



Health and Physical Education

Introduction

The process of Health and Physical Education requires the integration of psychomotor, cognitive and affective learning. As a part of this process, the physical education content area establishes the competencies and skills necessary for all students to be physically, mentally, socially and emotionally educated. Each individual possesses a Life Energy Curve, which cannot be rewritten but can be improved upon.

It is a fact that we have been successful in engineering activity out of modern life and we train children to be sedentary. Research strongly suggests that this life style would ultimately lead to the onset of hypokinetic diseases like premature death, blood pressure, diabetes, cardiac problems, etc. Stress is one more factor that is adversely affecting the lives of one and all. Hence intervention in the schooling age would be one of the keys to address this serious problem. There is a growing momentum for change, and so the proposed syllabus of Health and Physical Education has adopted a totally new approach. We now seek to bring reformative change. This challenge requires our approach to the subject with a whole new mind set. It focuses on encouraging the adoption of appropriate life long exercise behaviours in order to develop and maintain physical fitness for adequate functional capacity and health enhancement.

The proposed syllabus has certain distinct characteristics:

1. It has been designed for the masses and not merely for selected few.
2. It is realistic, achievable, effective, accountable and objectively measurable.
3. At this stage it is developed on the basis of the curriculum of the primary stage.
4. It takes care of the Rural and Urban school settings, the availability of infrastructure, the time span of a period and the teacher: student ratio.
5. It proposes continuous comprehensive evaluation of students participation.
6. Self learning has also been incorporated in the syllabus in terms of assignments, observation, project work etc.
7. A new concept of deriving a Physical Fitness Index for each school has been suggested. Motivation in terms of Awards would also be considered for the Best School.

Wide range of options have been suggested, so as to take care of diversity in the State. The focus being Fitness, Fun, Excitement and Skill, along with the development of a positive attitude towards life long exercise behaviour which would ultimately lead to Wellness and the Health of the Nation.



Objectives

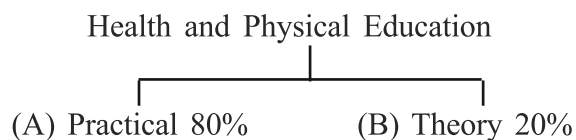
- 1) To promote physical fitness :
 - 1.1 Health Related Physical Fitness.
 - 1.2 Motor Related Physical Fitness.
- 2) To promote Sport Skill acquisition.
- 3) To promote life long Physical activity and Physical fitness:
 - 3.1 Skill in life time recreation.
 - 3.2 Skill in life time fitness
 - 3.3 Adoption and maintenance of creative of creative life style.
- 4) To promote cognitive learning:
 - 4.1 Games and sports rules.
 - 4.2 Scientific basis of movement and health.
 - 4.3 Physical fitness concepts and procedures.
 - 4.4 Drug/Dope abuse.
- 5) To inculcate desire to compete:
 - 5.1 with oneself.
 - 5.2 with others.
 - 5.3 for Excellence.
- 6) To promote Social development :
 - 6.1 Self concept
 - 6.2 Interpersonal skills.

- 3) applies movement concepts and principles of the learning and development of motor skills.
- 4) exhibits physically active lifestyle.
- 5) understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.
- 6) demonstrates responsible personal and social behaviour in physical activity settings.
- 7) demonstrates understanding and respect for differences among people in physical activity settings. The performance level is to be improved from that of Std. IX and Std.X.

Intramurals should be conducted on manually.

Framework of syllabus

The syllabus of Health and physical Education comprises of two parts – Theory and Practicals. The weightage given to these two parts and their sub units including evaluation are as follows. The syllabus for some units is the same as per the Std. IXth and Std.Xth Standards, however, the performance of the students has to be improved. The suggested framework is as under :



Learning Outcomes

The syllabus in Health and Physical Education at this stage aims at realizing the following learning outcomes :

A student –

- 1) achieves and maintains a health-enhancing level of physical fitness.
- 2) demonstrates competency in many movement forms and proficiency in few movement forms.



