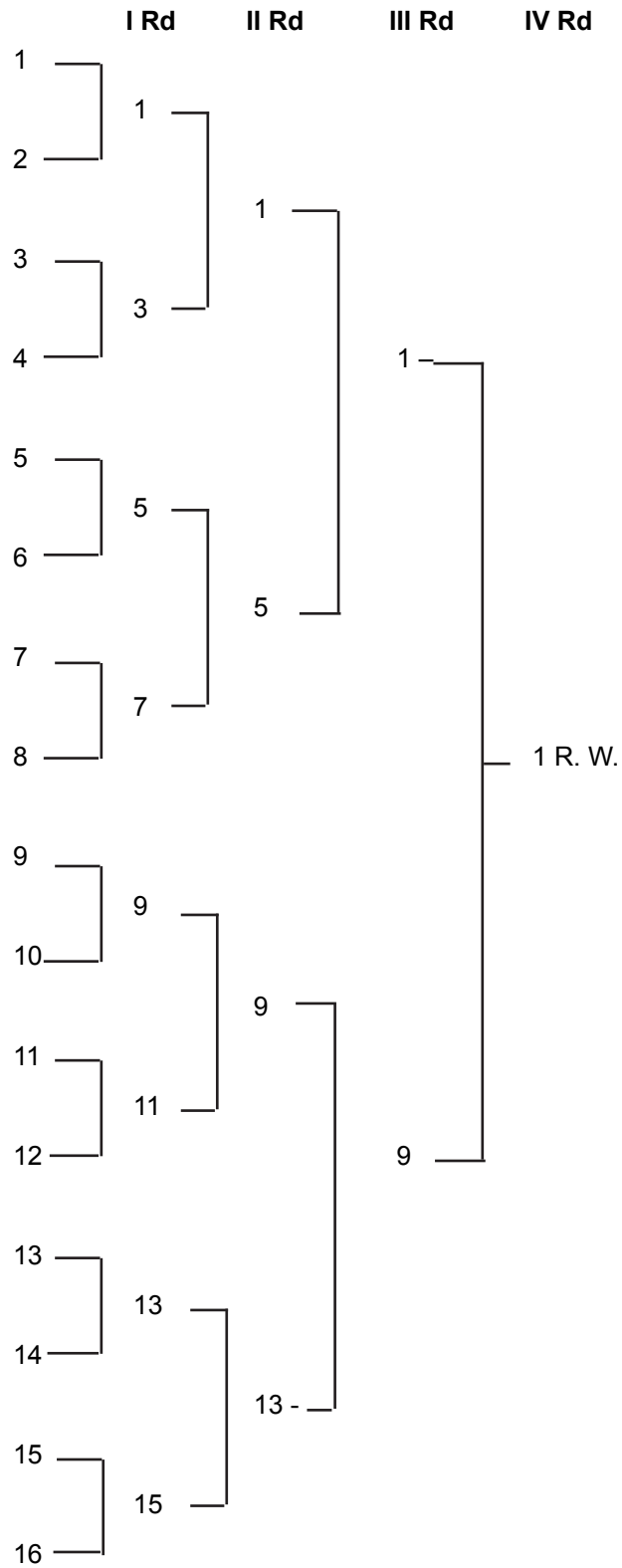
Maximum – (Middle number maximum) i.e., 7 matches.

Maximum – 15 minus 2 minus 7 = 6 matches.

### **(B) Second Type of Consolation Tournament**

In this type of Tournament every loser of then regular round will have a chance to play in the consolation round to win the subsidiary honours. The arrangement of the fixture for the consolation rounds should be such that teams that met in the regular founds of the tournament do not meet in the early rounds of the consolation. Various methods may be adopted in drawing the fixture for this type of tournament.

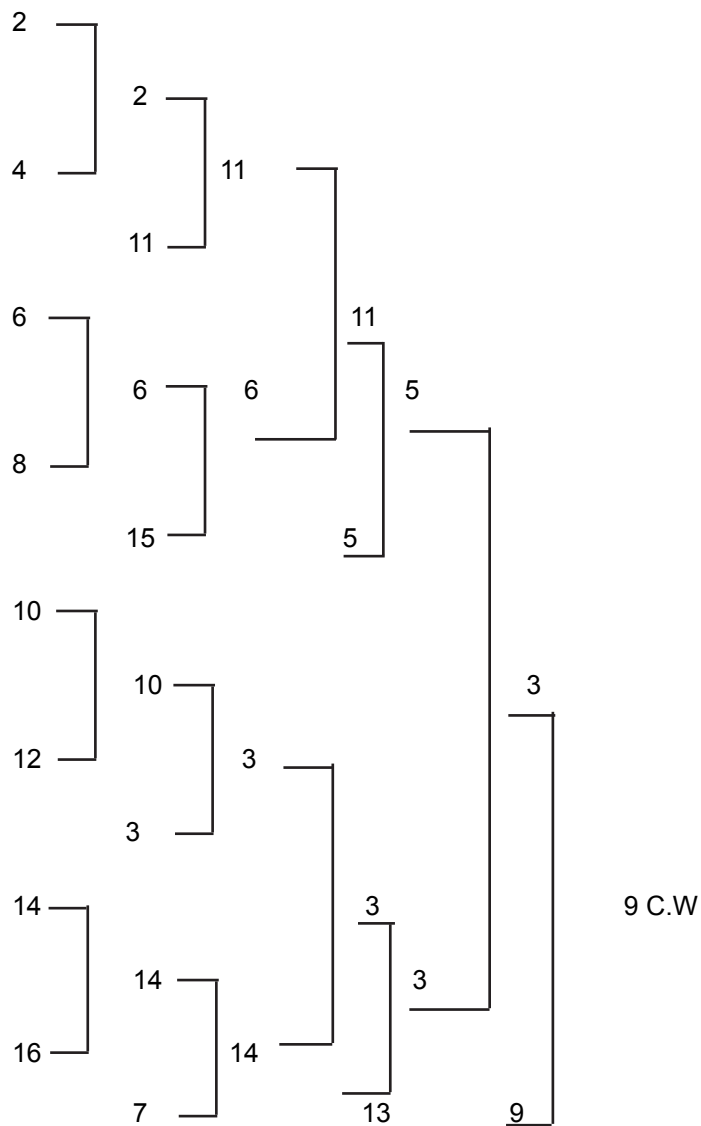
**Method 1**  
**Fixture for 16 teams (Without Byes)**  
**Regular Round**





1 Rd	II Rd	III Rd	IV Rd	
	2	3	5	9
	4	7	13	
	6	11		
	8	15		
	10			
	12			
	14			
	16			

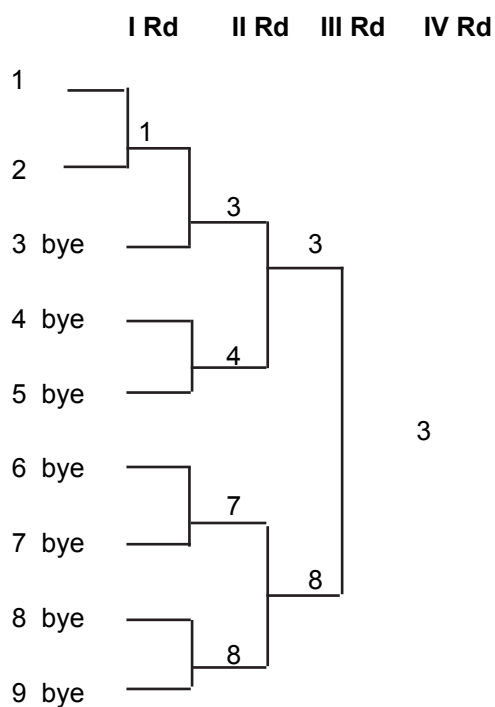
### Consolation Round



(R.W = Regular winner,  
C.W = Consolation winner)

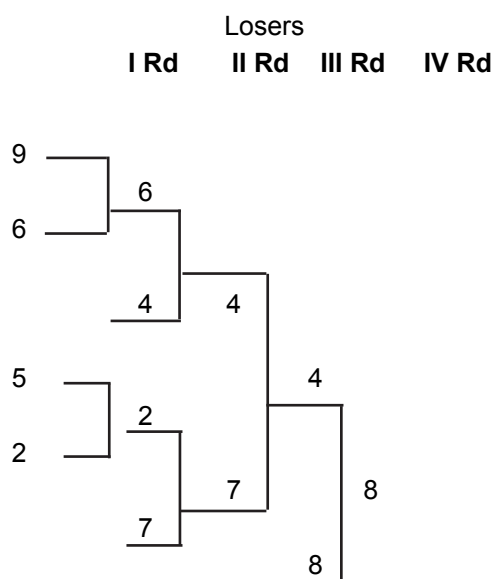
In the above fixture there are Eight losers of the first round. They play among themselves and their number is reduced to four. Then these four are shuffled with the four losers of the second round and made to play till they are reduced to two. Then these two are shuffled and made to play with the two losers of the third round till they reduced to one who is to play with the loser of the last round.

#### Fixture for 9 teams (With Byes)



#### CONSOLATION ROUND

In the above fixture there is one loser of the first round while there are four losers of the second round. While the number of losers in the first round is less than or equal to the number of losers of the second round the former may be shuffled with the latter and made to play till they are reduced to a number equal to that of the losers of the third round. Then it continues as stated in the previous example.



Method - 2

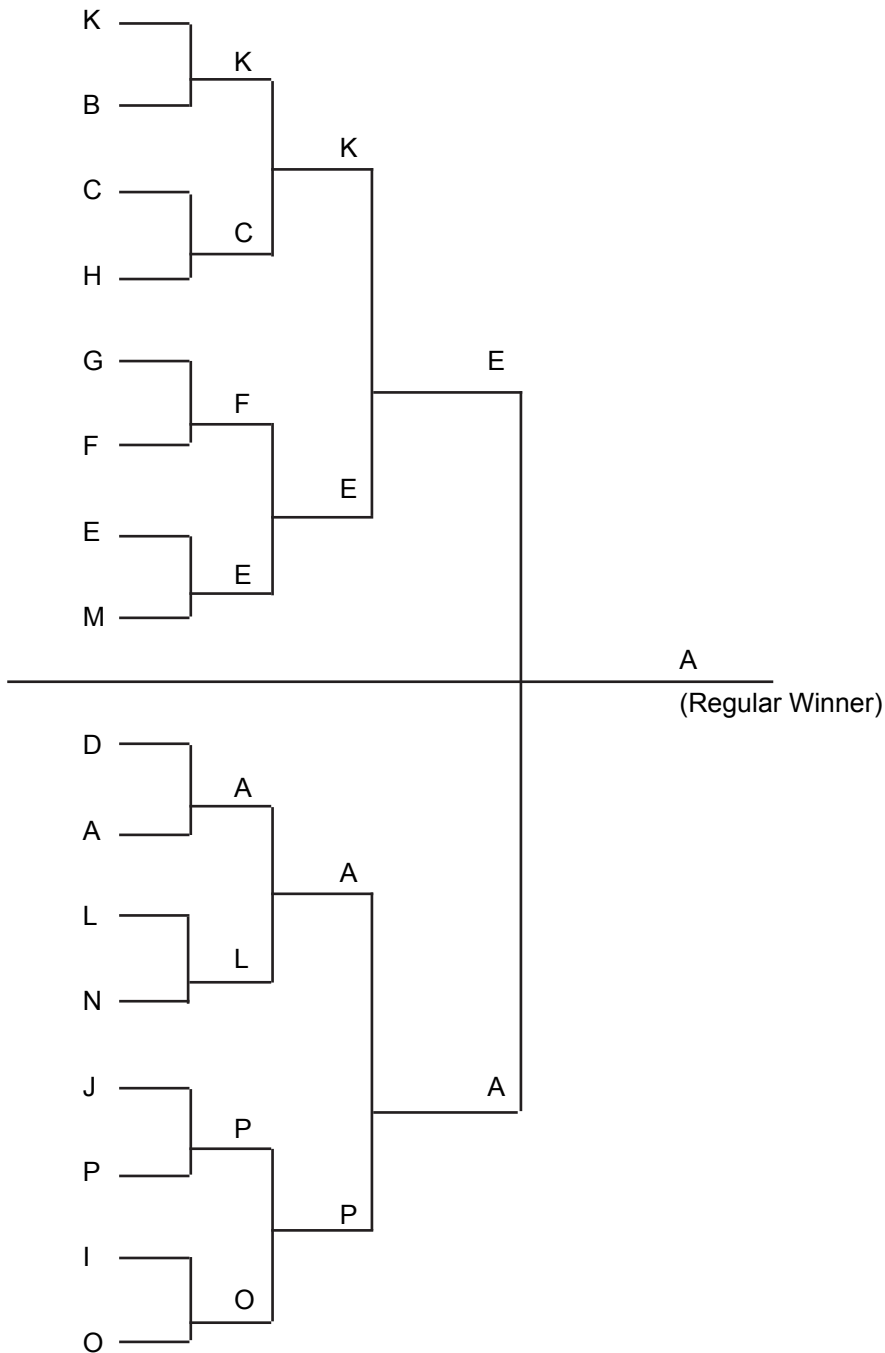
Fixture for 16 teams (Without Byes)

