

Physical EDUCATION

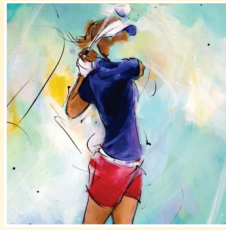
Class XI



CENTRAL BOARD OF SECONDARY EDUCATION

Academic Unit, Shiksha Sadan, 17, Rouse Avenue, New Delhi-110 002





Physical EDUCATION

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Physical Education

Class-XI

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1. Subs. by the Constitution (Forty-Second Amendment) Act, 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)

2. Subs. by the Constitution (Forty-Second Amendment) Act, 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and fourteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण¹ प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
 - (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
 - (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
 - (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
 - (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
 - (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
 - (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
 - (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
 - (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
 - (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।



PREFACE

Physical education refers to Education through physical activities “to achieve all round development of an individual”. And for achieving this aim, the objectives must include -

- physical development
- cognitive development
- social development
- emotional development and
- development of motor skills of the learner.

Physical Education has moved from being an extra-curricular part of school syllabus to being an integral part of the curriculum since UN convention on the rights of the child on May 1st 1989, brought in through article 31 “The child’s right to play”. In India, too, with the focus on “Swasth Bharat”, the primary thrust is on wellness, preventive health care and awareness. This makes it essential that physical fitness issues are addressed at different levels of schooling. With this objective, CBSE has made Physical Education compulsory in its schools to train children for a healthier lifestyle.

A sound Sports Policy must regulate the implementation of school sport consistently for all learners, irrespective of ability, across all schools in an age appropriate way based on the principle of equity. This policy applies to all the schools affiliated to CBSE. Keeping in mind the need for inclusion and the right for each child to good health, there is a chapter on Physical Education and Sports for Children with Special Needs that deals with the meaning and importance of adapted physical education and the role of special educators for Children with Special Needs (CWSN).

As an essential part of education, Physical Education helps the learners acquire skills that improve their performance, sharpen knowledge of strategy and tactics, and helps them to transfer knowledge from one context to another, including sport and recreational and outdoor activities. Participation in Sports and Games builds confidence, teaches the necessary knowledge and skills for working with and relating to others, and provides the learning opportunities to develop skills like qualities of leadership and teamwork skills. This learning is transferred to other learning areas, when, for example, students cooperate and work together in groups in other



subjects in the school setting and in their lives outside of school. As students learn 'in, through, and about' movement, they gain an understanding that movement is integral to human expression and can enhance their lives. By demonstrating the benefits of an active life style, they encourage others to participate in sports, dance, exercise, recreation, and adventure pursuits.

Physical Education provides a solid foundation for preparing our citizens to live healthy life by involving in active lifestyle and also helps to prepare a base of a pyramid where excellence is at the top. It provides a pathway into the many careers that involve working with people, such as education, health, justice, and the social services.

As a subject of study, this textbook of Physical Education highlights a holistic understanding of health, focussing on the importance of exercise, games and sports, nutrition and the environment. This book also discusses the psycho-social and mental health related issues of not just sportspersons, but also children at large and collective responsibilities for healthy community living.

About the Book

The Handbook of Physical Education has a **goal-oriented, activity-based and investigative approach**. Learning Outcomes are laid out before each chapter listing the desired goals the learner must imbibe in each lesson. Learning Outcomes are assessment standards indicating the expected levels of learning that children should achieve for that Lesson. These outcomes can be used as check points to assess learning and would help teachers to understand the learning levels of children in their respective classes individually as well as collectively.

Holistic Learning refers not only to an all-round development of the learner, but also to a cross-curricular approach. It also means learning must be related to life. The **Discussion section** that precedes each chapter encourages the learner to examine existing knowledge and to relate what he is learning to his/her life. The learning thereby becomes more meaningful to the child.

Physical education engages and energises students. It provides authentic contexts in which to learn. Given the **multidisciplinary nature of this subject**, cross references have also been integrated into the curriculum. There is a chapter on Anatomy and Physiology and on Psychology. Students challenge themselves to develop their physical and interpersonal skills.





The approach towards learning is **Experiential or learning through experience**. This is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. Experiential learning entails a hands-on approach to learning that moves away from just the teacher at the front of the room imparting and transferring their knowledge to students. It makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning. **Extension Activities** are an integral part of the Book and students learn as they research, conduct surveys, debate, discuss, write and draw cartoons and design posters. They experience movement and understand the role that it plays in their lives. Additional information has been given in a box in the **Do You Know** Section which provides some input, thereby encouraging students to research and acquire additional information.





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UNIT
1

CHANGING TRENDS AND CAREERS IN PHYSICAL EDUCATION



Content

Concept, Aims & Objectives of Physical Education

Development of Physical Education in India - Post Independence

Changing Trends in Sports- playing surface, wearable gears and sports equipment, technological advancements

Career Options in Physical Education

Khelo-India and Fit-India Program





Learning Outcomes

At the end of this unit, you will be able to:

- ◆ Recognize the concept of Physical Education
- ◆ Identify the aims and objectives of Physical Education
- ◆ Explore historical aspect of Physical Education in India
- ◆ Recognize various changing trends in sports
- ◆ Explore different career options in the field of Physical Education
- ◆ Understand Khelo India and Fit- India Programme



Discussion

Read the newspaper clipping given below

CBSE Makes Physical Education Compulsory in Schools

New Delhi: Central Board of Secondary Education (CBSE) has introduced a streamlined and well- designed Health and Physical Education Programme to mainstream health and physical education in schools especially for students of classes 9 to 12. This Programme will be introduced from next session and will be compulsory for all affiliated schools of the Board.

“CBSE has decided to mainstream Health and Physical Education for classes IX to XII with the aim of holistic development of the child, leading to a well-balanced individual in all walks of life,” said a statement from the board.

“The aim of mainstreaming Health and Physical Education is also to enable the students to attain an optimum state of health. Therefore, CBSE aims to provide a focussed curriculum for Health and Physical Education imbued with Life Skills in all its affiliated schools,” the statement added.

Keeping this in view, CBSE has asked schools that while preparing timetable for session 2018-19, one period every day may be reserved for Health and Physical Education especially for class 9 to 12 from session 2018-19 onwards.

Discuss in your group

- ◆ What do you think CBSE’s Health and Physical Education Programme includes?
- ◆ Why has CBSE decided to make Health and Physical Education Programme compulsory for schools?
- ◆ Do you think school students are in need of such a Programme? Why/ Why not?
- ◆ Why is the Programme aimed especially for class 9 to 12?
- ◆ If you were to design the Programme, what features would it include? Why?

Present your ideas to the class.

1.1 MEANING OF PHYSICAL EDUCATION

If a survey was to be conducted and individuals asked what they understood when they heard the term Physical Education, the response could possibly be that physical education is knowledge related to sports activity, sports education, sports coaching, health education, education about yoga or anything related to individual fitness.





But is this really Physical Education? Not totally. Physical Education is all of the above and something more. While the above-mentioned activities are associated with Physical Education, they are not all that Physical Education is about. In an essence Physical Education uses physical activity or movement to bring about positive changes in the physical, mental, and emotional make-up of an individual. It is a broad field of education which deals with the relationship between physical wellbeing and movement and other domains of education.