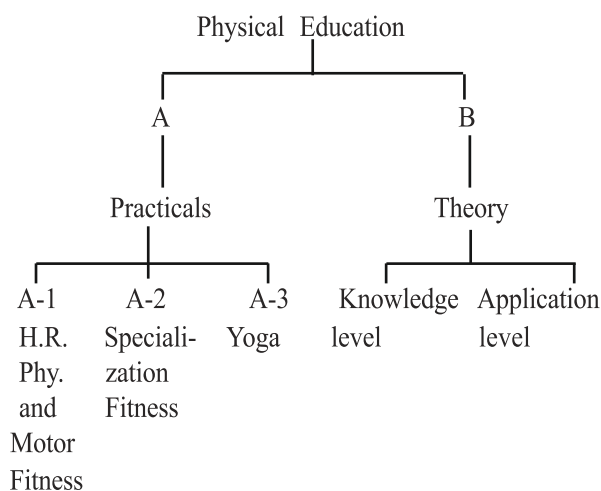
Part : A

Practicals

This part comprises of the following area for Std. XIth and XIIth

S.No	Area	Std. 11th	Std. 12th
1)	Physical Fitness	20%	20%
2)	Athletics and Sports and games	70%	70%
3)	Yogic exercises	10%	10%

The syllabus for Stds. XI and XII consist of two Parts A and B, and its sub-parts. They can be schematically represented as follows :



This part consists of three sub parts –
 A-1 Health Related Physical Fitness and Motor Fitness.
 A-2 Athletics and Games and Sports.
 A-3 Yoga.

A-1 Health Related Physical Fitness and Motor Fitness.

This is the most important part of the curriculum which is to be objectively

evaluated. Activities have been suggested for proficiency in these areas. These activities should be gradually increased in terms of **Frequency, Intensity, Time and Type of Exercise (FITT) principle.**

Development of Health Related Physical Fitness and Motor Fitness components is compulsory. School could adopt innovative and viable methods to improve these components.

Components of Health Related Physical Fitness (HRPF)

- A1.1 Cardio Vascular Fitness
- A1.2 Muscular Strength
- A1.3 Muscular Endurance
- A1.4 Flexibility
- A1.5 Body Composition

Activities suggested for developing Health Related Physical Fitness:

Points to be considered-

- A.1.1 Cardio Vascular Fitness**
 - i) Target Heart rate
 - ii) Warming up and cooling down
 - iii) Exercises- (a) Stretches (b) Upper body development, Lower body development, Mid section development
 - iv) Activities : Routines
 - (a) Exercises to music (b) Continuous movement activity.

- Compulsory** – Aerobics, Rope Jumping
- Minimum One** – Jogging, Walking, Interval Training, Circuit Training, Astronaut Drills, Staircase



Running, Running on the spot.

A.1.2 Muscular Strength – Compulsory

- i) Dandas
- ii) Pushups Pullups - Boyes
- iii) Modified Pushups girls
- iv) Squats and Wide squats
- v) Rope climbing
- vi) Flexed Arm Hang/Hanging
- vii) Sitting Ball Throw (Basket Ball)
- viii) Lunges

A.1.3 Muscular Endurance – Compulsory

- i) Sit ups – Bentknee, Curl ups, Reverse curls, Obliques
- ii) Pullups – Assisted
- iii) Knee sit wall

A.1.4 Flexibility – Compulsory

- i) Suryanamaskar
- ii) Stretching Exercises

A.1.5 Body Composition – Compulsory

Compulsory - Waist to Hip Ratio (W.H.R.)

- Body Mass Index (B:M.I)

Desirable - Measurement of Body fat with skinfold caliper

- Counselling with respect to Nutrition and Exercise.

A.1.6 Components of Motor Fitness (MF)

- i) Speed
- ii) Agility
- iii) Power
- iv) Co-ordination
- v) Balance

A1.6.1 Suggested Activities for developing Motor Fitness (M.F.)

- a) Speed – 100 m. run, sprints, games, Frisbee games

b) Agility – (4 x 10) Shuttle run, games, Frisbee games

c) Power – Plyometrics games, Frisbee games.

d) Co-ordination – Skipping, Wall volley, Ball Drills, Frisbee games.

Obstacle Course – Compulsory.

The obstacle course comprises of Stretching, vaulting, Agility run, Climbing, Hanging, Chinning, Crawling, Balancing etc. to develop fitness, Variations include – Run for time repetitions.

A-2 Athletics

It is compulsory activity and has an essential and desirable component. The performance level has to improve from IXth to Xth Instrumentals should be conducted on Mass level.