Regular Round

I Rd II Rd III Rd IV Rd

Losers

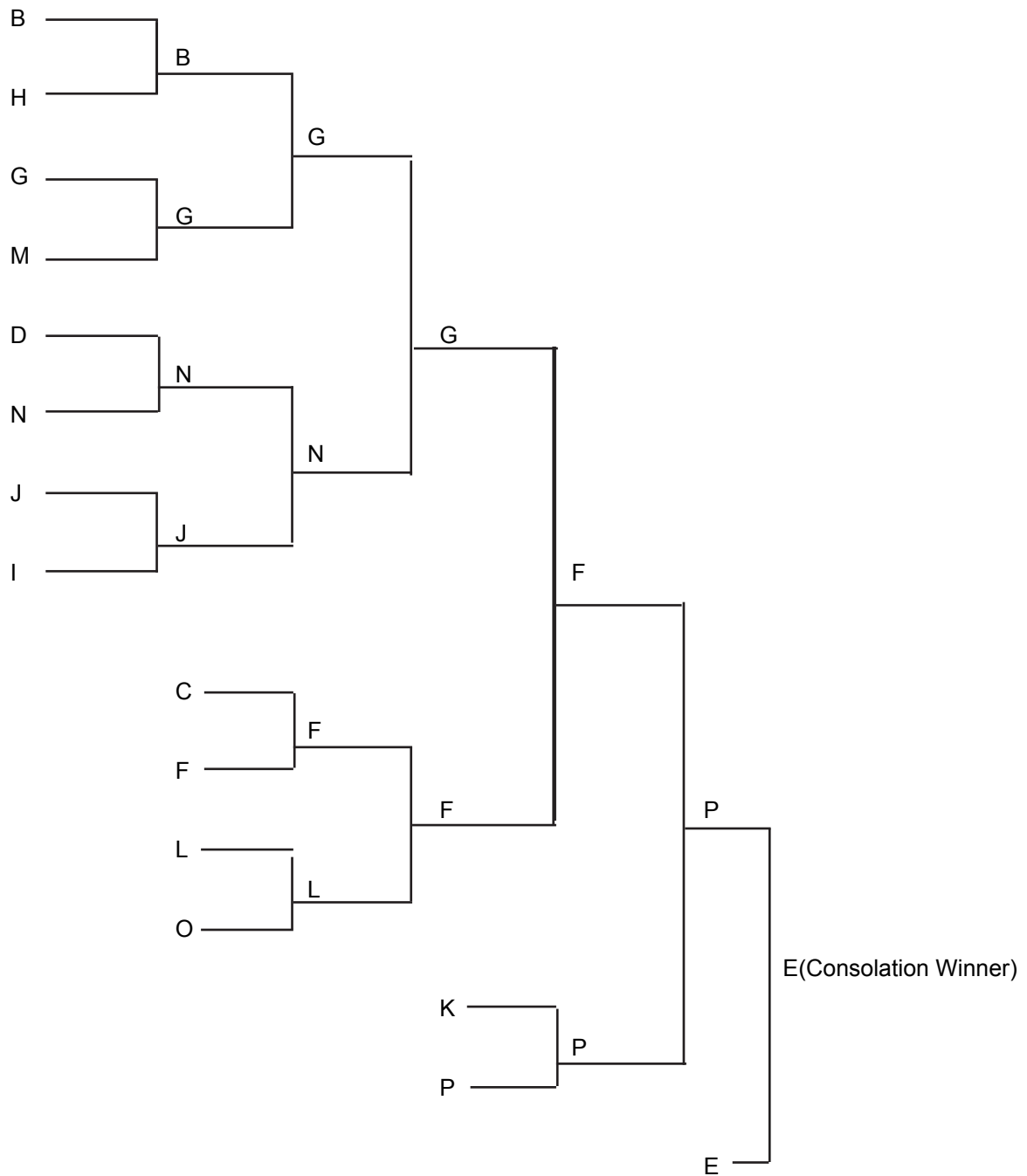
1 Rd II Rd III Rd IV Rd



Losers of :

1st Round	IInd Round	IIIrd Round	IVth Round
B D	C	K	E
H N	F	P	
G J	L		
M I	O		

**Consolation Round**



### Consolation Round

In the above fixture the losers of the regular round are taken round by round for consolation. Here the winner of particular (losers) round meets the winner of the next round and proceeds ahead, if victorious, for consolation championship. Out of the two methods of drawing fixtures for the Second type of Consolation Tournament, the First Method is recommended.

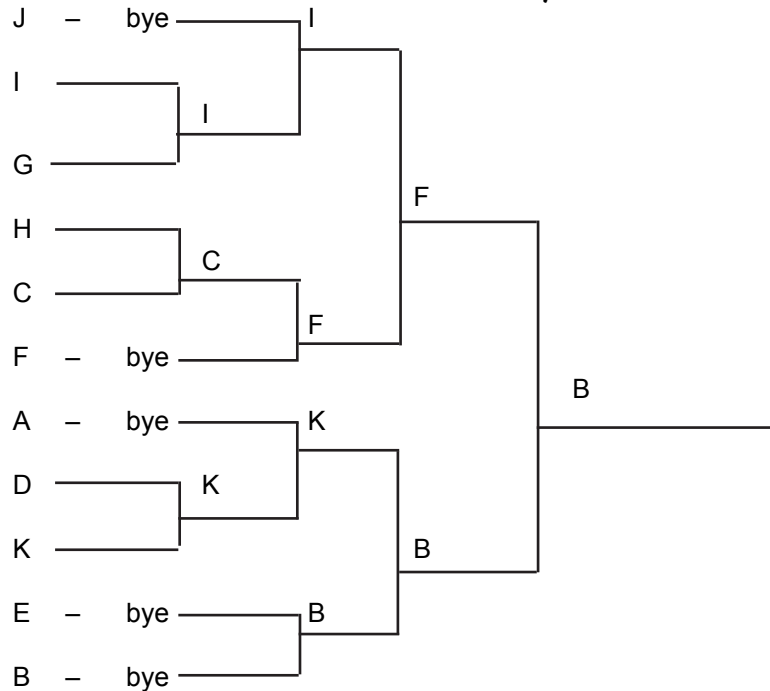
The total number of matches(Regular Round + Consolation Round) that will be played in the Consolation Second Type will be  $(2n - 3)$  where  $n$  represents the number of teams competing.

In the consolation second type, the winner of the regular tournament shall be given the first type place and the consolation winner shall be given the second place. This 2nd type is definitely superior to the single elimination tournament in deciding the 2nd place. Undoubtedly in both the tournaments the winner of the regular tournament is awarded the first place, but so far as the second place is concerned, in the single elimination tournament the defeated finalist is awarded the second place. We cannot consider the defeated finalist as the second best since it has come to the finals after eliminating only the teams of its own half and has not met any other team of the other half (which may be superior to it) except the final winner. This defect is avoided in the second type of the consolation tournament.

### C, Double Knock-Out or Double Elimination Tournament

In this tournament, if a team is to be eliminated it must be defeated twice. The tournament will be continued until all the teams, except one team have been defeated twice. This is undoubtedly superior to the single elimination and the consolation tournament because it produces a true winner. The Double elimination is only an extension of the consolation second type i.e., the winner of the regular tournament will have to play with consolation winner to decide the champion. The total number of matches involved in this tournament shall be  $(2n - 2)$  or  $(2n - 1)$ . See the fixture below).

**(Regular Round of Double Knock out)**

$$\text{No. of Bytes} = 16 - 11 = 5$$


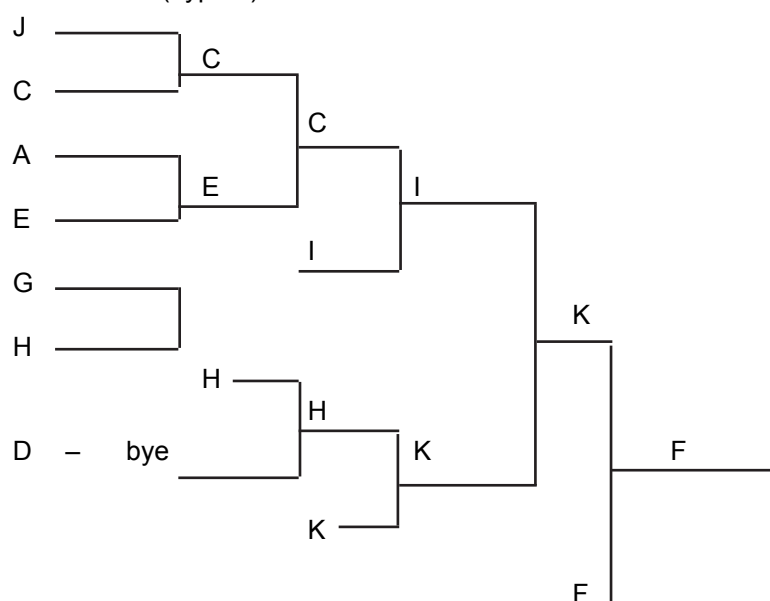
### Losers of Respective Round

1st Rd	IInd Rd		IIIrd Rd	IVth Rd
G	J	A	I	F
H	C	E	K	
D				

### B (Champion of Double knock out Tournament)

### Consolation Round of Consolation

### Tournament (Type II) for Double Knock out Tournament



**Regular Round Consolation Round**

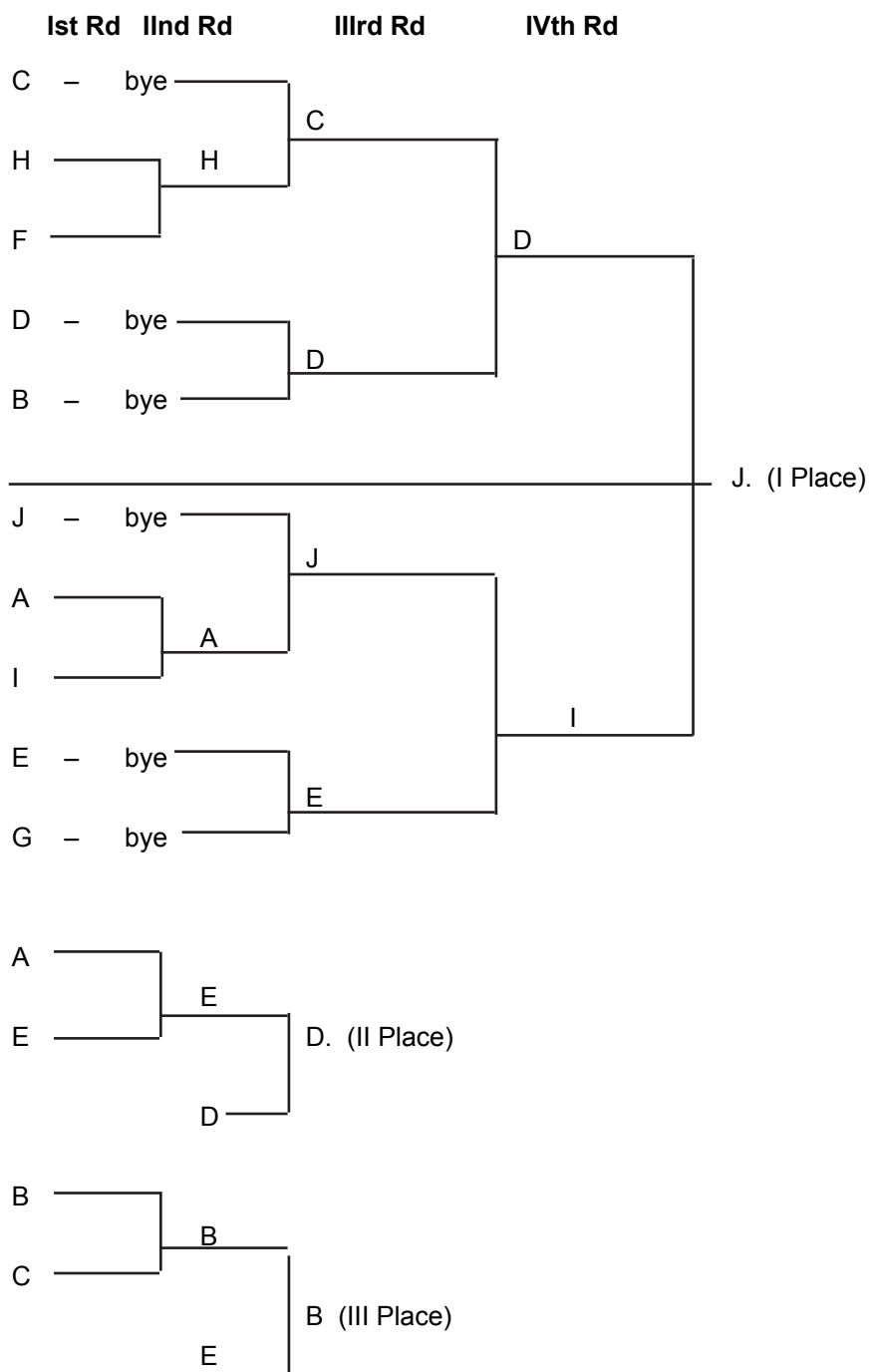
(If team 'F' wins instead of team 'B' they have to play again to decide the champion because both the teams 'B' and 'F' have been defeated only once).

**D. BAGNALL-WILD ELIMINATION TOURNAMENT**

This tournament can truly decide the first 3 places. See the fixture and explanation given below:

Fixtures for 10 teams (Regular round)

No. of byes =  $16 - 10 = 6$



In the above fixture the first 3 places are decided as follows:

I Place: The winner of the regular knock-out tournament (viz) team J gets the first place

#### **II Place:**

All the teams defeated by I place winner except the defeated finalist play among themselves on knock-out basis and their winner plays with the defeated finalist. The winner of this match gets II place in the example, team A & E meet. The winner team E plays with team D and the latter gets the second place.

#### **III Place:**

All the teams defeated by the runner-up of the original tournament play among themselves on knock-out basis and the winner plays with the loser of the final round for II place. The winner of this match gets 1.1 place.

In the example, number B & C, which were defeated by team D, (runner - up of the original tournament), play with each other. Then the winner team B plays with team D (the loser of II place) and the former gets the II place.

Note: If number E gets II place instead of team D, III place goes automatically (without any further matches) to team D, which was the runner-up of the original tournament having defeated the winners of other rounds in its half.

II League or round robin tournament

#### **(a) Single League:**

In this type, every team shall play once with every other team. The total number of matches in a single league shall be  $\frac{n(n-1)}{2}$ . For example, if 8 teams are competing, the number of matches shall be  $\frac{8(8-1)}{2} = 28$ .

#### **(b) Double League:**

In this type, every team shall play twice with every other team. The total number of matches in a double League shall be  $n(n-1)$ .

### **Merits and Demerits of League Tournament**

#### **Merits:**

1. It decides the true winner.
2. Greater number of matches can be played by the teams.
3. It helps in ranking all the competing teams
4. The teams need not wait for the completion of the other rounds as a single elimination tournament.

#### **Demerits**

5. It involves lot of time and facilities.

Teams that get defeated often will lose interest in the game

Method of drawing fixture for Single League



**Cyclic Method**

Fixture for 6 Teams: Number of matches  $\frac{6(6-1)}{2} = 15$

I Rd	II Rd	III Rd	IV Rd	V Rd
6-1 ↙ 5-2 ↓ 4-3 ←	5-1 4-6 3-2	4-1 3-5 2-6	3-1 2-4 6-5	2-1 6-3 5-4

Fixture for 7 Teams : Number of matches  $\frac{7(7-1)}{2} = 21$

I Rd	II R	III Rd	IV Rd		
7 - bye ↙ 6-1 ↓ 5-2 ← 4-3	6 - bye 5-7 4-1 3-2	5 - bye 4-6 3-7 2-1	4 - bye 3-5 2-6 1-7		
				V Rd	VI Rd
				3 bye	2 bye
				2-4	7-2
	1-3			1-5	6-3
				7-6	5-4
					VII Rd
					1 bye

In drawing the fixture according to cyclic method, fix number 1 in case of even number of teams and fix Bye in the case of odd number of teams and rotate the other numbers clockwise as shown in the above fixtures. The total number of rounds in a single league tournament shall be as follows:

- i. for even number of teams,  $n-1$  rounds
  - ii. for odd number of teams,  $n$  rounds
- ( $n$  represents number of teams)

## 2. Tabular Method

**Fixtures for 6 teams**

	A	B	C	D	E	F
A		1	2	3	4	5
B			3	4	5	2
C				5	1	4
D					2	1
E						3
F						

**Fixture for 7 teams**

	A	B	C	D	E	F	G	bye
A		1	2	3	4	5	6	7
B			3	4	5	6	7	2
C				5	6	7	1	4
D					7	1	2	6
E						2	3	1
F							4	3
G								5
bye								

In this method of fixtures are drawn in a tabular form. The number of columns to be drawn horizontally as well as the vertically shall be as follows:

- i. for even number of teams,  $n + 1$  columns
- ii. for odd number of teams,  $n + 2$  columns.