Physical Education is a combination of two separate words, physical and education. The first word is physical which means related to body or related to any one or all of the bodily characteristics, that include physical strength, physical endurance, physical fitness, physical appearance and physical health. And, the second word is education which means preparation for life or systematic instruction and training.

When we look at the combined meaning of these two words, we can understand that physical education is a systematic training of an individual by using his/her own body to achieve the objectives of developing and maintaining the body, developing motor skills and physical abilities, making a habit of living a healthy lifestyle and developing the ability to control emotions for a fuller living.

In the modern context, Physical Education lays a strong emphasis on achieving overall fitness and wellbeing rather than only physical fitness through body movement. In fact, Physical Education is now called movement education. It indicates how the body moves to develop efficient motor activity.

Movement is basically governed by mechanical principles. A person must know the forces that act on the body in movement so that the movement is meaningful. Movement is affected by diverse factors such as physical fitness, emotional aspects pertaining to fear and anxiety and, even, atmospheric changes.

Movement is integral to all human beings. It includes both locomotor movement skills, such as running, jumping etc., which are necessary movements, and non-locomotor movements like twisting, turning etc. Movement is also a means of communication. In movement education, individuals have the freedom of self-exploration and are encouraged to find their own solutions to problems involving movements. They choose methods that are best suited to their abilities and perform movements that they desire. In movement education classes, students are given the freedom to follow their own methods of movement.

It is, therefore, essential the curriculum followed in the Physical Education Programme focuses on the overall fitness of a human being which is the need of today's youth and of the country as well, educating individuals to value their overall fitness by suggesting to them how can they improve and assess it.



Do you know?

There are two types of movements Locomotor and Non- locomotor.

- Movement such as walking, running, hopping, leaping, skipping, galloping are examples of locomotor movements.
- Movements such as stretching, twisting, turning, pushing, pulling and swinging are non-locomotor movements.

1.1.2 DEFINITION OF PHYSICAL EDUCATION

Physical Education is more than sports education. Let us see how some eminent scholars have defined Physical Education.

Physical Education is the sum of those experiences which come to the individual through movement.
-Delbert Oberteuffer

Physical Education is an integral part of the total educational process. It is a field of endeavour that has as its aim the improvement of human performance through the medium of physical activities that have been selected with a view to realizing this outcome.-
Charles A. Bucher

Physical Education is the sum of man's physical activities selected as to kind, and conducted as to outcomes.
-Jesse Feiring Williams

Physical Education is that phase of the whole field of education that deals with the big muscle activities and their related responses.
-Jay B. Nash

To sum up, Physical Education is a process of education which aims at the holistic development of an individual by using physical activity or body movement.

So, in a broader context, Physical Education may be defined as a teaching-learning process where physical activities are used as medium of instruction, and these physical activities are redesigned in such a manner as to improve physical fitness, motor skills, knowledge, sportsmanship, emotional stability and healthy behaviour.

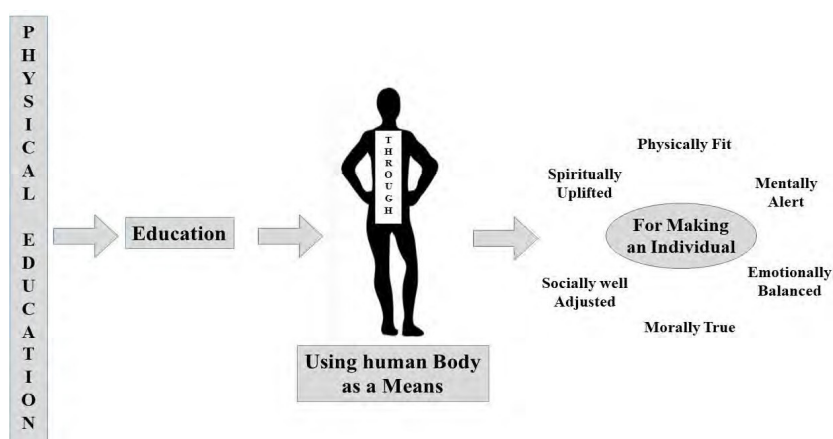


Figure: An illustration of Physical Education





1.1.3 AIM AND OBJECTIVES OF PHYSICAL EDUCATION

Physical Education is “education through movement”. It aims to maximize our physical ability, leading us to be healthy, knowledgeable, skilful, creative, productive and influential in all walks of life. Thus, the aim of Physical Education is the optimal and wholesome development of the individual for complete living, as well as optimum performance in sports competitions. According to National Plan of Physical Education and Recreation, “The aim of Physical Education must be to make every child physically, mentally and emotionally fit and also to develop in him such personal and social qualities as will help him to live happily with others and build him up as a good citizen.”

Do you know?

From April 2019, CBSE has made Health and Physical Education period compulsory for Classes 1st to 8th on an everyday basis.

Aim

Optimum and wholesome development of individual for complete living, as well as optimum performance in sports competitions.



Objectives

Value Physical Education
Develop Interest in the Discipline
Achieve Optimum Physical Fitness & Health
Awareness of Movement
Organic Development
Neuro-muscular Co-ordination
Emotional Development
Social Development
Develop Motor Skills
Enjoyment and Satisfaction
Development of Evaluative Skills
Interpretive Development
Moral & Character Building
Remedial Values
Optimum Sports Performance
Effective Citizenship

Extension Activity

Take part in any form of physical activity for one week (the activity can be any sports, simple jogging/walking, recreational activity, adventure sports etc.). After a week fill the table given below.

- Name of the Activity.
- What motivated you to choose this activity?
- How do you feel after participating in this activity?
- Would you like to continue participation in this activity?
- If your response to the above question is ‘Yes’ or ‘No’ give a plausible reason.



Objectives

1. **Value of Physical Education:** The chief objective of Physical Education is to make individuals aware of and appreciate the value of Physical Education and its contribution to a healthy and active lifestyle.
2. **Develop interest in the discipline:** The focus of a well-designed Physical Education plan should be to encourage a high level of interest and personal engagement in Physical Education showing initiative, enthusiasm and commitment towards the same.
3. **Achieve Optimum Physical Fitness and Health:** Physical Education Programmes should aim to develop an individual's physical fitness and to make her/him work to her/his optimal level of physical capacity. It also aims to develop healthy habits of sleep, exercise, food etc. for optimum health.
4. **Awareness of Movement:** The Physical Education Programme should make the individual realise that movement is a creative medium for communication, expression and aesthetic appreciation. Proficiency in fundamental movement skills through Physical Education supports the development of more specific skills such as dance.
5. **Development of Organ Systems:** The objective of Physical Education Programme is to develop all organ systems such as respiratory system, circulatory system, digestive system, nervous system, and muscular system. This leads to increased physical efficiency and capacity.
6. **Neuro-muscular Co-ordination:** The Physical Education Programme should be planned in such a manner that it helps in maintaining a better relationship between the nervous system and the muscular system. This helps in developing control and balance among different body parts.

Do you know?