	Essential	Desirable
Run	100 m.	200 m., 400
Relays	(4× 100)	4 × 400
Jumps	Long Jump	High Jump, Triple Jump
Throws	shot-put	Javelin, Discus

A-3 Specialization

The students should select any one activity from the following:

- 1) Aerobics
- 2) Adventure Activities
- 3) Archery
- 4) Base ball
- 5) Badminton
- 6) Ball Badminton
- 7) Boxing
- 8) Basket ball
- 9) Cross-country



- 10) Cricket
- 11) Cycling
- 12) Football
- 13) Gymnastics
- 14) Hockey
- 15) Handball
- 16) Judo
- 17) Kho-Kho
- 18) Kabaddi
- 19) Karate
- 20) Tennis
- 21) Roller Skating
- 22) Soft ball
- 23) Swimming
- 24) Throw ball
- 25) Table Tennis
- 26) Volleyball
- 27) Water polo
- 28) Wt. Lifting
- 29) Wrestling
- 30) Athletics
- 31) Yoga

A.3.1 The syllabus for the above mentioned activities should be developed by the schools/colleges.

A model outline for games, sports and yoga are given below :

(A) Games (Specialization)

- (1) Warming up – (a) general (b) Specific
- (2) Training for specific motor abilities:
 - (a) Free hand exercise
 - (b) Strength training (Isometric, Isotonic, other strength training methods)
 - (c) Endurance training (Continuous, fartlek, Interval etc.)

- (d) Speed training
- (e) Flexibility training
- (3) Technical/skill training:
 - (a) Refinement of skills with the help of exercises/drills
 - (b) Lead up activities
 - (c) Coaching of skills in game situation
- (4) Tactics and Strategies
 - (a) Individual tactics (Attack, Defence)
 - (b) Team tactics (Attack, Defence)
- (5) Specific tests for the activity.

(B) Yoga (Specialization)

The units to be taught are:

- (a) Asanas –Any two. Final position – 01 min.
- (b) Pranayama – any two
- (c) Kriyas – any two
- (d) Knowledge of the effects of Asanas
- (e) Chanting of Omkar, Mantras.
- (f) Relaxation and Concentration.

The course should emphasize, smooth transition, fluent movement and proper breathing techniques

A-4 Yogic Exercises – (Compulsory)

The yogic exercises are prescribed standardwise as given below – Asanas taught in the previous classes should be revised before introducing new asanas.

XI

- 1) Uttam mandukasana
- 2) Viparitkarni
- 3) Shalbhasana
- 4) Parvatasana with Padmasana
- 5) Kukkutasana
- 6) Simhasana
- 7) Shavasana

XII

- 1) Trikonasana
- 2) Bakasana
- 3) Uttanmandukasana
- 4) Parvatasana with padmasana
- 5) Mayurasana
- 6) Viparitkarni
- 7) Shavasana



Kriyas

1. Kapalbhathi : Practice of following types of - Pranayams
2. Agnisar
 1. Anulom - Vilom
 2. Suryabhedhi
 3. Nauli
 4. Ujjai
 5. Tratak

6. Sitkari
7. Shitali -Pranayam
8. Bhramri
9. Bhramari –Pranayam

Yogic exercise program shall start with prayer and end with Shavasana and Omkar.



Part : B

Theory

This part comprises of theory which is related to health and physical education. This would help develop an attitude and awareness towards the various issues related to physical education and sports and to work towards understanding lifetime wellness.

Non-conventional methods of teaching which encourage self learning should be adopted and student participation is at its centre to the learning outcome of this part.

Std. XI

1. Principles of physical fitness.
2. Obesity & Management of Obesity
3. Effects of exercise on human body.
4. Prevention and first-aid for common sports injuries-sprain and strain.
5. Personality Development through sports.
6. Sports personalities.
7. Careers in Sports and physical education.
8. Nutrition of players
9. India in Olympic

Std. XII

Types of activities for fitness

1. Means of fitness development :
 - a) Aerobic activities – jogging, cycling, calisthenics, rhythmic exercises
 - b) Participation in games and sports
 - c) Circuit training
2. Obesity management
3. Bone injuries, joint injuries
4. Aesthetics in sports
5. Sports and culture
6. Sports for international understanding
7. Doping
8. Nutrition
9. Personal course in fitness (Lab Method) level 4- Calculation of fitness index players of the same game playing on different levels (District, State, National, International)