Having drawn the required number of columns (Horizontally and vertically) draw a line diagonally from the left top most corner to the opposite corner. Then enter the teams (and by if needed) in the squares of the top most horizontal column and also in the squares of the first vertical column as shown in the diagram. The squares that fall on one side of the diagonal line except the squares in the BYE column indicate the matches to be played in a single league. The numbers that are entered in the squares indicate the particular rounds in which the concerned teams have to play. The dates on which the matches of a particular round can be played may be entered in the concerned squares.

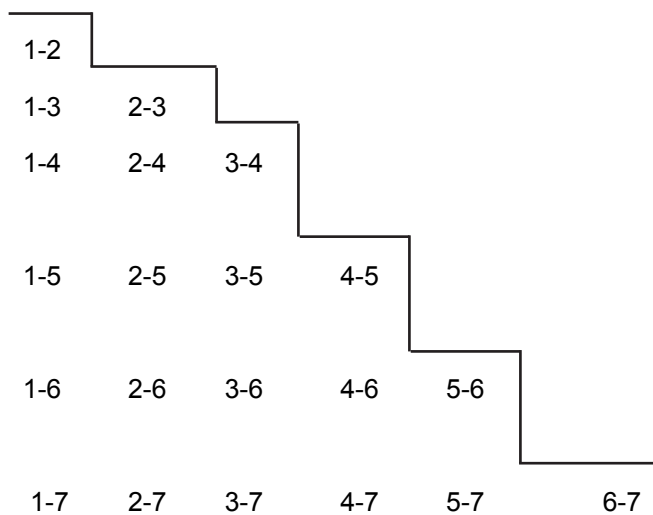
Procedure for entering the numbers inside the squares indicating the rounds:

In the squares of the Horizontal column immediately below the teams, enter the numbers serially from number 1 onwards. The number in the last square of that horizontal column indicates the maximum number of rounds for the league (see the examples given above). Then in each vertical column serially starting from the number next to that found at the top. The serial numbers to be entered in any of the squares should not

exceed the number indicating the maximum number of round. The entry of numbers in the squares of the last vertical column will be as follows:

Note the number entered in the top square of this column. In the next square enter number 2. Then proceed entering numbers in the other squares every time adding 2, (i.e., 4, 6, etc) until the number becomes 1 less than the number at the top-most square. After this enter number 4, in the next square and proceed entering the numbers in the other squares every time adding 2, (i.e., 3, 5 etc) until the bottom - most square is filled up. It may be noted that the number of the bottom-most square will be 2 less than the number at top most square (See the examples given).

### 3. Stair Case Method



The fixture can also be drawn as shown above, but there are certain draw-backs(viz.,)

- i. It does not indicate the number of rounds to be played.
- ii. It is not so very easy to fix the matches of the concerned round as in the case of either the Cyclic Method or the Tabular Method.

### Method of deciding the Winners in the League Tournament:

The winner of the league tournament will be decided on the basis of the points scored by the respective teams. Generally points are awarded as follows:

For a win ..... 2 points

For a defeat ..... 0 point

For a draw ..... 1 point. (each)

The team that gets the maximum number of points will be declared the winner.

In case of a tie it shall be broken according to the rules framed by the tournament authorities prior to the commencement of the tournament.

We suggest below a procedure for breaking a tie in a league tournament.

- i. The team that has won over the other in the regular league tournament shall be awarded the higher place.
- ii. If the tie still remains because of drawn game among the tying teams, the team that has won the greater number of matches in the regular league tournament shall be awarded the higher place.

- iii. If the tie still remains, it shall be decided by considering the score (goals or points) for and against obtained by the tying teams in the whole tournament and the team that has obtained the greater balance of score shall be awarded the higher place. (See the example given below)

Teams	Games	Score for the whole tournament		Balance	Winner
		For	Against		
A	Hockey	12	6	6	1st Place
B		16	12	4	2nd Place
C	Basketball	149	85	64	1st Place
D		120	80	40	2nd Place

- iv. If the tie still remains and, if it concerns the first place, the tying teams shall play again to decide the winner. If a replay is not possible the winner may be decided by a lot, though not desirable.

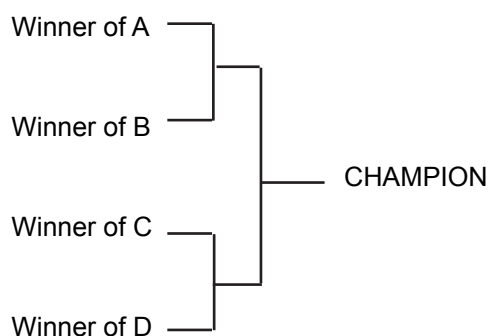
- a) if it concerns any other place, the teams shall be awarded the same place.

### COMBINATION TOURNAMENT

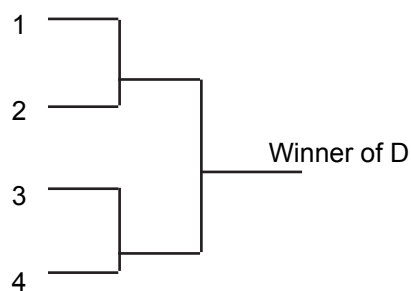
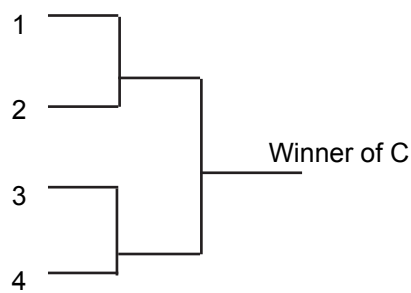
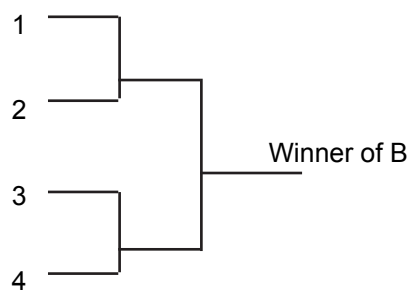
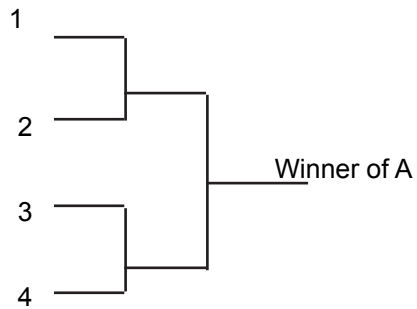
This type of tournament is usually conducted whenever matches have to be played either on Group basis or on Zonal basis. For example, if larger number of teams compete for a particular game, they may be divided into few groups. The teams belonging to the concerned group play among themselves (either knock-out or league) and decide a winner. Then the group winners play among themselves (either knock-out or league) and decide the champion. Similarly a big City or a District or a State may be divided into a few zones. The teams in each zone compete among themselves and decide a winner and then the zonal winners compete among themselves to decide the champion. This is highly recommended for conducting the inter-school tournaments in a district to save time and money. The following plans may be adopted in conducting combination tournament.

- a) Knock-out-Cum-Knock-out  
(Four Group or Zones A, B, C, D)  
Group or Zonal Knock-out

#### Inter-Group or Inter-Zonal Knock - out.



- b) Knock - out - Cum - League (Four Groups or Zones A, B, C, D) Group or Zonal Knock-out Inter-Group or Inter-Zonal League.



Inter-Group or Inter-Zonal League

A - B

A - C

A - D

B - C

B - D

C - D

- c) League - Cum - League  
(Four Groups or Zones A, B, C, D)

**Group or Zonal Leagues**

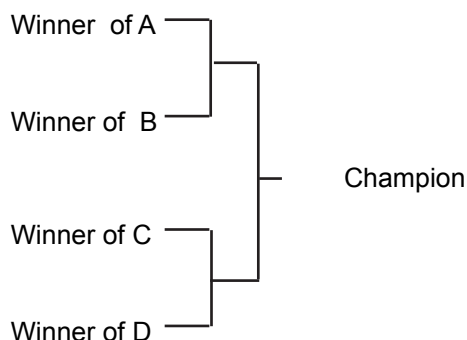
1 - 2			
A { 1 - 3	2 - 3		
1 - 4	2 - 4	3 - 4	Winner of A
1 - 2			
B { 1 - 3,	2 - 3		
1 - 4	2 - 4	3 - 4	Winner of B
1 - 2			
C { 1 - 3,	2 - 3		
1 - 4	2 - 4	3 - 4	Winner of C
1 - 2			
D { 1 - 3,	2 - 3		
1 - 4,	2 - 4	3 - 4	Winner of D

**Inter - Group or Inter - Zonal League**

A - B  
A - C B - C  
A - D B - D C - D

- c) League - cum - Knock - out (Four Groups or Zones A, B, C, D) Group or Zonal League

1 - 2			
A { 1 - 3	2 - 3		
1 - 4	2 - 4	3 - 4 }	Winner of A
1 - 2			
B { 1 - 3	2 - 3		
1 - 4	2 - 4	3 - 4 }	Winner of B
1 - 2			
C { 1 - 3	2 - 3		
1 - 4	2 - 4	3 - 4 }	Winner of C
1 - 2			
D { 1 - 3	2 - 3		
1 - 4	2 - 4	3 - 4 }	Winner of D

**Inter-Group or Inter-Zonal Knock-Out****IV. CHALLENGE TOURNAMENTS**

Challenge tournaments are usually conducted in Single and Dual games like Badminton, Tennis, Ping pong etc. and not in team games like Cricket, Football etc. These tournaments can be carried on for any specified period of time without any fixed schedule. Hence the players make their own arrangements and play the matches with one another. This tournament will help in selecting the best players in individual or dual games.

There are two common types of challenge tournament (viz) The Ladder and the Pyramid.

**Ladder Tournament**

Before actually starting the ladder tournament, the players shall be arranged in a ladder either arbitrarily or by lots, as shown in the diagram. Certain rules have to be followed in the conduct of the Tournament

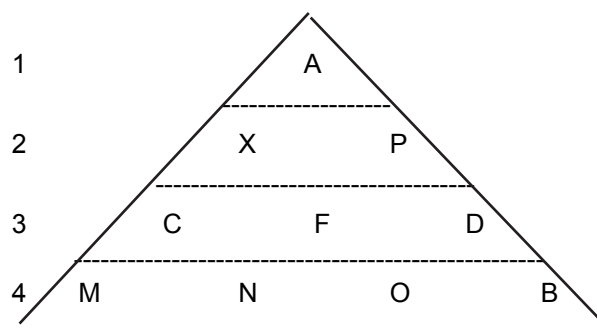
X
Y
B
A
C
F
H
M

1. The period within which the tournament is to be finished should be specified) (for example, 2 months, 3 months etc.)
2. A player can challenge only the player immediately above him (for example F can challenge only C) or a player may challenge any one of the two or three players above him.(for example F may challenge C or A or B)
3. Challenges must be accepted and played only in the order they are made.
4. The time within which the accepted challenge must be played should be specified(For example, 2 days or 3 days).
5. After the challenge match, if the challenger has defeated the challenged, they exchange places in the ladder; if not they retain original positions in the ladder.

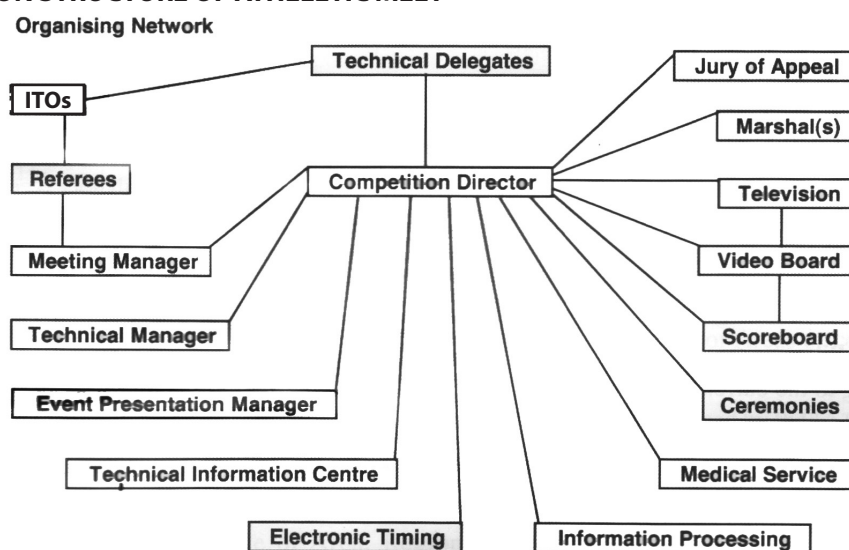
6. (a) After the challenge match, the players involved in that match shall not meet again until one of them plays with others above or below as the case may be. For example, (i) F & C play in which F is defeated F cannot challenge C again until either F plays with H or C plays with A. (ii) F & C play in which C is defeated and they exchange places, C cannot challenge F until either F plays with A or C with H
- (b) If the condition stated in (6a) is not satisfied after a challenge match, the players involved in that match shall not meet again immediately but only after a specific period. (For example, a week).
7. There shall be no excuse for failure to play except in the case of inclement weather. If the challenged does not accept and play within the specified time he shall exchange place in the ladder with the challenger.
6. At the end of the specified period of the tournament, whomsoever remains at the top of the ladder will be declared the winner.