According to National Planning of Physical Education and Recreation, the 'aim of Physical Education must be to make every child physically, mentally and emotionally fit and also to develop in him such personal and social qualities as will help him to live happily with others and build him up a good citizen'.

7. **Emotional Development:** Competitions are an indispensable part of sports and games and are marked by success and failure. Physical Education helps develop emotional stability and teaches acceptance of success and failure gracefully. These qualities are helpful throughout one's lifetime. Different situations occur on the sports field whereby individuals learn to control emotions such as anger, pleasure, jealousy, fear, loneliness etc. This makes them emotionally balanced.





8. **Social Development:** Physical Education leads to social development as it provides the individual ample opportunities for social contact and group living which help her/him to adjust in different situations and build relationships. Qualities like cooperation, obedience, fair play, sacrifice, loyalty, sportsmanship, self-confidence are developed. Development of these traits help the individual to become a good human being and also results in a healthy society.
9. **Develop Motor Skills:** The Physical Education Programme helps the individual develop the motor skills necessary for successful participation in different sports and a variety of other physical activities.
10. **Enjoyment and Satisfaction:** A Physical Education Programme provides enjoyment and satisfaction through physical activity.
11. **Development of Evaluative Skills:** A well-designed Physical Education Programme helps participants to show knowledge and understanding of a variety of physical activities and to evaluate their own and others' performances.
12. **Interpretive Development:** Physical Education helps develop interpretive ability amongst the individuals where they can critically reflect upon physical activity in both their local and intercultural context.
13. **Character Building:** A well-structured Physical Education Programme should be based on desirable life outcomes like building character traits such as morality, self-esteem, self-efficacy and resilience, including lowering levels of stress, experiencing positive growth, boosting academic achievement, being willing to set challenging life goals, and pro-social behaviour.
14. **Remedial Values:** Physical Education Programme teaches safety habits where one can learn about corrective exercises which will lead to safety habits amongst individuals.
15. **Optimum Sports Performance:** Physical Education brings an individual to optimum sports performance level.
16. **Effective Citizenship:** At last but not the least, the Physical Education Programme prepares an effective citizen who serves the country in better manner.

I. **Tick the correct option.**

1. In Jesse Feiring Williams's definition of Physical Education, "Physical Education is the sum of man's physical activities selected as to kind, and conducted as to outcomes," the phrase 'activities selected as to kind' refers to activities that are
 - i. based on desired outcomes
 - ii. based on physical activities



- iii. based on expected outcomes
 - iv. based on planned outcomes
2. Physical Education uses the body as a means to exhibit our feelings which develop the quality of
 - i. expression
 - ii. creativity
 - iii. emotional stability
 - iv. Intellectuality
 3. Amongst the following which one is the key process in Physical Education?
 - i. Evaluating performance
 - ii. Checking competency
 - iii. Making efforts
 - iv. Developing skills
- II. Answer the following questions briefly.
1. Define Physical Education.
 2. How Physical Education develop neuro-muscular coordination?
 3. How can Physical Education contribute in moral and character building?
- III. Answer the following questions in 150-200words.
1. How does Physical Education contribute to an individual's development?
 2. What is the modern concept of Physical Education?
 3. Charles A. Bucher defined Physical Education as "Physical Education is an integral part of the total educational process. It is a field of endeavour that has as its aim the improvement of human performance through the medium of physical activities that have been selected with a view to realizing this outcome". Elucidate this definition, and give examples how it would be interpreted in practice.
 4. What are the objectives of Physical Education?

1.2 DEVELOPMENT OF PHYSICAL EDUCATION IN INDIA - POST INDEPENDENCE

India progressed in all aspects after getting independence in 1947. In the field of Physical education numerous schemes were introduced by Government of India.





In 1948, Government of India was setup Central Government Physical Education Committee also known as Tara Chand Committee which recommends Central Institute of Physical Education and Recreation and improvement of standards of games and sports in India.

In 1950 Central Advisory Board of Physical Education was setup with a purpose to advise the government regarding physical education issues. One of the important objective of the board was to introduce Physical Education Subject as Compulsory subject at elementary , middle and senior secondary level. To promote indigenous physical activities, Central Advisory Board of Physical Education prepared National Plan of Physical Education and Recreation in 1956.

First Asian Games were held in 1951 at New Delhi which motivate Indian youth to participate in games and sports at International level.

Then health minister of India Rajkumari Amrit Kaur introduce Coaching Scheme for games and sports in 1953. The purpose of the scheme to streamline coaching program in Indian, since there are no professional coaching program running that time. As a result, National Institute of Sports (NIS) was setup in 1961 at Moti Bagh, Patiala, Punjab to produce qualified coaches in different games and sports.

In 1954 All India Council of Sports came into existence with a purpose to liaison between Government and National Sports Federations in order to assistant in financial matters. Under All India Council of Sports, State Sports Council and District Sports Council were established.

After 10 years of Independence in 1957, Minister of Education & Culture, Government of India established First College of Physical Education as Lakshmibai College of Physical Education (LCPE) at Gwalior, Madhya Pradesh. In 1973, Lakshmibai College of Physical Education was renamed to Lakshmibai National College of Physical Education (LNCPE). In 1995, LNCPE got status of "Deemed University" for central government under the name of Lakshmbal National Institute of Physical Education (LNIFE).

In 1958 Ministry of Education, established Sports and Youth Welfare Department to promote Physical Education in India. Ministry of Education sponsored National Physical Efficiency Drive to evaluate the physical fitness status of peoples in India in 1959.

National Fitness Corps was established in 1965 with object to make youth physically strong. In 1970-71 Rural Sports tournament scheme was introduced by the government with purpose to involve rural youth and spot natural talent in different sports. Sports Talent Search Scheme was launched to promote sportspersons of state and National level in 1970-71. To enhance women participation in sports National Sports championship was started in 1975.



In 1982, Asian Games were held in India which give huge boost in infrastructure and facilities related with sports. In 1984 Sports Authority of India (SAI) was established under the Department of Sports to maintain and proper utilization of sports infrastructure which was build for Asian Games. SAI has two objectives one is to promote sports and achieve sports excellence at national and international level.

In 1987, Society for National Institutes of Physical Education and Sports (SNIPES) was merged with Sports Authority of India (SAI) to promote and develop sports awareness among peoples. XIX Commonwealth Games 2010 was conducted in New Delhi. In 2018 CBSE launched Physical Education as Compulsory subject in class IX to XII as mainstreaming Health, Physical Education.

I. **Tick the correct option.**

1. Where Lakshmbal National Institute of Physical Education (LNIPE) is situated?
 - i. New Delhi
 - ii. Patiala
 - iii. Kerela
 - iv. Gwalior
2. Central Government Physical Education Committees was setup in 1948, which is also known as ?
 - a. Tara Chand Committee
 - b. Rajkumari Amrit Kaur Committee
 - c. Simon Committee
 - d. NIS committee
3. SAI Stands for:
 - a. Sports Appointment of India
 - b. Sports Academic of India
 - c. Sports Authority of India
 - d. Sports Accreditation of India

II. **Answer the following questions briefly.**

1. Write down few lines on different committee constituted for the purpose of development of physical Education in India after Independence.
2. Discuss the developmental process of first professional institution of physical education after independence.