### Pyramid Tournament

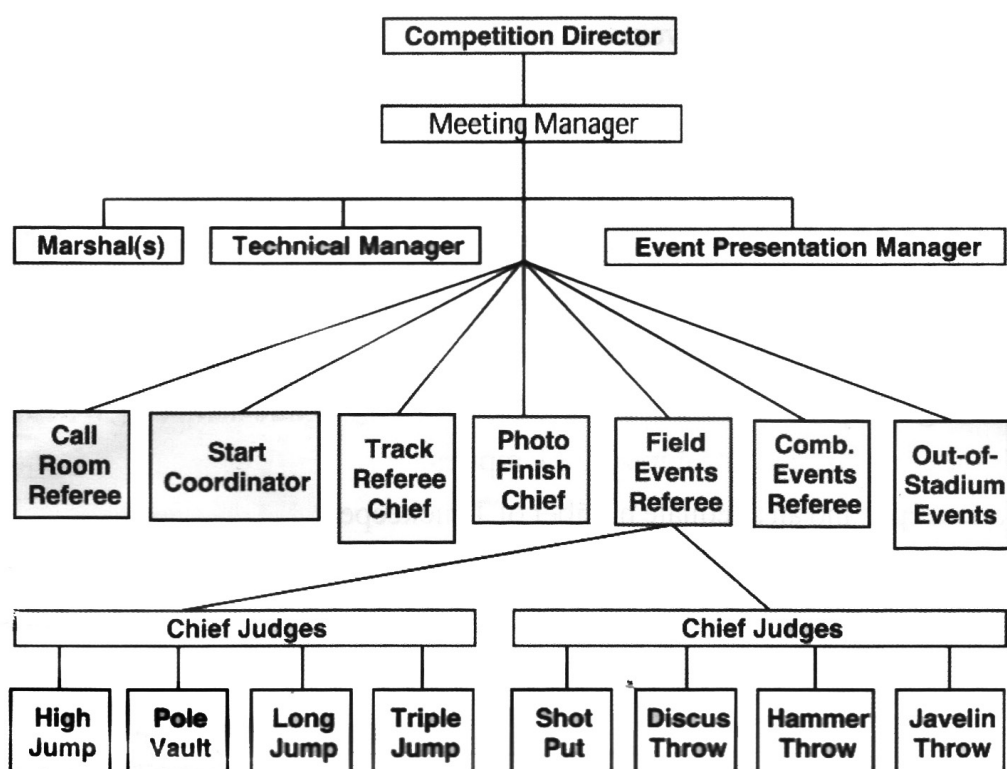
This is a modified form of ladder tournament. The players may be arranged in the form of a pyramid either arbitrarily or by lots as shown in the diagram. The rules framed for the ladder tournament may conveniently be used for this tournament. But here a player of a particular rank may challenge any one of the players in the rank immediately above him only after he has challenged and won over any other player in his own rank (For example M in rank 4 can challenge C or F or D in rank 3, only after he has challenged and won over N or O or B in his own rank).



### ORGANISATION STRUCTURE OF ATHELETIC MEET







### i) Organisation chart for High School or Higher Secondary School

#### Headmaster

For a school, the Headmaster is the chief authority who is responsible to allot duties to the members of the staff of the school and supervise the work carried out by others. He is the 11 authority for the academic aspect as well as the physical education programme.

He is the chairman of the Internal Assessment Committee or Games Committee. He approves the programme of physical education in the school for the academic year as submitted by the physical education department, the time table, the budget etc. According to the budget, he is to sanction the amount for the items of expenditure. He is a member of the Interscholar Athletic Association at the District level.

#### Physical Director or seniormost Physical Education Teacher

Physical Director with B.P.Ed., or M.P.Ed., qualification, chalks out the programme for the whole year like time table, intramural programme (Inter House games competitions, and annual school sports meet) etc. As he is technically qualified, fully equipped with the knowledge he prepares the budget, lays out play courts, purchases equipments, organises intramurals, conducts tests and measurements, maintains records and registers, selects various teams for their school competitions and coaches them etc. He is the member of the District Inter Secondary School Athletic Association.

#### Other Physical Education Teachers:

Under the directions of the physical director, other physical education teachers handle classes, take care of equipments, playground, gymnasium etc., assist in the effective organisation of intramural programme etc. They conduct tests for all the students in physical fitness components, skill & in games and other physical activities and record them in the various registers. They are the members of the Internal Assessment Committee.

### **Class Room Teachers**

They also assist the physical education teachers in various programmes. In the absence of physical education teacher, a class room teacher may just supervise a practice or participation period. He acts either as an official or supervisor in the conduct of intramural competitions. In some schools, if a class room teacher is skilled in a particular game, his services are sought to coach the school team. Two or more class room teachers are chosen as members of the games committee who render valuable suggestions for the pro- motion of physical education programme in the school. When all the students are in a school assemble for Mass Physical Training demonstration, all the teachers in the school assembled at playground to bring in order lines and discipline among students.

### **Pupil leaders:**

Class Leader have the primary responsibility of assembling the class at playground after a subject class and controlling the students. In the absence of physical education teacher a skilled leader will demonstrate and lead the class in practising the skills already taught. They also assist in Annual School Sports Meet, Intramural Games Tournament etc.

### **House Captains:**

Under their leadership, teams are formed in various games to participate in the intramural competitions. They also act as officials for these competitions. They help in the conduct of schools sports meet; sharing their responsibilities like decoration, seating arrangements, marking etc. They are the members of games committee.

### **Team Captains:**

They co-ordinate their players in the team and control them during practice sessions and matches and also co-operate with the physical education department in intramurals, sports meet etc.

### **Games Peon:**

He takes care of playground, equipment, gymnasium etc. It is his responsibility to mark the playcourts, provide and collect the equipment during physical education periods. He shall possess the Knowledge of various measurement of playcourts.

### **Medical examination and follow up:**

Every year, at the beginning, the headmaster should arrange for the medical examination of all the pupils in the school. The physical director may sit along with the medical officer to collect medical report on every boy or girl. On the basis of the medical report, pupils are divided into fit and unfit.

### **Fit Pupils:**

In view of the compulsory physical education programme implemented in schools in Tamil Nadu from VI std. to X, +1, +2 stds. depending upon the play area available, all the schools are categorised into 3 types: 1. Schools with adequate play area; 2. Schools with limited play area; 3. Schools with no playarea.

Depending upon the category with regard to the availability of playground syllabus has been\_ framed in which major games, Track & Field events, yogic asanas, light apparatus (tumb bells, clubs, wands, polc) exercises and gymnastics are taught. Students are tested in physical fitness test items such as 50 mts. dash, 800 mts, run/run & walk, shuttle run, standing broad jump, softball throw for distance, pull ups and sit ups. Skill tests on anyone or two major games are also tested along with the asanas, body mechanics (posture) etc. Higher standard Student are also tested in theory for which 20 marks are allotted and hence, physical education teachers are also to teach theory subjects to Higher Secondary Students. All physical tests and measurements like height, weight and chest measurements must be recorded twice in an year once at the end of the first term and another at the end or beginning of their term.

## INTRAMURAL COMPETITIONS

“Intramural” means “within the walls”. Hence Intramural competitions are the competitions held within an institutions.

### Objectives

- i. To develop the skills of the students in the concerned activities
- ii To provide incentive for participation in the activities
- iii To provide opportunities for hundred percent participation among the homogeneous groups, thereby contributing the grteatest good for the greatest number.
- iv. To develop leadership and followership qualities.
- v. To give the best knowledge of the rules of the game and to develop desirable social qualities like co-operation team work, respect for officials opponents etc.
- vi. To give fun pleasure and enjoyment.

In training institutions, the following objectives have also to be borne in mind.

- i. To give experience to the trainees in organisation and conducting the intramural competitions as a part of their training.
- ii. To provide opportunities for the trainees to gain experience in officiating.

### METHOD OF ORGANISING AND CONDUCTING INTRAMURAL COMPETITIONS

The following factors have to be taken into account in conducting the competitions.

1. Type of the institution(Residential, non-residential etc.)
2. Local and climatic conditions.
3. Facilities available. (Playgrounds, equipments, leadership, etc.)
4. Finance
5. Time at disposal.
6. Activities in which students take major interest
7. Co-operation and help that can be expected from the colleagues.

### Units for Competition

The students have to be divided into several units for the purpose of competition. The units must be of equal ability and strength. It is better to have 2 or 3 divisions in each unit so that competitions among the highly skilled boys can be separately conducted. The formation of the units depends upon the type of institutions.

- a) **Purely Residential Institution** In this type of institution, competitions can be conducted on Inter-Hostel basis or House basis. It can also be conducted on Wing or Dormitory basis.
- b) **Partially Residential Institutions** In this type of institution, the students residing in the hostels will be divided into several teams and the day scholars will be divided into a few teams. The division of the day scholars into teams may be done on area basis.

**c) Non-residential Institutions** In this type of institution, the units may be formed in any one of the following ways.

- i. On class basis, among the particular grades; (i.e.,) among the classes in the Middle school stage, the High School stages etc.
- ii. On the basis, students are divided into Seniors Intermediates, Juniors and Sub-Juniors according to their indices. Competitions are conducted among each particular division separately. This is one of the best methods of forming the units because this will be useful for the selection of students, for Inter-school competitions.
- iii. In Colleges, the Units may be either on Class basis or on Departmental basis.

### **Intramural Committee**

The conduct of the Intramurals is to be given to an Intramural Committee. This committee will be usually consist of the following.

#### **1. The Intramural Director.**

He will always be the Senior Physical Education Teacher. He will be assisted by the other Physical Education Teachers of whom one may be appointed as an Assistant Director of Intramurals. Further they will be assisted by class-room teachers when competitions are held.

#### **2. The Unit Captains and Vice-Captains.**

They will be members of the intramural committee. A Secretary and a Joint-Secretary are to be selected or elected from among these Unit Leaders.

It is the responsibility of this committee to frame rules and regulations for the competitions. It is the duty of the Secretary to keep a record of the meetings held, the result of the competitions and the score sheets. Pretests, if any are to be decided by this committee.

### **Activities Suitable for Competitions**

All Major games, swimming, tack & Field, tumbling & pyramids, demonstrations by each unit, defensive arts, rhythmic activities etc., are suitable for competitions. Although most of the above activities can be included in the programme, it is better to decide the items in which competitions could be completed within the time at the disposal of the committee.

Time Intramural competitions shall be conducted all round the year. There shall be a heavy programme of intramurals during the first and the second terms. During the third term there shall be a light programme of intramurals because of the coming examinations.

The time best suited for competitions is after school hours and on holidays. The competitions maybe conducted either on league basis or knock-out basis.

### **Scoring**

Points shall be awarded for each team of each unit for each activity according to the places they gain. The points gained by a team shall be credited to the unit. There shall be two score sheets, one to enter the points scored by each team in day to day competitions and then other a permanent or consolidated score sheet showing the point gained by each unit. The total points scored by each unit at the end of the competitions will decide the Intramural champions.

## Awards

Some kind of recognition must be given to the winners in each activity and to the intramural champions. Separate shield for each activity and certificates to the winners of each activity maybe awarded. The intramural Honour Board and Certificates may be given to the Intramural Champions. A photograph of the Champion Unit may be taken and fixed to the Honour Board.

## Points to be borne in mind for encouraging larger participation in intramural Competitions:

1. Fix the units for competition on the basis of the classification obtaining in schools (e.,g) Seniors, Juniors etc., and arrange for competitions separately under each classification.
2. Make the competition fair by arranging for balanced teams in each classified unit. Teams may be classified as A, B and C in each unit for each activity.
3. Eliminate the members of the school teams from Intramural Competitions or distribute them equally to the different Intramural teams.
4. Limit the number of activities in which a student can participate.
5. Arrange for competition in a variety of activities making use of all the facilities of the Institutions.
6. Award extra points for activities in which the students have less interest.
7. Give extra points for 100% participation.
8. Frame the rules in such a manner that substitutes shall be put into the game for a specified period of time(For example: In the game of Football or Hockey, substitutes shall play, at lest, for 10 minutes; in the game of volleyball, substitutes shall play, at least, for 4 points or 4 side outs in a game.)
9. Give some award or recognition to the individuals and to the teams winning each activity and also to Intramural Champion Team.

## EXTRAMURAL COMPETITIONS

Extramural competitions are Inter-institutional competitions. They give an opportunity for the representative members of the teams of the various institutions to exhibit their talents and bring honour to their institutions.

There are a few benefits as well drawbacks in the inter-institutional competitions.

### Benefits:

- i. The standard of performance of the participants will be improved.
- ii. Loyalty to the institution is developed.
- iii. There is ample scope for the development of leadership, followership and sportsmanship qualities.
- iv. New acquaintances and friendships become possible.
- v. The participants acquire a good knowledge of the places they visit.
- vi. The participants derive pleasure, fun and enjoyment through healthy competitions.

### Drawbacks:

- i. Sometimes questionable methods are adopted for the sake of victory. Teams try to win by fair or foul means.
- ii. Unhealthy rivalry and jealousy are created.

- iii. Too much of time, money and energy are wasted.
- iv. There is too much of strain on the part of the students.
- v. Some of the participants get swollen-headed and exhibit a false pride.

The above drawbacks may be easily rectified through proper leadership Discipline among the players must be enforced. However good a player may be, if he does not turn up (without valid reasons) for regular training and practice, he shall be excluded from the team. This will have a salutary effect on the players and discipline can be easily maintained. A good leader should teach the participants respect for rules and regulations, officials, opponents etc.

### **Method of Organising and conducting Extramural Competitions**

Extramural competitions may be classified and studied under three heads:

- 1. Practice matches
- 2. Closed competitions
- 3. Open competitions

#### **A. Practice Matches**

Practice matches may be arranged with the neighbouring institutions of a given locality and played. It is advisable to fix the dates and venues of the matches before hand.

#### **B. Closed Competitions**

Generally Inter-school competitions are conducted by the District School Athletic Association. All the schools in a district become members of the Association by paying the affiliation fees. An executive Committee of the Association consisting of a President, a Secretary and Treasurer, a Joint Secretary and a few members will be formed. The district will be divided into a few zones and the schools in each zone will compete among themselves. For the conduct of the competitions in each zone, a zonal Secretary may also be appointed by the Association. After the completion of the competitions in each zone, the zonal winners will meet with one another in the Inter-zonal competitions for District Championship. If time and funds permit, Inter-district competitions may also be conducted.

Similarly, the affiliated colleges of a particular University may be brought under a few divisions. The colleges in a particular division will compete among themselves to decide the divisional winners. Then the Inter-divisional competitions may be conducted to decide the University Champion.

#### **C. Open Competitions**

There are competitions open to all irrespective of the types of the institutions; for example, competitions conducted by the Private Agencies, the State Associations etc.

## UNIT – V : VARIOUS TOURNAMENTS AND SCHEMES

### BHARATHIAR DAY SPORTS AND GAMES

The Bharathiar Day sports are conducted from the year 1978. It is conducted for the students (boys and girls) of Higher Secondary schools. The competitions are being conducted on inter school basis. To start with, the competitions are conducted on zonal, educational district, revenue district, and divisional basis. The participants should be below 19 years of age.

The following games will be conducted for competitions. Basketball, Badminton, Ball Badminton, Football, Hockey, Kabaddi, Kho-Kho, Table Tennis and Volleyball. The competitions are conducted on every academic year.

### REPUBLIC DAY SPORTS AND GAMES

The Republic Day Sports are being conducted for students (boys and girls) of VI standard to X standard for Tamilnadu schools. Competitions are being conducted on inter school basis. To start with, the competitions are conducted on zonal, educational district, revenue district and on divisional basis. The participants should be below 17 years of age. The classifications are made as follows.

#### Age in years Category

10 to 12 Sub Juniors

12 to 14 Juniors

14 to 17 Seniors

The following games and sports will be conducted for competitions. Basketball, Badminton, Ball Badminton, Football, Hockey, Kabaddi, Kho-Kho, Table Tennis, Volleyball and Athletics.

The Republic Day sports are conducted from the year 1950 for every academic year. **Bharathiar Day Games [BDG] / Republic Day Games [RDG] / Republic Day Sports [RDS] competitions.**

- 1) The Games Competitions and the Athletic meet are conducted as in the order of Zonal, Educational District, Divisional and finally State level. The Team Games' Competitions which are conducted for Higher Secondary Level are named as "Bharathiar Day Games" [BDG - Group 'A' Games], the Team Games' Competitions which are conducted for High School Level are named as "Republic Day Games" [RDG - Group 'A' Games], the Athletic Meet conducted for High and Higher Secondary Level are named as "Republic Day Sports" [RDS - Group 'C' Athletic Events], the Group 'B' Games/Sports Competitions conducted for High and Higher Secondary Level are named as "Bharathiar Day/Republic Day" [BD/RD] Competitions.
- 2) The Games are grouped into 4 categories namely 'Group - A' (The games in which the competitions were conducted by the Directorate of School Education before 2002), 'Group - B' (The Games/Sports which were introduced by the Sports Development Authority of Tamilnadu from the period 2002 to 2008), the 'Group - C' (The Athletic Events) and 'Group - D' Chess Competition.

I. List of Group 'A' Games						II. List of Group 'B' Games			
Sl. No.	Disciplines	No. of Play-ers	Sl. No.	Disciplines	No. of Players	Sl. No.	Disciplines	Sl. No.	Disciplines
1	FOOT BALL	18	7	THROW BALL	14	1	BOXING	7	FENCING
2	HOCKEY	18	8	HAND BALL	16	2	JUDO	8	GYMNASTICS
3	BASKETBALL	12	9	BALL BADMINTON	8	3	SILAMBAM	9	SWIMMING
4	VOLLEY BALL	12	10	LAWN TENNIS (S)	1	4	TAEKWONDO	10	CARROM
				LAWN TENNIS (D)	2				
5	KHO – KHO	12	11	BADMINTON (S)	1	5	ROAD CYCLING	11	SQUASH (Singles & Doubles)
				BADMINTON (D)	2				
6	KABADDI	12	12	TABLE TENNIS (S)	1	6	BEACH VOLLEY-BALL	12	TENNISOIT (Singles & Doubles)
				TABLE TENNIS (D)	2				

### III. a) Group 'C' - Athletics - Permitted Events for Boys

UNDER 14 VI STD TO VIII STD		UNDER 17 VI STD TO X STD		UNDER 19 XI STD TO XII STD	
1	100 M	1	100 M	1	100 M
2	200 M	2	200 M	2	200 M
3	400 M	3	400 M	3	400 M
4	600 M	4	800 M	4	800 M
5	HIGH JUMP	5	1500 M	5	1500 M
6	LONG JUMP	6	100 M HURDLES ( 91.4 C.M)	6	110 M HURDLES( 99 C.M )
7	SHOT PUT (4 K.G)	7	HIGH JUMP	7	HIGH JUMP
8	DISCUS THROW (1 K.G)	8	LONG JUMP	8	LONG JUMP
9	4 X 100 M RELAY	9	POLE VOULT	9	POLE VOULT
		10	TRIPLE JUMP	10	TRIPLE JUMP
		11	SHOT PUT (5 K.G)	11	SHOT PUT (6 K.G)
		12	DISCUS THROW (1.5 K.G)	12	DISCUS THROW (1.75 K.G)
		13	JAVELIN THROW ( 700 G)	13	JAVELIN THROW ( 800 G)
		14	4 X 100 M RELAY	14	4 X 100 M RELAY
				15	4 X 400 M RELAY



**III. b) Group C - Athletics - Permitted Events for Girls**

UNDER 14 VI STD TO VIII STD		UNDER 17 VI STD TO X STD		UNDER 19 XI STD TO XII STD	
1	100 M	1	100 M	1	100 M
2	200 M	2	200 M	2	200 M
3	400 M	3	400 M	3	400 M
4	600 M	4	800 M	4	800 M
5	HIGH JUMP	5	100 M HURDLES ( 76.2 C.M)	5	1500 M
6	LONG JUMP	6	HIGH JUMP	6	100 M HURDLES ( 84 C.M)
7	SHOT PUT (4 K.G)	7	LONG JUMP	7	HIGH JUMP
8	DISCUS THROW (1 K.G)	8	TRIPLE JUMP	8	LONG JUMP
9	4 X 100 M RELAY	9	SHOT PUT (4 K.G)	9	TRIPLE JUMP
		10	DISCUS THROW (1 K.G)	10	SHOT PUT ( 4 K.G)
		11	JAVELIN THROW ( 600 G)	11	DISCUS THROW (1 K.G)
		12	4 X 100 M RELAY	12	JAVELIN THROW ( 600 G)
				13	4 X 100 M RELAY
				14	4 X 400 M RELAY

**IV. Group 'D' – Chess**

- 3) A player can take part in maximum 3 disciplines including Athletics in an academic year as mentioned in the "Table" below.

One of the Disciplines of Group 'A', (A player can take part in both Singles & Doubles competitions of the same Discipline)	Group 'C' (2 Track Event , 2 Field Event and One Relay Event)	Any one of the Disciplines of Group 'B' or 'D' (A player can take part in both Singles & Doubles competitions of the same Discipline)
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**A player can take part in only one age category competitions, irrespective of Group 'A', 'B', 'C', & 'D', in the same academic year.**

- 4) The Competitions are conducted at 3 Age Categories namely:

UNDER – 14 [Std VI to VIII]	UNDER – 17 [Std VI to X]	UNDER – 19 [Std XI & XII]
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- 5) **The age is calculated as on 31st December of the academic year.**
- 6) The rules and regulations shall be followed as per the School Games Federation of India [S.G.F.I.] norms and the recognition of Tamil Nadu Government Approval with few modifications for the convenient of the Administrators.

- 7) The bonafide and regular students from all the High and Higher Secondary schools of the affiliated Government Schools, Government Aided Schools, Anglo Indian schools, Matriculation schools are eligible to take part in the above competitions.
- 8) Age Group Classification & related Competitions:

LEVELS	UNDER – 14 [Std VI to VIII]	UNDER – 17 [Std VI to X]	UNDER – 19 [Std XI & XII]
Zonal Level	All the Disciplines of Group 'A', 'C' & 'D'	All the Disciplines of Group 'A', 'C' & 'D'	All the Disciplines of Group 'A', 'C' & 'D'
Educational District Level	All the Disciplines of Group 'A', 'C' & 'D'	All the Disciplines of Group 'A', 'C' & 'D'	All the Disciplines of Group 'A', 'C' & 'D'
Divisional Level	All the Disciplines of Group 'B', 'C' & 'D'	All the Disciplines of Group 'A', 'B', 'C' & 'D'	All the Disciplines of Group 'A', 'B', 'C' & 'D'
State Level	All the Disciplines of Group 'B', 'C' & 'D'	All the Disciplines of Group 'A', 'B', 'C' & 'D'	All the Disciplines of Group 'A', 'B', 'C' & 'D'

9) **Number of Eligible Entries:**

‘GROUP - A’ COMPETITIONS		
SN	NAME OF THE DISCIPLINE	NUMBER OF ELIGIBLE ENTRIES FROM EACH SCHOOL
1	Each Discipline in Group - A’	Only one entry in each Discipline in each age category
‘GROUP - B’ COMPETITIONS		
1	Boxing, Judo, Silambam & Taekwondo	Only one participant in each Discipline in each age category
2	Beach Volleyball	Only one entry in each age category
3	Fencing	2 Competitors from each Saber, Foil & Epee in each age category.
4	Gymnastics	7 Players in each age category.
5	Swimming	2 Players from each event in each age category. (One individual is eligible to take part in a maximum of 3 events excluding 2 Relays.)
6	Carrom, Squash and Tennikoit	One entry from each Singles and Doubles. (A Player can take part in both Singles & Doubles competitions.)
7	Road Cycling	2 Competitors from each age category
‘GROUP - C’ COMPETITION		
1	Athletics	2 Entries from each discipline in each age category
To avoid a relay team being not able to participate in the competition due to non -availability of an athlete in the relay team due to unavoidable situations, a reserve can be included at all levels and he/she is eligible for TD&DA. But the certificates and medals will be given only to the 4 persons who actually took part in the finals of the event.		
‘GROUP - D’ COMPETITION		
1	Chess Competition	2 entries from each age categories from each school

- 10) The eligibility of promotion to the next level:

<b>'GROUP - A' COMPETITIONS</b>		
1	Each Discipline in Group - A'	Only the winners in the Group 'A' Games Competitions are eligible to participate in the next level at all stages from Zone to State
<b>'GROUP - B' COMPETITIONS</b>		
1		Only the winner in each weight category is eligible for the next level of competition at all stages.
2		Only the winner is eligible for the next level.
3		The first 2 in the Individual Events and the first 4 competitors for Team Events from each Saber, Foil & Epee in each age category are eligible to next level of Competition
4	Gymnastics	The first 7 players in each age category are eligible to the next level of Competition
5	Swimming	The winner from each event in each age category is eligible for the next level of competition
6	Carrom, Squash and Tennikoit	The winner in Singles & Double Competitions are eligible for the next level of competition in each age category
7	Road Cycling	The winners from each age category are eligible for next level.
<b>'GROUP - C' COMPETITION</b>		
1.	Athletics	The players who attain the first and the second places in the Athletic Individual events and the first place in the Relay events are eligible to participate in the next level at all stages from Zone to State.
<b>'GROUP - D' COMPETITION</b>		
1.	Chess Competition	The first, Second & third place winners in the Group 'D' Chess Competitions are eligible to participate in the next level at all stages from Zone to State.

The following officials shall act as the organizing committee at various levels:

At the Zone Level:

- The Administrative President: District Educational Officer.
- The Technical President: District Inspector of Physical Education.
- The Zonal Secretary: Headmaster of the Organizing Schools authorized by the DIPE in consultation with CEO.
- The Zonal Joint Secretary: PD/PET of the Organizing Schools.
- Monitoring Committee: DEO, DIPE, 2 Headmasters, 2 PDs/PETs other than the organizing School.

The Administrative President: District Educational Officer.

- The Technical President: District Inspector of Physical Education.
- The Educational District Secretary: Headmaster of the Organizing Schools authorized by the DIPE in consultation with CEO.
- The Educational District Joint Secretary: PD/PET of the Organizing Schools.
- Monitoring Committee: DEO, DIPE, 2 Headmasters, 2 PDs/PETs other than the organizing school.

At the Revenue District / Divisional Level:

- Administrative President: Chief Educational Officer of the concern Revenue District.
- Vice President: DEOs, IMS of the concern Revenue District.
- Technical President/Divisional Secretary: District Inspector of Physical Education
- Divisional Organizing Secretary: DIPE only. DIPE may authorize any school to organize the Divisional/Revenue District Competitions.
- Monitoring Committee: CEO, DEOs, IMS, DIPE, 2 Headmasters, 1 PD and 2 PETs of the concern Revenue District of the organizing Division other than the Organizing School.

The following Officials shall act as the Organizing Committee at the State Level:

- Chairman: Director of School Education.
- Vice Chairman: Joint Director (N.S.S.)
- Technical Presidents: Chief Inspectors of Physical Education.
- Organizing Secretary: Chief Educational Officer of the concerned Revenue District.
- Technical Secretary: District Inspector of Physical Education of the concerned Revenue District.
- Monitoring Committee: Director of School Education, Joint Director (N.S.S.), 2 C.I.P.Es., and CEO, DEOs, IMS, DIPE of the concerned Revenue District, 2 D.I.P.Es. (Appointed by the CIPEs), 4 Headmasters, 4 PDs/PETs.

## THE NATIONAL SCHOOL GAMES FEDERATION (SGFI)

The National School Games Federation came into being in 1954. The representatives of the Education Department of various states met in Calcutta in December 194 for the All India Physical Education Conference. At the meeting it was acknowledged that games and sports not only built up strong physique but also play a very prominent role in the promotion of national integration. Healthy competitions in sports and games provided opportunities for the younger generation to come together, understand one another, and help in building up a strong nation. The staging of Inter-State National Championships in games and sports annually for high schools was agreed upon at the meeting. Shri A.C. Das of the Cuttack Physical Education College was appointed as General Secretary of the Federation.

The National School Games Championship was to be organized every year by the National School Games Federation. The competition was open only to bonafide students of High schools and higher secondary schools who had not completed 19 years of age. He/She must have put in a minimum of 60% of attendance in the class and should not have any arrears of school fees. A competitor who has secured one of the first places in the National open Amateur Athletics and Swimming championship shall not be permitted to participate.

The objectives of the Federation as laid down in the constitution are:

1. "To encourage, promote and popularize all recognized Olympic athletic events and games as well as indigenous national games suited to them amongst the school boys and girls of India.
2. To work for the physical welfare of the school boys and girls of India.
3. To hold the National and International sports meets for school boys and girls in such places and at such times as may be decided upon and to award certificates and prizes for National school games and sports.
4. To control and regulate on an amateur basis all kinds of Olympic games and sports and such other kindred activities in co-operation with other state school athletic and games Associations throughout the Indian Union.
5. To secure adequate participation of athletes in Olympic games and such other International contests in the various branches of sports and games as may be approved of by the Federation.
6. To promote and assist in the formation of State Associations and to affiliate them.
7. To co-ordinate Inter-State School activities by holding All-India competitions at different centres by rotation, as far as possible".