III. Answer the following questions in 150-200 words.

1. Explain the Physical Education development in India after Independence.

1.3 Changing Trends in Sports- playing surface, wearable gears and sports equipment, technological advancements

1.3.1 Playing surfaces

Wider variety of playing surfaces is used for physical activity, exercise and sports. Nature of the sport, geographic location, climate, infrastructure etc. are a few of the factors which influence the nature of field utilized for playing. Grass and clay courts are highly favoured for outdoor sports due to natural availability of this play area in most of the parts of the world, but now synthetic playing surfaces are being widely used for field and court sports, artificial turf surfaces are commonly used as an alternative to natural grass and clay courts due to ease of maintenance and better sustainability under hard weather conditions like rain. Due to geographic or climatic conditions outdoor sports may not be possible throughout the year, so indoor sports facilities are also common in various parts of the world. Indoor courts and play fields mostly have artificial surfaces ranging from wooden surfaces, synthetic surfaces like rubberized or acrylic surfaces are popular.

I. Outdoor Sports

1. Athletic Jogging Track

- i. **Clay & Cinder:** These natural running outdoor tracks use a combination of fine ash, carbon and rock. The composition results in a softer surface, making them comfortable to run and jog. With the advantages, the challenge with clay and cinder track is to maintain an even surface during rain, wind etc.
- ii. **Synthetic:** The synthetic surface comprises rubber particles bound with latex or polyurethane. It also uses an asphalt or concrete base. It is common to add layers and integrate different textures in a synthetic rubber track. In modern sports, most of the running tracks use synthetic rubber for optimal traction and ideal running performance.

2. Turf

- i. **Grass and Clay:** Grass is another natural running track similar to the clay turfs discussed above. This is a soft surface which makes it easier to run because it puts less pressure on your foot. It is also low-impact, reducing the risk of injuries from overuse. Like clay and



cinder surface, grass surface is also tough to maintain and requires high amount of care.

ii. **Synthetic Sports Flooring**

- a. **Polygrass** : This is a synthetic sports playing surface especially used as an alternative to grass with similar looks but is a playing surface that is easy to maintain. Games like Football have officially approved polygrass for competitions. Polygrass is also popular for multi-utility sports at institutions and residential areas due to its durability and low maintenance.
- b. **Astroturf**: is another synthetic sports flooring especially popular for sports like hockey. Major advantage of polygrass is that the surface is even, with less friction, due to which the ball moves faster on the astroturf and movements become swifter.
- iii. **MUGA (Multi Utility Games Area)**: Kindergarten playgrounds, recreational areas, fitness and outdoor gym floorings are common in modern urban systems and at places where natural grass or clay surfaces are not possible to maintain. Modern multi utility games area (MUGA) are made of synthetic rubber, and thus have greater shock absorbency. This makes them highly safe for a wide range of activities.

II. **Indoor Sports**

1. **Courts**: Indoor courts are very popular for sports like badminton, basketball, handball, as they can be played around the year without restrictions of weather and climate. The indoor courts mostly have a synthetic or wooden surface. Sports like badminton are also played on synthetic mats laid on wooden floors.
 - i. Wooden courts
 - ii. Synthetic courts
2. **MUGA**: As discussed for outdoor sports, multi-utility games arena (MUGA) are popular at indoor sports facilities where multiple activities can be planned and organised. The rubberised surface is easy to maintain and is durable and safe.

1.3.2. Wearable Gears and Sports Equipment

With the change in technology and development of sports sciences, equipment used in sports has undergone modifications in material, shape, size and weight. Along with change in sports equipment, various wearable gears and devices in sports





virtually touch every aspect of an athlete's preparation for sports participation. The modifications in sports equipment and introduction of modern wearable gears help athletes improve performance, prevent injury, help officials deliver correct and fast judgments and, surely with media coverage of athletes, the wearable equipment provide improved aesthetics. Lets discuss them according to their purpose:

1. **Safety** : Change in quality of sports helmets make them lighter and stronger to take the impact of ball. Gloves and guards are also made of modern materials to give extra protections to the players.
2. **Performance**: With the change in design, new attire, like modern swimsuits, are used to counter friction and improve performance. The designs of boots and footwear are aerodynamically designed to improve movement efficiency of athletes.
3. **Monitoring & Judgement**: Wearable gears like GPS and other devices to measure body chemistry and physiological status are of great advantage for athletes and coaches to monitor the performance of athletes and help take remedial actions.
4. **Aesthetics**: Activity wears and trendy athletic clothing and apparel used by top athletes as well as exercise or fitness enthusiasts. Top class athletes do adopt trendy wear due to media coverage and sports marketing playing an important role in sports promotion and sponsorships. Even fitness enthusiasts prefer aesthetically designed activity wear and fitness gear, as it gives them self-confidence and promotes image-boosting.

1.3.3. Technology in sports

In modern life, technology is a great tool in making life easy and comfortable. Technological advances have greatly affected sports science and other areas of life. As the market for the sports industry has expanded, alongside its growing popularity, demand for technological study has increased. Today no sports or athletics is untouched with the engagement and integration of technology, either for officiating, performance analysis or for safety and mechanical analysis. Let's try to understand the importance of technology in sports.

1. **Officiating technology**
 - LED lights are used in various sports like cricket where they help officials to identify and take correct decisions. In cricket, LED lights are used in stumps to decide on the status of the ball hitting the stumps.
 - Infra-red technology is used to help officials take decisions in various sports, 'Hot spot' is a infra-red imaging system which lets umpires and commentators see if the bat has struck the ball.





- Video technology is used in various sports like cricket, football, basketball etc wherein replays or recordings in slow motion are used to take decisions. VAR is a popular video technology used in football by the referees to take decisions during the match.
 - Laser technology is used in various games for detection of a foul and for eliminating subjective judgement of movements. 3-D laser technology is used in gymnastics for scoring of gymnasts and laser technology is also used in long and triple jump take-off boards to identify foul jumps.
2. **Protective equipment** : Technologically advanced materials to produce safer and more comfortable protective gear which enable sportspersons to play at their peak without compromising their safety, like helmets for cricketers.
 3. **Timing system**: GATES, laser or touch sensors can be used to provide the most precise race time possible. These timing systems also provide incredibly exact measurement down to the thousandth of a second, which eliminates rounding errors.
 4. **Location Tracking System** : Global Positioning System technology is being used in training and in competitive sport, including in preparation exercises as well as during play. By using Tracking System devices, teams can track the movement of players at the pitch and collect large amounts of data about their performance. The system is also now introduced in sports stadium to manage spectators and crowds during mega sports events.
 5. **Biomechanical and Movement analysis software** : These are integrated with video recording or live video of sports performance and exercise movements to evaluate the quality of movement and analyse deviations of an athlete's movements with the help of scientific evidence. Sensors are also attached to sports equipment like bats, balls, rackets, footwear etc. to evaluate metrics such as swing speed, power, directionality, force etc. Force platforms or force plates are also used to measure the ground reaction forces generated by an athlete body standing on or moving across them to improve technique and errors.