The First National School Games Meet\* was staged at Pachmathi, Madhya \* Pradesh with two games (Football and Kabaddi) and athletics for boys and Volleyball and athletics for girls in May 1955. Only seven states entered the Meet. For the Second Meet in Cuttack, Orissa, the number rose to Nine states. The Third, Fourth and Fifth Meets showed great progress, as more states participated and thereby the number of competitors also increased. The number of items was also increased. For the Fifth Meet in Bombay almost all the states participated -and the total number of competitors was over 1500. At the end of the Fifth Meet the Executive Committee of the Federation decided to hold the meet in subsequent years in two parts viz. The Autumn Meet and the Winter Meet and the items were also decided accordingly.

### The Autumn Meet (October or November)

Boys	Girls
Football	Kho-kho
Kabaddi	Table Tennis
Table Tennis	Swimming
Swimming	

**The Winter Meet (December or January)**

<b>Boys</b>	<b>Girls</b>
Flockey	Volleyball
Basketball	Basketball
Volleyball	Badminton
Badminton	Gymnastics
Gymnastics	Athletics
Athletics	

In 1960, the Sixth Autumn Meet was held in Indore, Madhya Pradesh and the Winter Meet in Thiruvananthapuram. Thereafter the National School Games championship has been conducted every regularly. Shri B.N. Basu, Secretary to the Government and Special Officer, Sports, Government of Bihar is the President of the National School Games Federation. The Twelfth Autumn Meet was staged in Madras in October 1966 and the Winter Meet in Udaipur in December 1966.

**All India Inter University (AIU) Tournaments:****ASSOCIATION OF INDIAN UNIVERSITIES (AIU)****Inter-University Sports Board of India**

The Inter-University Sports Board of India was constituted for the purpose of efficient running of the Inter-University tournaments and for the promotion of sports and games in the Indian Universities. Two headquarters of the Inter-University Sports Board be located at the- same place where the headquarters of the Inter-University Board (Vice Chancellors) are situated. The Inter-University Sports Board shall be composed of

- One nominee from each of the member universities.
- The president and secretary of the Inter University board who shall be ex- officio president and secretary of the Sports Board.

The Sports Committee of the Inter University Board is composed of the Chairman, the Secretary, the Assistant Secretary (Sports), two members nominated by the chairman for a period of one year (who possess knowledge of technical matters) and two members connected with universities. The committee has powers to see whether the sports activities are organized under the general direction of the Inter University Board and in conformity with its policies.

Every constituent University of the Inter-University Board shall be affiliated to the Inter University Sports Board and shall pay an annual affiliation fee as may be fixed from time to time. No entry fee shall be charged for any game on tournament organized by the Inter University Sports Board for the benefit of its constituent member. The Inter-University Sports Board shall meet at least once a year before the end of May.

**Aims and Objectives**

University sports in an integral phase in the total education of the University students. The Inter University competitions are merely one of the means, towards developing a more totally educated citizens through sports in its finest concept. The competitions conducted by University on behalf of this Board are , therefore to be considered not as ends in themselves but rather as educational projects concerned \* with assisting in the total education of the university student. The principal objectives of the Sports Board shall be:

- i) to organize the Inter-University tournaments and competitions in recognized games and sports.
- ii) to participate in national and international competitions.
- iii) to encourage sportsmanship generally and to promote friendly relations among constituent universities.
- iv) to raise the standard of sports and athletics prevailing in the colleges, universities and other member institutions and to work for the development of character values through sports amongst the university students.
- v) to organize coaching camps in regional and national basis.

### **Tournaments and Zones**

The following tournaments shall ordinarily be organized by the Board.

#### **Men**

Athletics, badminton (shuttle cock and ball), basketball, boxing, chess, cricket, cycling, football, gymnastics, malkhamb, weight lifting and best physique, hockey, kabaddi, kho kho, rowing, shooting, squash racket, swimming, diving and water polo, table tennis, tennis, volleyball and wrestling.

#### **Women**

Athletics, badminton (shuttle cock and ball), basketball, football, hockey, kabaddi, kho kho, swimming, table tennis, tennis and volleyball.

Games may be included or deleted by the Sports Board from time to time, at its annual meetings. Tournament, in various games shall be organized on an All India basis 2-zone and 4-zone basis as decided by the Sports Board at its annual meetings, from time to time. The universities are grouped into four zones namely North zone, East zone, South zone and West zone. When tournaments are conducted in 2 zones, North zone and East zone will go together and the South zone and West zone will form one zone. The new zones so formed shall be called North zone and South zone.

Each constituent university shall enter only one team for each game. The Inter University Sports Board at its annual meeting shall allocate the responsibility, for the conduct of tournaments in the year following. The universities who have been allocated the responsibility of organising the Inter University tournaments shall be called as "Organizing Universities".

## SPORTS AUTHORITY OF INDIA (SAI)

The Sports Authority of India (SAI), a successor organization of the IX Asian Games held in New Delhi in 1982, was set up as a society registered under the Registration of Societies Act, 1860, in accordance with the Resolution No.I-83-SAI dated 25.01.1984 of the Department of Sports, Government of India. It was established with the objective of promotion of games and sports in the country. It was also assigned the responsibility of maintaining and utilizing the existing stadia in Delhi which were constructed/renovated during IX Asian Games. Subsequently, in order to adopt an integrated approach towards promotion and development of Sports awareness, Society for National Institutes of Physical Education and Sports (SNIPES) was merged with SAI w.e.f. May, 1987.

SAI is an apex body for promotion of sports in the country. The General Body is being headed by successive Prime Ministers as its President. The Governing Body of SAI is headed by the Union Minister for Human Resource Development and has Union Minister of State for Youth Affairs and Sports as its Vice Chair person. As per the SAI Rules the general Body should generally meet annually where as the Governing Body should ordinarily meet atleast once in each quarter of the financial year.

Secretary SAI is the Member Secretary of the General Body and the Governing Body.

In the year 1998, the General Body and Governing Body of SAI was reconstituted by the Development of Youth Affairs and Sports, Ministers of Human Resource Development, Government of India. Unlike in the past Hon'ble Prime Minister is now the ex-officio President of the General Body of the SAI.

### Composition of the General Body and the Governing Body

#### General Body

The General Body has 43 members out of which 16 are ex-officio members and 27 are non-official members who are nominated by the Government of India, under different categories.

#### Governing Body

Governing Body has 28 members out of which 16 are nominated by the Government of India and the remaining 12 are ex-officio members.

### Objectives of Sports Authorities of India

To promote and develop sports activities relating and incidental thereto, and to draw up and implement plans for the promotion of sports and improvement of standards in the country in sports and games in keeping with the Sports Policy of the Government of India.

- To implement and carry out the existing schemes for the promotion of sports and for improvement of standards in the country in sports and games, as may be entrusted to it by the Government of India or other bodies from time to time.
- To initiate, undertake, sponsor, stimulate and encourage research and development in sports and games and the related sports sciences.



- ▲ To plan, develop, construct, acquire, take over, manage, maintain and utilise sports infrastructure, sports facilities and ancillary buildings, play-fields, land, etc. in Delhi and other parts of the country.
- ▲ To plan, develop, construct, acquire, take over, manage, maintain and utilize residential facilities for sports persons, coaches, officials, etc. whether as part of the stadia or separately, in Delhi and other places in the country.
- ▲ To hold, sponsor, organize, manage and arrange, on its own and to offer facilities for tournaments, coaching camps, exhibition matches and other sports activities.
- ▲ To establish, run, manage, and administer institutions existing or new, and to perform the activities and functions of such institutions wholly or partially.
- ▲ To constitute or cause to be constituted centres at convenient places in India to promote sports.
- ▲ To initiate, sponsor and encourage research in sports equipment in the country.
- ▲ To provide and give technical and other assistance, sports equipment, sports facilities and expert guidance to organizers for the organization and conduct of National and International tournaments held in India.
- ▲ To provide for education, training and facilities for imparting advance coaching in various games and sports.
- ▲ To take steps for the welfare of sports persons, sports officials and the like and to run benevolent schemes for active veteran and retired sports persons or officials, including coaches.
- ▲ To coordinate amongst and to cooperate with State Government, State Sports Councils, Indian Olympic Association or National Sports Federations or other similar national or international associations or bodies, in matters relating to sports and games and other allied subjects.
- ▲ To advise Government of India, State Government, Union Territory Administrators, on all matters relating to promotion of Sports and games and improvement of sports standard which may be referred to it by the Government of India and other authorities as well as on other sports matters on which it may like to make recommendations on its own to Government of India and other such authorities.
- ▲ To organize seminars, conferences, etc. in the field of sports and allied matters. To undertake, sponsor and encourage publication of journals and literature relating to sports and games.
- ▲ To institute, offer and grant prizes, awards, scholarships and stipends in the implementation of these objects.
- ▲ To accept and collect donations, grants and gifts and to undertake management of any endowment or trust fund and to make donations, grants and gifts for the purposes of these objects.
- ▲ To borrow and raise money, with or without security, of moveable and immovable properties, belonging to the society provided that the prior approval of the Government of India is obtained, in that behalf.
- ▲ To acquire purchase or otherwise own, take on lease or hire moveable or immovable properties and to sell, mortgage, transfer or otherwise dispose of any such moveable and immovable properties, but the prior approval of the Government of India in respect of such immovable properties shall be obtained;

- ▲ to do all such acts and things as the Society may consider necessary conducive or incidental to the attainment or enlargement of the aforesaid objects or any one of them.

### FUNCTIONS OF SPORTS AUTHORITY OF INDIA

The function of SAI falls under the following functional each headed by an Executive Director.

S.No.	Name of the Wing	Location of Office
1.	Academies	(a) Netaji Subhas National Institute of Sports, Patiala.
		(b) Lakshmibai National College of Physical Education, Trivandrum
2.	Finance	Located in the Corporate Office
3.	Operations	
4.	Personnel and Vigilance	New Delhi
5.	Stadia	
6.	Teams	

Keeping in view the requirement and level of students only four functional wings namely, Academies, Operations, Stadia and Teams, of SAI with regard to its functions are being discussed.

#### Academic Wing

It further subdivided into two wings.

\* Academic Wing for sports

\* Academic wing for Physical Education

Academic wing for sports is situated at Patiala and is known as SAI Netaji Subhas National Institute of Sports (NSNIS). It offers the following courses and facilities.

1. Diploma Courses of 12 months duration for training sports persons in coaching.
2. Master's Course in Sports coaching of two years duration.
3. Diploma Courses in Sports Medicine of two years duration.
4. Certificate Courses in Sports of six weeks period for physical education teachers and a refresher course for in-service teachers.
5. International Olympic committee solidarity courses, seminars/workshops/ clinics are conducted from time to time.
6. Scholarships are offered annually to Doctors/Scientists and Project grant is given to selected institutions to encourage them for research in different components of sports sciences.
7. This wing also offers and implement the sports schemes such as Sports Talent Search Scholarship Scheme and All India Rural Sports Tournament, National Sports Festival for Women and North East Sports Festival.

The academic wing for Physical Education and Research in Physical Education is located in Trivandrum and known as Lakshmibai National College of Physical Education (LNCPE). This college was established by the Government of India on August 17, 1985 with the objective of providing sports facilities for the upliftment of Physical Education and Sports in the country and to serve as a model Institute for Teachers Training. The college

is affiliated to the University of Kerala. This college offers Bachelor Degree in Physical Education of three years duration and Master's Degree in Physical Education of two years duration.

NOTE : The LNCPE Gwalior which was also earlier under this Academic wing of SAI stands delinked from the administrative control of SAI w.e.f. 2nd September, 1995, after being conferred the status of a 'Deemed University' as LNIPE.

### Operations Wing

This wing consists of Directorate of Sports Promotion in Education Sector ' (SPES), Special Area Games (SAG) and Infrastructure. The first two Directorates aim at spotting and nurturing young talented children in different age groups through promotional schemes like National Sports Talent Contest (NSTC). Army Boys Sports Companies (ABSC), Sports Training Centres (STC). The third Directorate of infrastructure is the nodal agency for monitoring the progress of capital works such as laying of artificial/synthetic surfaces for different disciplines, Gymnasium Complexes, Swimming Pools, Boxing and Judo Halls, Hostels for boys and girls, Guest Houses, Sports Science Blocks and Administrative building and so on.

The talented children spotted under various schemes at the optimum age level in different discipline are provided scientific training at the centres of schemes in order to achieve excellence at the National and Junior International Level. At present SAI is implementing three types of schemes for the development and promotion of sports at grass root level in the country.

The schemes are

- (a) **Sub-Junior Scheme** - It consists of Army Boys Sports Companies, National Sports Talent Contest Schemes and National Coaching Scheme. This scheme caters for school going children in the age group of 8 to 17 years.
- (b) **Junior Level Schemes** - Under this scheme children are selected from Tribal Areas/specific geographical conditions which have tradition of specific sports. They are also included under the Special Area Games Schemes. The children are admitted to SAI training centres in the age group of 14 to 21 years.
- (c) **Centre of Excellence** - Under this scheme talented sports persons in the age group of 16-21 years from SAI Schemes as well as the schemes being run by the state Governments/LTnion Territories are selected for scientific training for achieving excellence.

### Stadia Wing

The stadia wing consists of the Stadia Directorate. This Directorate is responsible for formulating policy guidelines for utilization of different facilities created in the above stadia with the twin objective of .raising the resources for SAI and to have broad-base sports.

The following stadia were constructed/renovated for IX Asian Games held at New Delhi in 1982 by the Govt, of India and the SAI being custodian of these stadia has been entrusted with the responsibility of their day to day maintenance and utilization.

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1. Jawahar Lai Nehru Stadium | 2. National Stadium               |
| 3. Talkatora Swimming Pool   | 4. Indira Gandhi Stadium          |
| 5. Cycling Velodrome         | 6. Dr. Kami Singh Shooting Ranges |

## Team Wing

This wing consists of the Directorate of Teams, Equipment Support, and the Dope Control Lab.

### Directorate of Teams:

The Directorate of teams is responsible for long term training of selected elite sports persons to prepare them for International Competitions like Common Wealth Games, Asian Games and the Olympic Games. All matters relating to the development of foreign coaches/visit by foreign experts for training the national teams are also dealt with by this Directorate. The main task of this wing is to play a supportive role by providing training facilities, boarding and lodging, sports equipment, foreign coaches for training of the National Teams with scientific backup at SAI centres.

### Directorate of Equipment Support:

The Directorate of Equipment Support imports sports/scientific equipment required for training National teams. They also the rate contract of indigenous sports equipment. The Directorate also makes available sports equipment on loan basis for National and International competitions.

### Directorate of Dope Control Lab:

The Directorate of Dope Control Lab is located at Jawahar Lai Nehru Stadium. It aims at detecting banned drugs taken by sports persons to enhance performance.

## Regional Centres of SAI

The Sports Authority of India has six Regional Centres with Headquarters at Bangalore (Southern Centre), Calcutta (Eastern Centre), Chandigarh (Northern Centre), Delhi (Central Centre), Gandhinagar (Western Centre) and Imphal (North Eastern Centre).

- ▲ The Southern Centre at Bangalore has been developed as Centre of Excellence with all modern facilities. A Centre of Excellence for Hockey was also set up in Bangalore on 12.09.97.
- ▲ SAI has a West Zone Training Centre at Aurangabad, Sub-Centre at Guwahati and High Attitude Centre at Shillaroo (Near Shimla).
- ▲ Sport facilities of international standards have been/are being created at these Centres to meet the needs of coaching and training of national/state teams for participation in various national and international competitions. The sports facilities available at these Centres are also made available to sports lovers and general public under regular Coaching and Training under pay and play schemes. The schemes not only increase the utilization of these facilities but also help in creating sports consciousness.
- ▲ Keeping in view the importance of Sports Science in Sports, Sports Science Labs are being upgraded.
- ▲ Apart from SAI NSNIS, Patiala, the Regional Centres at Bangalore and Calcutta have facilities for conducting Diploma Courses in Coaching Certificate Course in different disciplines.
- ▲ Each Regional Centre is under a Regional Director/Director Incharge who is responsible for effective implementation of sports development programmes/ schemes of SAI and the Central Government.

- ▲ To supervise the implementation of various sports programmes in the region, each Regional Centre has an Advisory Committee under the Chairmanship of Union Minister of State for Youth Affairs and Sports and State Sports Minister, eminent sports persons and physical education experts from the concerned states. The concerned Regional Director/Director incharge is the Member of Secretary of the Regional Advisory Committee for their region.

## NATIONAL SPORTS ORGANISATIONS

National Sports Federations (some are also called associations) are voluntary organizations having their roots in the sports clubs at the baseline. The structure of a typical national sport federation begins with the district sport association having several clubs affiliated to it. District sport associations make state associations which, in turn, comprise the National Sport Federation. At each level, these "associations" have their constitution, rules and regulations and clearly defined objectives and functions. Each national sport federation guides, directs and controls the working of its subordinate units on the one hand, and on the other, it is guided and directed by its respective international federation of technical matters of the sport, and matters of management by IOA. Obviously, each national sport federation has a mandatory link with its international body as well as IOA. Most of the NSF's and their subordinate units are registered autonomous societies. The IOA also has State Olympic Associations and district Olympic association which, in turn, comprise the national sport federation. In structure, there exists a parallelism in sports associations and Olympic associations. Except for a few professional sport bodies, all NSF's are affiliated with IOA.

Within the frame of reference to their respective constitutions and the national policy on sport, the NSF's are at absolute liberty to mobilize financial resources, formulate developmental and action plans to achieve their short-term and long-term objectives. They are responsible for holding sports competitions regularly and get their teams trained for participation in state, national and international competitions as the case may be. Of late, the Government through Sports Authority of India (earlier NIS) have back-up, infrastructure, coaching, etc. in their endeavours to achieve excellence in competitive sports but except for a few streaks of medal winning performance in certain events, the over-all scenario seems to be dismal.

For the propagation, regulation and control of various games and sports on a national level, federations or associations have been formed from time to time. These Federations get themselves affiliated with their respective international Federations. National competitions are being held under the auspices and control of the National Federations. Teams for international competitions are selected by the respective Federations and no one can compete in an international competition without the approval of the concerned National Federation. National Federations have their respective constituents in States. The following are the names of National Federations or Associations with the year of their formation in India.

1.	The Indian Hockey Federation	1925
2.	Indian Weight Lifting Federation	1935
3.	All India Football Federation	1937
4.	The Swimming Federation of India	1940

5.	Amateur Athletic Federation of India	1944
6.	Wrestling Federation of India	1948
7.	Basketball Federation of India	1950
8.	Volleyball Federation of India	1951
9.	Gymnastic Federation of India	1951
10.	National Rifle Association of India	1951
11.	The Indian Amateur Boxing Federation	1958
12.	All India Lawn Tennis Association	1920
13.	Board of Control for Cricket in India	1926
14.	Indian Table Tennis Federation	1926
15.	All India Badminton Association	1934
16.	National Cyclists Federation of India	1938
17.	All India Billiards Association	1940
18.	Kabaddi Federation of India	1951
19.	Squash Rocket Association of India	1953
20.	The School Games Federation of India	1954
21.	Yatching Association of India	1960

### SPORTS DEVELOPMENT AUTHORITY OF TAMILNADU (SDAT)

Sports and Games play a vital role in molding and developing healthy citizens. The Government of Tamil Nadu in order to channelize the enthusiasm of the young people in sports activities established the Sports Development Authority of Tamil Nadu in the year 1992. The Sports Development Authority of Tamil Nadu is the apex body for Sports in Tamil Nadu and implements all the policy decisions on Sports and Youth Welfare activities of Government of Tamil Nadu.

The main aim of SDAT is to establish International Standard Infrastructure facilities, identifying the talented sports persons and nurture them in a befitting manner, awarding incentives and awards to the eminent sports person as motivation and develop a spirit of adventure. SDAT also inculcates the awareness of physical fitness among the students as well as non-student youth.

SDAT is taking keen interest in teaching youth minds to lead a fulfilling life in which sports and games play an important role.

### Objectives

- ▲ To providing opportunities for talent identification.

- ▲ To develop identified talent to excellence at State, National and International levels.
- ▲ To bringing in a competition culture throughout the State in order to promote physical fitness, talent identification, competitiveness and brotherhood.
- ▲ To establishing sports infrastructure and encouraging the same in the private arena to suit a wide range of requirements - from community level sports meets to that of international competitions.
- ▲ To develop appropriate coaching methods through coaching clinics, workshops, courses in India and abroad so as to ensure that techniques are taught at the learning stage and appropriate techniques towards international performance are in line with research based advancements abroad.

### **Our Vision**

That everyone in Tamilnadu will develop a passion for physical fitness and sports.

That every talented child will have an equal opportunity to develop and achieve excellence to the extent of his abilities.

### **Our Mission**

Providing need-based assistance and involvement within our available financial resources to build and support all those participating at each level of our strategy towards ultimate sporting excellence in the international sphere.

### **Our Slogan**

Strive

Drive

Achieve

Triumph

### **Our Immediate Target**

Nine sportspersons (at the minimum) on the medal podium in the 2012 Olympics from Tamilnadu.

### **Our Ultimate Target**

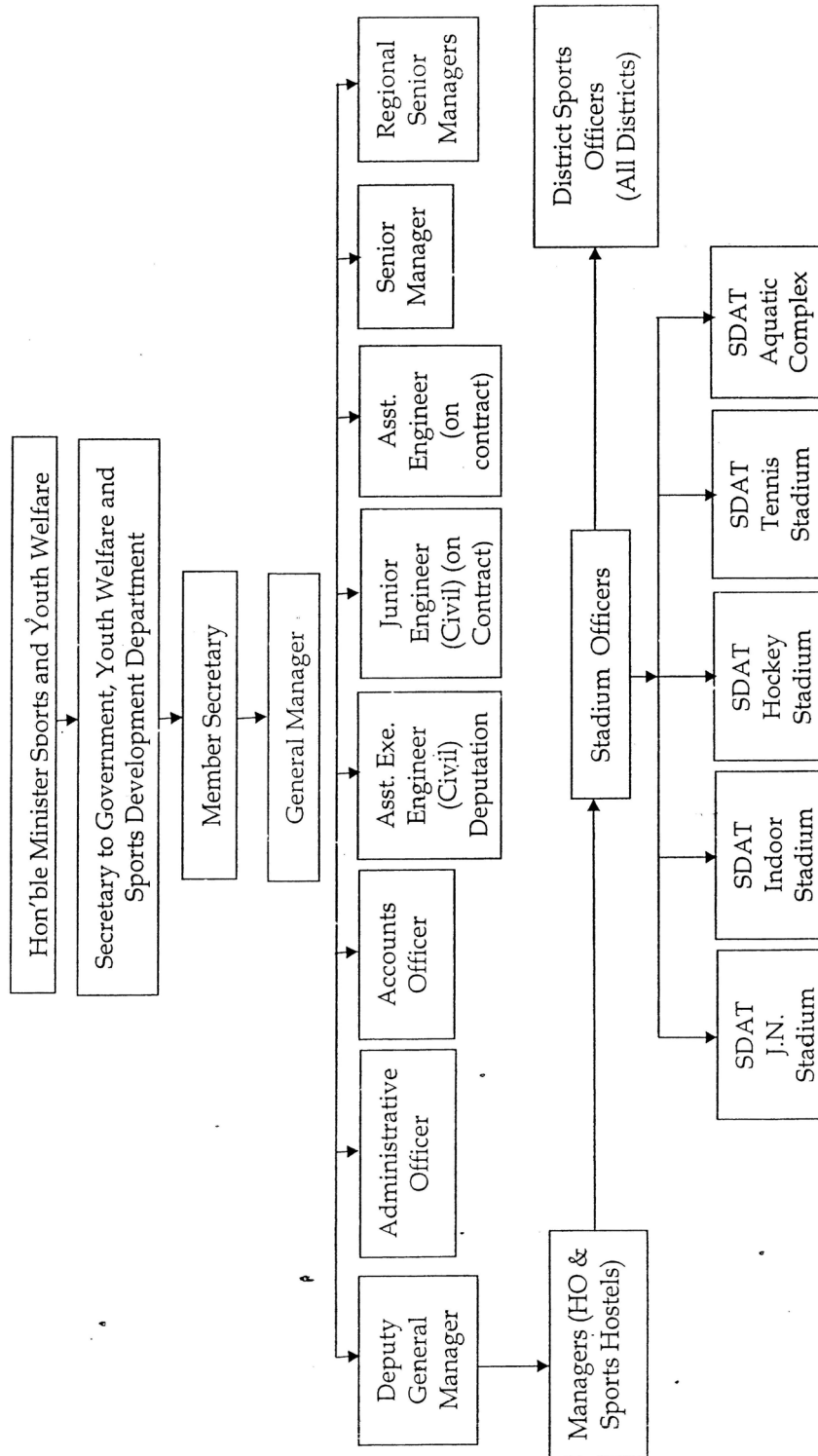
To ensure that Tamilnadu leads the way in co-ordination, co-operation and strategy so as to achieve International sporting excellence in an ongoing manner at the Olympics and all major International events.

### **Organisation**

The Sports Development Authority of Tamilnadu is an organisation registered under the Tamilnadu Societies Registration Act 1975. It is headed by the Hon'ble Chief Minister of Tamilnadu as its Chairman. The Management of the Authority is entrusted with an Executive Committee chaired by the Hon'ble Minister for Sports and Youth Welfare as its Chairman.

The head office of The Sports Development Authority of Tamilnadu (SDAT) functions at 116-A, Periyar EVR High Road, Nehru Park, Chennai -84 and its District Offices / Stadia all over the State of Tamilnadu Covering all the Districts. In Chennai the Modern Stadia namely, SDAT-Jawaharlal Nehru Stadium, SDAT-Multipurpose Indoor Stadium, SDAT-Mayor Radha Krishnan Hockey Stadium, SDAT-Tennis Stadium, SDAT-Aquatic Complex and the Chennai District Unit Office at Shenoy Nagar Swimming Pool Complex are also functioning under SDAT. In all the District Head Quarters, SDAT's District unit offices are functioning in the Stadium Complex situated in the heart of the district head quarters.