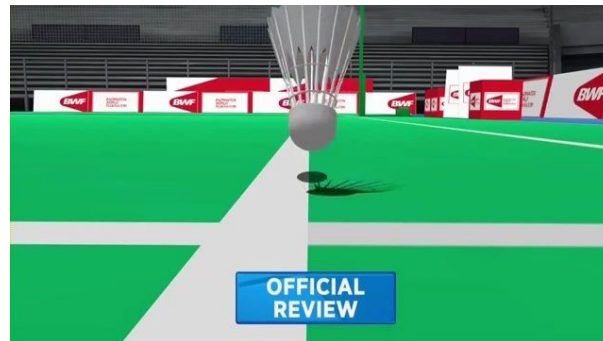
I. **Tick the correct option.**

1. Which of the following is a natural playing surface?
 - a. Cinder
 - b. Astro turf
 - c. Polygrass
 - d. Wood





2. In which of the sports is LED lights technology used?
 - a. Tennis
 - b. Cricket
 - c. Badminton
 - d. Football
3. Which technology is used in following picture?



- a. VAR
 - b. GATE
 - c. Senso-meter
 - d. GPS
- II. Answer the following questions briefly.
1. Briefly explain different technologies used during officiating in Sports.
 2. What do you think Wearable Gears and Sports Equipment
 3. What are advantages of using technology in sports ?
- III. Answer the following questions in 150-200words.
1. Classify various playing surfaces in sports ?

1.4 VARIOUS ACADEMIC COURSES IN PHYSICAL EDUCATION

Physical Education is a fast-growing discipline in India. To educate individuals in the field of Physical Education numerous courses are offered by different educational institutions.

The National Council of Teacher Education (NCTE) has recognised the courses which prepare teachers of Physical Education for school system in India. NCTE recognises only three courses for Physical Education Teachers.

1. Diploma in Physical Education (D.P.Ed.): This course prepares Physical Education Teachers for the elementary stage of school education i.e. for Classes I to VIII.



2. Bachelor of Physical Education (B.P.Ed): This course is designed for preparing teachers of Physical Education for teaching theory papers in Classes VI to X and conducting Physical Education and Sports Activities for Classes XI-XII.
3. Master of Physical Education (M.P.Ed.): It is meant for preparing Physical Education Teachers for Senior Secondary classes (i.e. XI-XII) as well as Assistant Professors/ Directors/ Sports Officers in Colleges/Universities and Teacher Educators in Colleges of Physical Education and University Departments of Physical Education.

In addition, research-oriented courses such as Master of Philosophy (M.Phil.), Doctorate of Philosophy (Ph.D.) and Post Doctorate Fellowship (P.D.F.) Programmes are also offered in Physical Education.

Apart from this, different educational institutions in India offer various courses in Physical Education (recognised by University Grands Commission, New Delhi or by the Institutions themselves). A few of these courses are listed below:

Post Graduate Diploma Level Courses

- Post Graduate Diploma in Adventure Sports Administration
- Post Graduate Diploma in Disability Sports
- Post Graduate Diploma in Fitness Management
- Post Graduate Diploma in Sports Coaching
- Post Graduate Diploma in Sports Journalism
- Post Graduate Diploma in Sports Management
- Post Graduate Diploma in Sports Nutrition
- Post Graduate Diploma in Yoga Education

Bachelor Level Course

- Bachelor of Arts (Programme) Sports & Performance
- Bachelor of Physical Education & Sports
- Bachelor of Physical Education (Four Year Course after 12th)
- Bachelor of Science Exercise Physiology
- Bachelor of Science in Physical Education
- Bachelor of Science in Physical Education, Health Education and Sports Sciences
- Master Level Courses





- M.B.A. in Sports Management
- M.Tech. in Sports Technology
- Master of Arts in Physical Education
- Master of Arts in Sport and Exercise Psychology
- Master of Arts in Yoga
- Master of Journalism and Mass Communication (Specialization - Sports Journalism)
- Master of Physical Education and Sports
- Master of Science in Exercise Physiology and Nutrition
- Master of Science in Physical Education
- Master of Science in Sports Biomechanics and Kinesiology
- Master of Science in Sports Coaching
- Master of Science in Sports Psychology and Sociology
- Master of Science in Yoga

1.4.2 CAREER OPTIONS IN PHYSICAL EDUCATION

When an individual graduates with a professional degree in Physical Education, the most obvious career option for her/him is to work as a Physical Education Teacher (PET) at an elementary, middle, secondary or senior secondary level school. While it is true that students who study or graduate with any professional degree in Physical Education do choose this career option, it is not only career option they have.

Physical Education is emerging as a fast-growing discipline and this is reflected by the various courses offered by educational institutions situated in India. Courses from sports coaching to sports journalism have emerged as favoured career options due to growing demand in this field.

Thus, Physical Education Programmes prepare their students for careers in both, school and non-school, settings. Graduates of Physical Education have the option to work for schools, colleges, universities, sports clubs, fitness industry, health providers and many more.





Extension Activity

Visit any search engine on internet and fill the information in table.

Course	Name of Institution	Duration of Course	Eligibility Criteria for Admission	Career Options of the Course
D.P.Ed.				
B.P.Ed.				
M.P.Ed.				
MBA in Sports Management				

A few career options are listed below:

Physical Education Teacher: After competing D.P.Ed., B.P.Ed. or M.P.Ed., one can be appointed as PET in a school or college.

Health Education Teacher: There is one paper in the Programme of Physical Education which is completely devoted to health education. After completion of the course one can work as a Health Education teacher.

Sports Coordinator: Skills such as organizing and directing all aspects of assigned recreational sports Programmes, including coaching and teaching responsibilities, and planning team activities are taught in Physical Education courses, so one can effectively work as a sports coordinator.

Do you know?

In 1920, Harry Crowe Buck of Pennsylvania, United States, established YMCA College of Physical Education at Chennai, Tamil Nadu. This is the first Physical Education college in Asia.

Professional Coach: After a Diploma in Sports Coaching, one can be appointed as a professional coach of a team or for individuals/athletes requiring a personal coach/trainer.

Outdoor and Adventure Sports Educators: A person with a degree in any Physical Education course and interest in outdoor and adventure sports can educate others in the field.

Sports Administrator: Supervision and Administrative skills are also taught in Physical Education courses. This enables the individual to work as a sports administrator.

Provider of Recreational Services: One can run a recreational club where recreational services such as Dodge ball, Bean bags, Bob ball, etc. may be provided.





One could set up an Amusement Park for provision of adventure sports such as river crossing, rappelling, etc.

Event Manager of a Sports Club: An individual who has graduated with MBA in Sports Management can offer his/her services as an event manager at any sports club.

Health and Fitness Club Manager: One can be appointed as health and fitness club manager after having a professional degree in Physical Education as well as an interest in the field.

Sports Clothing & Equipment Designer: If one has zeal and interest in fashion designing then she/he can work as a sports clothing and equipment designer.

Dietician and Nutritionist: After graduating with any Physical Education degree, an individual can choose the profession of a dietician and nutritionist also.

Sports Goods Marketing: Sales and Marketing of sports goods is a fast-growing industry and one can choose this line after graduating in Physical Education.

Yoga Trainer: Yoga has become popular both nationally and internationally, so one who is trained in yoga can provide her/his services to instruct groups/individuals through various levels and types of yoga.

Fitness Trainer: One can work as a fitness trainer after completing any course in Physical Education.

Physical Therapist: One can also work as a physical therapist after doing any physical education Programme.

Sports Journalist: Some institutes offer a sports journalism course, so those who have graduated in this course can work as sports journalists.

Adapted Physical Education Teacher: This dimension of physical education has gained much importance in today's society, because we have come to realise the right of each and every individual on this planet to live his/her life to the fullest. In this domain, a special curriculum is designed to train individuals for taking care of the physical education needs of persons with disability.

Thus, if you have a degree in Physical Education, you have to just think about your interest and choose a career option that suits your interest.





I. **Tick the correct options**

1. After completing M.P.Ed. you can teach Classes
 - i. I toVIII
 - ii. I toV
 - iii. VI toVIII
 - iv. XI toXII
2. Which course of Physical Education is not recognised by NCTE?
 - i. D.P.Ed.
 - ii. B.P.Ed.
 - iii. M.P.Ed.
 - iv. B.P.E.S

II. **Answer the following questions briefly.**

1. What is the full form of NCTE?
2. Apart from a professional degree in Physical Education, what other key skills are required for opting for a career other than teaching?

III. **Answer the following questions in 150-200words.**

1. Explain different kinds of Physical Education academic courses available in India?
2. What are the career options an individual has after completion of professional course in Physical Education?

Art Integration - ROLE PLAY

Working in groups, conduct an interview for any one of the above-mentioned jobs. You will play the roles of

- Three/Four panelists who interview the candidate to determine how suitable the candidate is for a particular role.
- Two/three candidates.

As the interviewers you must try to assess the candidate's suitability and assess how the candidate (if selected) may react in difficult/problem situations. The situation will often involve some sort of controversy or conflict or dissatisfaction on the opposition's part, and require negotiating and reasoning as well as customer service skills from the interviewee. You will prepare a set of questions related to the candidate's





- educational qualifications
- previous work experience
- suitability to the position in hand.

As the candidate(s), you will prepare a portfolio related to your

- educational qualifications
- previous work experience
- suitability to the position in hand.

You must be prepared with methods of dealing with problem situations.

The other groups will watch and take notes/assess the group performing the Roleplay.

1.5 KHELO INDIA

The Khelo India Programme has been introduced to revive the sports culture in India at the grassroots level by building a strong framework for all sports played in our country and to establish India as a great sporting nation.

Participation in sports is an extremely important component for development of any nation. When we see India's performance in International sports events, it is found that India is making a steady progress and this is happening when only 5% of our total population participates in sports and games. If this percentage of participation is enhanced, then results could be different. Thus, to inspire young talent and to provide them with world-class infrastructure and training facilities, "Khelo India National Programme for Development of Sports" was launched by the Ministry of Youth Affairs and Sports, Govt. of India in the financial year 2017-2018.

Do you know?

The Khelo India Programme was approved in the Cabinet meeting of the Department of Sports, Ministry of Youth Affairs and Sports, Govt. of India, held on 20th September, 2017.

The budget allocation for the Khelo India Programme is Rs. 1,756 Crore for the period of 2017-18 to 2019-20.

The intention is to achieve the two main objectives which are mass participation and promotion of excellence in sports in the country.



1.5.1 VISION OF KHELO INDIA

The vision of the Government of India behind launching the Khelo India Programme is to further sports culture in India, especially at the grassroots level as well as achieve sporting excellence in the country.

1.5.2 MISSION

The mission of the Khelo India Programme is “to encourage sports for all thus allowing the population across gender and all age groups to harness the power of sports through its cross- cutting influence, namely, holistic development of children and youth, community development, social integration, gender equality, healthy lifestyle, national pride and economic opportunities related to sports development.”

In short, the aim of Khelo India Programme is to provide a platform to each and every citizen of India, despite their individual differences of age and gender, to participate in sports and channelize their sporting skills which ultimately leads to an all-round development of every child and youth. This will lead to community development, social integration and gender equality. It will inculcate a healthy lifestyle, bring laurels to country and provide economic opportunities.



1.5.4 AIM AND OBJECTIVES OF THE PROGRAMM

The Khelo India Programme aims at developing a sporting culture in the country, identifying talent from the grassroots, and grooming them for international success.

The intention of Khelo India Programme is to build a strong framework for each and every sport played in the country and to make India into a strong sporting nation arena. To achieve this Khelo India Programme has outlined twelve verticals namely





- Play Field Development
- Community Coaching Development,
- State Level Khelo India Centres
- Annual Sports Competitions
- Talent Search and Development
- Utilization and Creation/Upgradation of Sports Infrastructure
- Support to National/Regional/State Sports Academies
- Physical fitness of school children
- Sports for Women
- Promotion of sports amongst people with disabilities
- Sports for peace and development
- Promotion of rural and indigenous/tribal games.



1. **Play Field Development:** One-time funding of up to 50 Lakhs will be provided to States/UTs for developing, managing, equipping and maintaining playing field and sports infrastructure development and open spaces for public use by the Ministry of Youth Affairs and Sports, Government of India.



- ◆ NPFAl has been registered as a Society under Societies Registration Act, 1860 in February, 2009.
- ◆ Development of playgrounds in all gram panchayats can be taken up in convergence with the scheme of Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) and any other scheme(s) of the State Government/Central Government.

Implementing Agency: Financial assistance will be provided by the Department of Sports.

2. **Community Coaching Development:** In this vertical, community coaches will be provided and coaching infrastructure developed across the country, based on a cascading model. A short-term Programme will be evolved for 'community coaching development'. From among the pool of existing Physical Education Teachers (PETs), about 2000 will be identified and will be trained as master trainers each year. They will in turn train other PETs/Volunteers as community coaches and develop teams at community level. Further, a system will be evolved for induction and utilization of community coaches.

Implementing Agency: Laxmibai National Institute of Physical Education (LNIPE) and institutes of Sports Authority of India (SAI), are assigned for developing content and other protocols as well as conduct trainings for Master Trainers.

3. **State Level Khelo India Centres:** To utilize all available resources of sports such as unemployed trained coaches, other support staff, equipment, playing fields etc. a Memorandum of Understanding (MoU) will be signed between Sports Authority of India (SAI) and States/UTs and support will be provided to States/UTs to run centres where, as per SAI, day boarding schemes and training will be provided. Further, online sports coaching and education will be provided through Khel Pathshalas.

Implementing Agency: SAI will be the implementing agency.

4. **Annual Sports Competitions:** Khelo India will be the basic platform to showcase sporting skills and accordingly become a platform for talent spotting and providing development pathways for gifted and talented children to achieve excellence. The Central Government will organize National level competitions, i.e., Khelo India National School Games and Khelo India National University Games.





Do you know?

In the First Khelo India Youth Games 2018, Haryana with 102 medals (38 golds, 26 silvers and 38 bronzes) was on top of the medal tally, followed by Maharashtra (111 medals including 36 golds) and Delhi (94 medals including 25 golds).