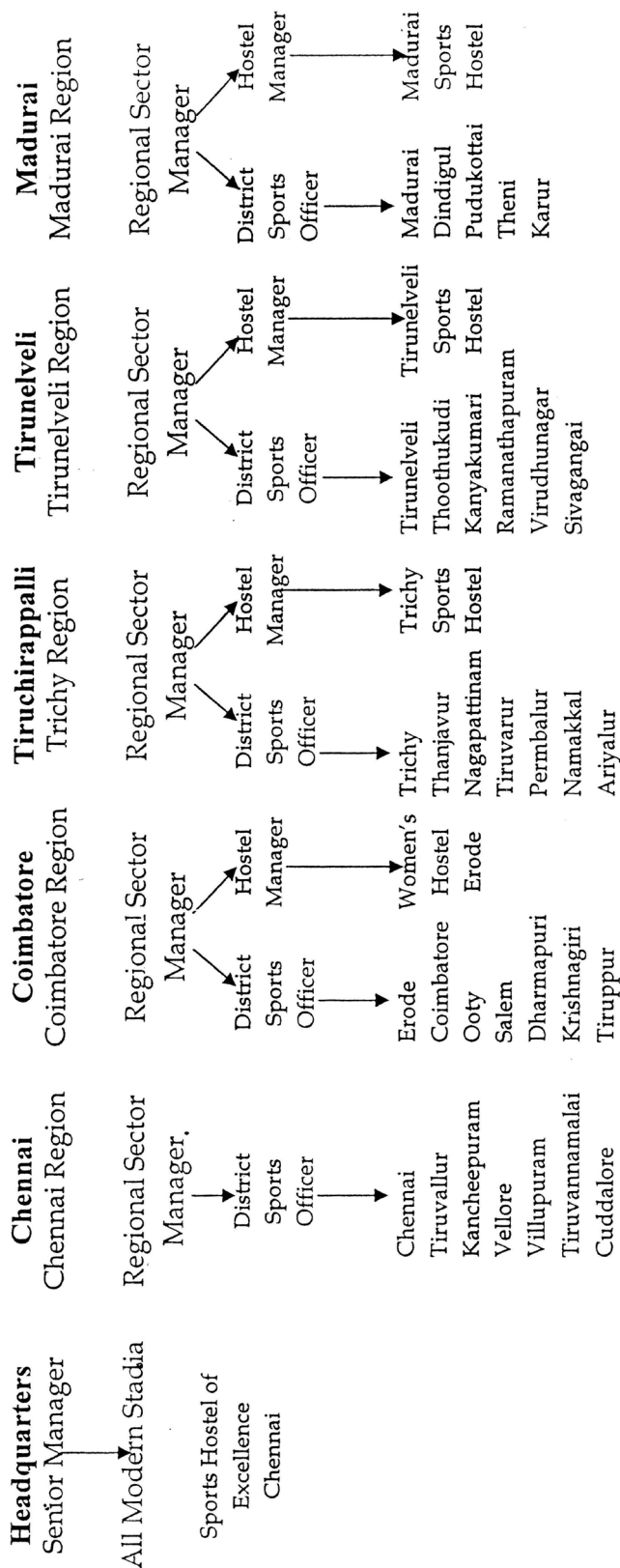
# SPORTS DEVELOPMENT AUTHORITY OF TAMIL NADU – ORGANISATION CHART



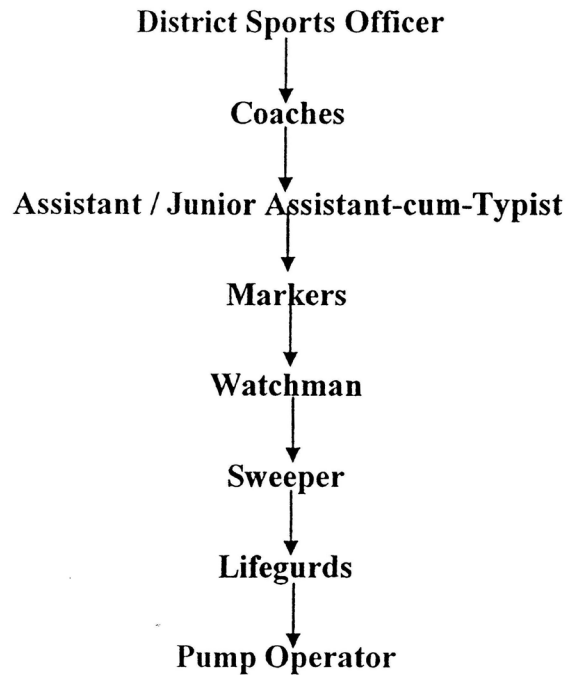


## Sports Development Authority of Tamil Nadu

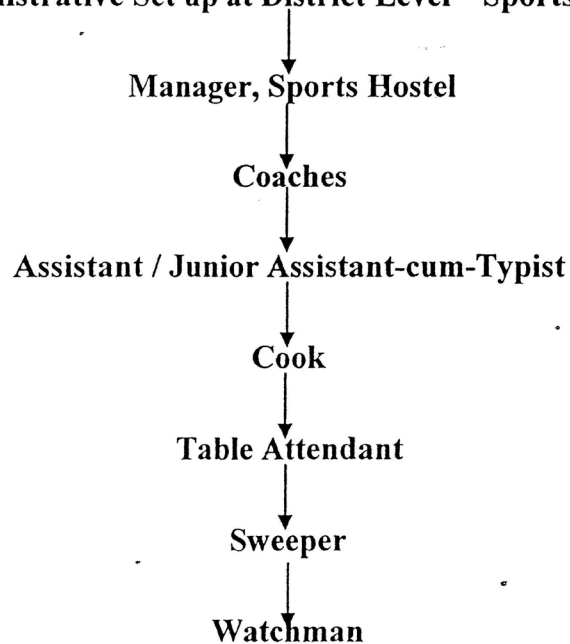
### Administrative Set up at District Level



## **Sports Development Authority of Tamil Nadu Administrative Set up at District Level**



### **Administrative Set up at District Level – Sports Hostel**



**SCHEMES OF SDAT**

1. Grants to State Sports Associations
2. Women Sports Festival
3. Organization of International competitions
4. Recognition to State Sports Associations
5. Issue of Form II Certificates (State Representatives)
6. Conduct of National Games
7. Chennai Open Tennis Tournament Organisation
8. Monthly Competitions for Various Games
9. New Games Organisation (Beach Volleyball, Judo, etc.)
10. All India Civil Services Tournament
11. District and State Level Carrom Competition
12. Pykka (Panchayat Yova Khel Aur Krida Abhiyan) Competitions - Block, District, State and National Level Participations
13. Implementation of the scheme of PYKKA in Tamil Nadu - Infrastructure Facilities
14. State Level Chief Minister's Trophy
15. Orientation Course to PETs/PDs
16. Anna Cycle Races
17. Provision of Sports Kits to National Medal Winners

S.No.	Medal Position	Sports Kit	Quantity
1	Gold Medal in the Nationals (Rs.6000/- worth of Sports kits)	Track Suit	1 set
		T-shirt	2 Nos.
		Shorts	2 Nos.
		Warm-up Shoes and socks	One pair each
2.	Silver Medal in the Nationals (Rs.4000/- worth of Sports kits)	Track Suit	1 set .
		T-shirt	1 No.
		Shorts	1 No.
		Warm-up Shoes and socks	One pair each
3.	Bronze Medal in the Nationals (Rs.2000/- worth of Sports kits)	Track Suit	1 set
		Warm-up Shoes and socks	One pair each

18. Sports for special Children - Physically Challenged

In order to give confidence to the Differently Abled Persons, by participating them in sports and games and to develop competitive spirit among them, the Government has ordered to conduct the competitions at District Level and State Level both men and women for the year 2011 - 2012. The Sports Development Authority of Tamil Nadu is conducting State level competition in the following sports disciplines without any age restriction for the participants.

**1. For Physically Challenged: (Men and Women)**

- a) 50 Mts. Running.
- b) 100 Mts. Running.
- c) Long Jump
- d) Mini Basketball throw.
- e) Wheel Chair Race - 100 Mts.

**2. For Visually Impaired: (Men and Women)**

- a) 50 Mts. Running.
- b) 100 Mts. Running.
- c) Standing Broad Jump.
- d) Shot Put.
- e) Tennis Ball Throw.

**3. Mentally Challenged: (Men and Women)**

- a) 50 Mts. Running.
- b) 100 Mts. Running.
- c) Cricket Ball throw.
- d) Standing Broad Jump.
- e) Shot Put.

**4. Hearing Impaired (Men and Women)**

- a) 100 Mts. Running.
- b) 200 Mts. Running.
- c) Long Jump.
- d) Shot Put.
- e) Javelin Throw.

The Prize Money of Rs.2,500/- to first place, Rs.1,500/- to second Place and Rs.1,000/- to the third Place winners is being given.

**19. Champion Development Scheme**

National Gold and Silver Medal winners are inducted into this Scheme. The Players are given the Induction Certificate by the Hon'ble Chief Minister at a specially arranged audience.

**20. Advance Training and Competitions abroad**

**21. Sports Person Welfare Fund**

**22. Upgrading the knowledge & skills of Coaches & PETs and Sports Administrators**

**23. Specialized Academies**

## 24. Battery of Tests

Government have introduced the Scheme of conduct of Battery of Tests to the students studying in 6th 7th and 8th standards of all the Schools in the State and issue of Report cards to them. The School authorities are required to send the details of results to the District Sports officers of concerned Districts and the District Sports officers will in turn send the reports to SDAT.

## 25. Talent Development Centres

## 26. Budding Talent Scheme

The Hon'ble Chief Minister, Government of Tamil Nadu has sanctioned a sum of Rs.1,94,40,000/- (Rupees One Crore Ninety Four Lakhs and Forty Thousand only) under a Special Scholarship to the Budding Talents from World Beaters Talent Spotting Scheme .

## 27. Acrobatics and Water Sports

## 28. SDAT Hockey League Tournament

## 29. Summer coaching Camp

## 30. Educational District Level Coaching Camp

## 31. Weak-End Coaching Camps

## 32. District Level Residential Coaching Camp

## 33. State Level Coaching Programme

## 34. Day Boarder Scheme

**INFRASTRUCTURE FACILITIES IN SDAT****INTERNATIONAL STANDARD FACILITIES****1. Jawaharlal Nehru Stadium, Periamet, Chennai.**

This Stadium with seating capacity of 40,000 has facilities such as an International standard Football field (Grass) and 400m eight lane Synthetic Athletic Track. This Stadium has flood lights and electronic Score Board Facilities.

**2. Multi Purpose Indoor Stadium, Periamet, Chennai.**

This Stadium with seating capacity of 8,000 with centralized Air- conditioning has facilities for Volleyball, Basketball, Table Tennis, Badminton, Boxing, Wrestling, Weight Lifting. Now a International standard Roller Skating rink and Roller Skating Hockey rink have also included.

**3. Hockey Stadium, Egmore, Chennai.**

Stadium has a seating capacity of 4000. The Hockey field has been relaid with a new mega turf Synthetic Hockey Surface with 30 x 15m practice pitch. Flood lighting for Color TV Broadcasting facility has also available.

**4. Aquatic Complex, Velachery, Chennai**

This stadium with a seating capacity of 4000 has a Racing pool (40x25m), a diving pool (18x25m) and a warm-up pool (20x25m) 5. Tennis Stadium, Nungambakkam, Chennai. This stadium has a seating capacity of 5000 in the artificial surface center court and 2000 in the other six artificial courts of International standard with flood lighting facilities.

#### 5. **Squash Court at State Sports Complex, Nehru Park, Chennai.**

As a part of Joint Infrastructure Development Programme eight International Standard Squash Courts have been developed in the State Sports . Complex, at Nehru Park, by the Tamilnadu State Squash Rocket Association as a Joint Venture.

#### 6. **District Sports Complex, Thirunelveli.**

A Synthetic Surface Hockey ground is being developed for the conduct of International Competitions and training.

#### 7. **District Sports Complex, Madurai**

An artificial Synthetic Athletic Track is being developed for the Conduct of International Competitions and Training.

#### 8. **District Sports Complex, Coimbatore**

An artificial Synthetic Athletic Track is being developed for the Conduct of International Competitions and Training.

### **NATIONAL SPORTS AWARDS**

Recognition of any outstanding achievement is highly motivating and more so when it comes from the top most functionary of prevailing system. Further, honouring the deserving is a great encouragement for others to follow the legendary personalities. The Government of India, in recognition of meritorious achievements in sports has instituted the following National Awards for Sports Persons.

#### **Arjuna Awards**

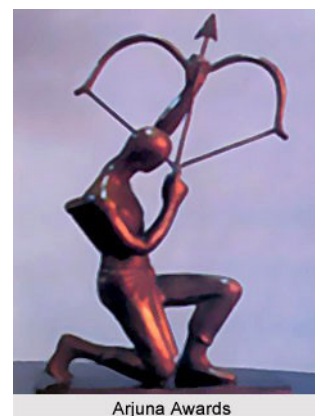
The Arjuna Awards are given by the Ministry of Youth Affairs and Sports, government of India to recognize outstanding achievement in National sports. Instituted in 1961, the award carries a cash prize of ₹ 5,00,000, a bronze statue of Arjuna and a scroll

Over the years the scope of the award has been expanded and a large number of sports persons who belonged to the pre-Arjun Award era were also included in the list. Further, the number of disciplines for which the award is given was increased to include indigenous games and the physically handicapped category.

The Government has recently revised the scheme for the Arjun Award. As per the revised guidelines, to be eligible for the Award, a sportsperson should not only have had good performance consistently for the previous three years at the international level with excellence for the year for which the Award is recommended, but should also have shown qualities of leadership, sportsmanship and a sense of discipline.

From the year 2001, the award is given only in disciplines falling under the following categories:

- Olympic Games / Asian Games / Commonwealth Games / World Cup / World Championship Disciplines and Cricket



- Indigenous Games
- Sports for the Physically Challenged

In mid-August 2011, 19 athletes were announced as Arjuna recipients; the high number due to the inclusion of both the 2010 Commonwealth Games and 2010 Asian Games in the Arjuna qualifying year.

In 2012, 25 sportspersons were conferred with the Arjuna awards.

### Dronacharya Award

Dronacharya Award is an awards presented by the Ministry of Youth Affairs and Sports, government of India for excellence insports coaching The award comprises a bronze statuette of Dronacharya, a scroll of honour and a cash component of ` 500,000. The award was instituted in 1985.

As the best sportsperson award is named Arjuna Award, it is appropriate that the coaching award is named after Dronacharya, as he was the teacher of Arjuna. B.I. Fernandez is the first foreign coach to be awarded Dronacharya Award.

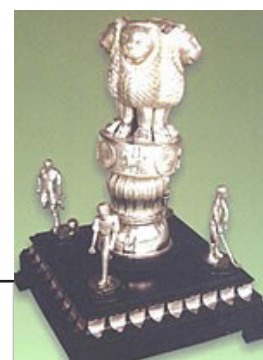
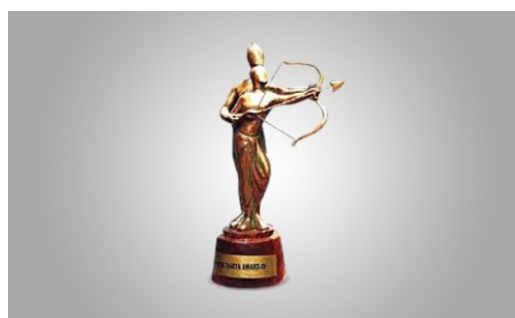
### Rajiv Gandhi Khel Ratna

The Rajiv Gandhi Khel Ratna (RGKR) is India's highest honour given for achievement in sports, given by the Ministry of Youth Affairs and Sports, government of India. The words "Khel Ratna" literally mean "sports gem" in Hindi. The award is named after the late Rajiv Gandhi, former Prime Minister of India. It carries a medal, a scroll of honour and a substantial cash component. Up to 2004–05, the cash component was ` 500,000/- (c.11,500 USD). In 2005, the money has been increased from ` 5,00,000 to ` 7,50,000.

The award was instituted in the year 1991–92 to supply the lack of a supreme national accolade in the field of sports. Predating the RGKR are the Arjuna awards that have always been given to outstanding sportspersons in each of many sporting disciplines every year. The Khel Ratna was devised to be an overarching honour, conferred for outstanding sporting performance, whether by an individual or a team, across all sporting disciplines in a given year.

### Maulana Abul Kalam Azad Trophy

The Maulana Abul Kalam Azad Trophy, instituted as a Running Trophy in 1956-57, is awarded annually to the university, which has given the best all round performance during the year of award. The winner receives, a replica of the Trophy and a cash award of `10,00,000/- which is to be utilized for acquiring sports equipments.



2013-14

Punjab University, Patiala

**Ekalavya Award**

**Ekalavya Award** is awarded by Government of Karnataka for the outstanding performance in sports with the cash award of ₹ 1,00,000.

SL NO	BENEFICIARY NAME	EVENT
1	Kashinath Naik	Athletics
2	Stany G.A	Chess
3	Vinay Kumar .R	Cricket
4	Kruthika Lakshman	Basket Ball
5	S.H Chandra Shori Devi	Weight Lifting
6	Mamatha Poojari	Kabaddi
7	Rakesh Manpat	Rifle Shooting
8	A.P Gagan Ullalmath	Swimming
9	Cheeyanna A.B	Hockey
10	Swetha .N	Volley Ball
11	C.V Rajanna	Physically Challenged
12	Sabu Ishwar Ganager	Cycling
13	Prateek Raja	Skating
14	Neha .H	Power Lifting
15	Nadiya Haridas	Equestrian