On February 27, 2019, PM Narendra Modi launched the Khelo India App at the Youth Indian Parliament in Vigyan Bhawan, New Delhi to promote sports and fitness.

Implementing Agency: Technically, conducting of the competitions will be done by the participating National Sports

Federations in collaboration with the SGFI or the AIU/University Sports Board or their sports body, as the case may be. Providing financial assistance and overall monitoring of all aspects relating to the conduct of competitions will be the responsibility of the Department of Sports.

Ministry of Youth Affairs & Sports (MYAS) will simultaneously make efforts to supplement the project 'State Level Khelo India Centres' from Corporate Social Responsibility (CSR) funding through Central Public Sector Enterprises (CPSEs) and Corporate Houses to ensure sustainable funding of recurring costs of these centres.



5. **Talent Identification and Development:** Under this scheme players from 16 priority sports are selected at various levels of participation. For selection of talented players, a High-Powered Committee is constituted by SAI. All selected players under this scheme are given the chance to join SAI, National Sports Academies or other top academies in the country along with annual financial assistance of Rs. 5 Lakhs for 8 years based on their performance.

Implementing Agency: Department of Sports through SAI and State Governments will provide financial assistance as well as overall guidance, supervision and monitoring.



6. **Utilisation and Creation/Upgradation of Sports Infrastructure:** Majority of the schools, colleges and even Universities in the country lack proper playgrounds as well as sporting infrastructure. Efforts will be made to utilize the existing available sports infrastructure all over the country especially those under the control of Central Government/State Governments.

This includes the following two agencies

- i. **University Centre of Excellence Programme:** Under this component, grants-in-aid will be provided for infrastructure, equipment, gym equipment, recovery equipment, coach deployment, training for coaches, team development, training camps for teams, opening of extension centres and University Sports Centres, league development, sports science back-up, etc. to identified Universities. Ministry of Human Resource Development shall ensure that Ministry of Youth Affairs & Sports is included in the University Grants Commission (UGC) Steering Committee for Sports in Universities.
- ii. **Creation of Appropriate Sports Infrastructure:** Under this component, grants-in-aid will be provided to States/UTs, SAI etc. to develop critical sports infrastructure and other infrastructure where there are gaps.

Implementing Agency: The Department of Sports will provide funding while execution of the projects will be through MYAS/SAI.

7. **Support to National/ Regional/State Sports Academies:** Throughout the nation, sports academies both public and private are identified for need-based support. Financial aid is also provided to the identified academies for their operation and maintenance.

Implementing agency: The project will be implemented through SAI/States/UTs/Private entities, including eminent sportspersons.

8. **Physical Fitness:** Under Khelo India the component of physical fitness of school going children is given due emphasis. National Level Physical Fitness parameters will be developed for each region. An assessment kit which is easy to administer will be provided to each school to evaluate physical fitness of all students. After assessing the level of fitness across school-going children, a component of enhancing fitness levels of children will also be undertaken. A grading system for schools will be developed to encourage competition among schools to promote fitness.





Implementing agency: The Programme will be implemented through the Lakshmibai National Institute of Physical Education (LNIFE) and Master Trainers trained under the Scheme in association with States/UTs/Schools. Other Institutions of Physical Education will be empaneled throughout the country for effective implementation of the Programme.

9. **Sports for Women:** All the components of the Khelo India Scheme are gender neutral and afford equal opportunities to women for participating in sporting activities and development of sports. In addition, this vertical is specially devoted to holding annual national competitions for women. Emphasis will be laid on such sports disciplines where there is less participation of women so that a greater number of women participate in such sports disciplines.

Implementing Agency: Competitions will be conducted by the participating National Sports Federations through the SAI/States/UTs.



10. **Sports for Peace and Development:** Under this vertical the Government of India provides a special package to J&K for enhancing sports facilities in the State. To ensure optimal utilization of the infrastructure, soft support in terms of coaches, equipment, consumables, technical support, competition etc. will be provided. Efforts will be made to organise village level competitions in



respect of sports disciplines popular in the State of J&K for positive engagement of youth. Similar efforts will also be made in case of other extremism and terrorism affected and disturbed areas.

Implementing agency: The module will be implemented in association with the State Governments through the SAI.



11. **Promotion of Sports Among Persons with Disabilities :** Financial assistance will be provided to States/UTs and SAI for creation of specialist sports infrastructure for persons with special needs. Funds provided under this head will also be used for classification of players, equipment, training and preparation of teams for Paralympic Games and disciplines and competitions.

Implementing agency: This component will be implemented through the SAI/ Paralympic Committee of India (PCI)/States/UTs and other agencies involved in development of Sports among persons with special needs, in association with the beneficiary organisations.

12. **Promotion of Rural and Indigenous/Tribal Games:** In order to showcase and encourage children and youth to take up rural and indigenous/tribal games, annual competitions are organized under the Khelo India Scheme. Thus, we can say that 'Khelo India Programme' is not just about winning medals at the world sporting arena. It is a mass movement initiated by the Indian government to provide every possible support and facility to youth of the country for participation in sports. Under this Programme governments thrive to focus on each and every aspect that will contribute to making sports more popular among the youth of the country. The end result of this initiative will be to make India one of the top sporting nations in the world.





Do you know?

Ministry of Youth Affairs and Sports recognized archery, athletics, badminton, basketball, boxing, football, gymnastics, hockey, judo, kabaddi, kho-kho, shooting, swimming, volleyball, weightlifting, and wrestling as 16 Priority Sports disciplines.

1.5.5 Fit India Movement

FIT India Movement was introduced on 29th August, 2019 by Hon'ble Prime Minister with a objective to launch fitness as integral part of our lives .The Mission of the movement was to bring positive behavioural changes and to adopt physical active healthy lifestyle. Towards achieving this mission, Fit India proposes to undertake various initiatives and conduct events to achieve the following objectives:

- To promote fitness as easy, fun and free
- To spread awareness on fitness and various physical activities that promote fitness through focused campaigns
- To encourage indigenous sports
- To make fitness reach every school, college/university, panchayat/village, etc.
- To create a platform for citizens of India to share information, drive awareness and encourage sharing of personal fitness stories.

I. Tick the correct option.

1. How many verticals are there in Khelo India Programme?
 - i. Ten
 - ii. Eleven
 - iii. Twelve
 - iv. Thirteen
2. The Ministry of Youth Affairs and Sports, Govt. of India launched the Khelo India Programme in
 - i. 2013-2014
 - ii. 2014-2015
 - iii. 2016-2017
 - iv. 2017-2018





3. The maximum duration of 'Long Term Athlete Development Programme' is
 - i. 4 Years
 - ii. 6 Years
 - iii. 8 Years
 - iv. 12 Years
4. The scheme of 'Sports for Peace & Development' is exclusively for the state/UT
 - i. Jammu & Kashmir
 - ii. Delhi and NCR
 - iii. Uttar Pradesh
 - iv. Punjab

II. Answer the following questions briefly.

1. What is Khelo India Programme?
2. What is the philosophy of Khelo India Programme?
3. What is the vision and mission of Khelo India Programme?
4. What is the plan of government under the vertical of 'Promotion of Sports Among Persons with Disabilities'?

III. Answer the following questions in 150-200 words.

1. What is the need of sports competition in school? Discuss in detail.
2. Will the increase in professional sports leagues bring any transformation in Indian sporting culture? Justify your answer.
3. Do you think 'Sports for Peace and Development' will work for restoration of peace in Jammu and Kashmir? Support your answer with evidence.

IV. Complete the table about Khelo India given below.

Launched in	
Launched by	
Vision of Programme	
Mission of Programme	
Aims and on of Programme	





V. Case Study



Rohan, a student of class XI has taken up physical education as he is very interested in making his career in the field of Physical Education. When he was introduced to the career options available in the subject he became a bit hesitant about continuing in this field because for him physical education was just about playing so he approached his subject teacher to explain his position. On the basis of the given information given below are a few queries of Rohan and you have to give him the reply according to the information provided to you in your first chapter.

- (A.) A child interested in reporting the sports event should further study _____.
- (B.) For making a future in Officiating a person should do _____ course.
- (C.) Teaching physical education to primary students requires _____ as qualification.
- (D.) Designing and researching sports equipment is related to _____.
- (E.) Sports journalism involves _____.

VI. Art Integration

Art Integration

The Ministry of Youth Affairs and Sports, Govt. of India has organized a competition for a song for the opening ceremony of Khelo India School Games.













Working in groups, write a song for the competition and set it to music.



Weblinks		
Topic	Weblinks	QR Code
Indian Today News "CBSE makes Sports period compulsory everyday for Class 1-8 from April 2019"	https://www.indiatoday.in/education-today/news/story/cbse-sports-period-class-1-8-physical-education-divd-1480665-2019-03-18	
Josh Jagran News "Compulsory Sports Period for CBSE Students from April 2019"	https://www.jagranjosh.com/articles/cbse-students-to-have-a-compulsory-sports-period-from-april-2019-1552894646-1	
NDTV News "Compulsory Sports Period Every Day for CBSE Students"	https://www.ndtv.com/education/cbse-students-to-have-compulsory-sports-period-from-class-1-2008915	
Defining our Field	http://samples.jbpub.com/9781284034080/Chapter1.pdf	
Evaluation of Physical Education	https://www.inspiresport.com/the-evolution-of-p-e-in-schools/	
The Importance of Physical Education	http://www.veanea.org/home/1000.htm	
14 Essential Aim and Objectives of Physical Education	http://www.preservearticles.com/education/aims-and-objectives-of-physical-education/5158	
Aim and Objectives of Physical Education	https://www.importantindia.com/27346/aims-and-objectives-of-physical-education-pe-10-aims-and-10-objectives/	
National Council for Teacher Education (NCTE)	http://ncte-india.org/ncte_new/	
NCTE PE Courses	http://ncte-india.org/ncte_new/?page_id=910	






D.P.Ed.	http://www.ncte-india.org/ncte_new/regulation2014/english/appendix6.pdf	
B.P.Ed.	http://www.ncte-india.org/ncte_new/regulation2014/english/appendix7.pdf	
M.P.Ed.	http://www.ncte-india.org/ncte_new/regulation2014/english/appendix8.pdf	
Career in Physical Education	https://www.examsplanner.in/career-in-physical-education/	
Physical Education Courses in India with Career Option	https://targetstudy.com/courses/physical-education-courses.htm	
Sports Competition in India	https://en.wikipedia.org/wiki/Category:Sports_competitions_in_India	
National Games	https://en.wikipedia.org/wiki/National_Games_of_India	
CBSE Inter-School Sports	http://cbsegames.in/	
National School Games	https://www.sgfibharat.com/index.php?option=com_content&view=article&id=467&Itemid=120	
Inter University Competitions	http://www.aiu.ac.in/Events/events.asp	
Khelo India Youth Games	https://en.wikipedia.org/wiki/Khelo_India_Youth_Games	
Khelo India University Games	http://www.aiu.ac.in/sports/Khelo%20India%20University%20Games%202018-19.pdf	



Duleep Trophy	https://en.wikipedia.org/wiki/Duleep_Trophy	
Ranji Trophy	https://en.wikipedia.org/wiki/Ranji_Trophy	
Z.R. Irani Cup	https://en.wikipedia.org/wiki/Irani_Cup	
Indian Premier League	https://www.iplt20.com/	
Santosh Trophy	https://en.wikipedia.org/wiki/Santosh_Trophy	
I-League	https://i-league.org/	
Indian Super League	https://www.indiansuperleague.com/	
Indian Women's League	https://en.wikipedia.org/wiki/Indian_Women's_League	
Hockey India League	http://league.hockeyindia.org/	
Pro Kabaddi League	https://www.prokabaddi.com/	
Premier Badminton League	http://www.pbl-india.com/	





Pro Volleyball League	https://provolleyball.in/	
Pro Wrestling League	http://www.prowrestlingleague.com/	
Summer Olympics	https://en.wikipedia.org/wiki/Summer_Olympic_Games	
Winter Olympics	https://en.wikipedia.org/wiki/Winter_Olympic_Games	
Commonwealth Games	https://en.wikipedia.org/wiki/Commonwealth_Games	
Asian Games	https://en.wikipedia.org/wiki/Asian_Games	
Khelo India Programme	https://yas.nic.in/sports/khelo-india-national-Programme-development-sports-0	



UNIT
2

OLYMPIC VALUE EDUCATION



Content

Olympism - Concept and Olympics Values (Excellence, Friendship & Respect)

Olympic Value Education - Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind

Ancient and Modern Olympics

Olympics - Symbols, Motto, Flag, Oath, and Anthem

Olympic Movement Structure - IOC, NOC, IFS, Other members





Learning Outcomes

At the end of this unit, you will be able to:

- ◆ incorporate values of Olympism in your life.
- ◆ differentiate between Modern and Ancient Olympic Games, Paralympics and Special Olympic games
- ◆ identify the Olympic Symbol and Ideals
- ◆ describe the structure of Olympic movement structure

Discussion

The Olympic Symbols are icons, flags, and symbols used by the International Olympic Committee (IOC) for the Olympic Games.

1. The Olympic flag was created under the guidance of Baron Coubertin in 1913 and was released in 1914. But it was first hoisted in 1920 in Antwerp, Belgium at the 1920 Summer Olympics in the main stadium. How many rings does the Olympics flag have? What do these rings represent? What are the colours of the rings? What do these colours represent? What values do the rings represent?
2. The Olympic motto is Citius, Altius, Fortius. What does it mean?
3. What values do the Modern Olympic Games embody? Look at the word cloud given below. List as many values as you think are embodied by the Olympic Games.

Create your own Olympics word cloud.



2.1.1 THE OLYMPISM

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.”

The Olympic Movement or Olympism is a philosophy of Olympic Games which is developed and endorsed by the International Olympic Committee. It promotes friendship, respect, fair play and sportsmanship through sports activities and stands against discrimination on the basis of gender, race, religion or nationality. It also expands the area of Olympism from sports activities to promoting peace and brotherhood. “The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.”





Fundamental Principles of Olympism

In the Olympic Charter following Fundamental Principles of Olympism are described.

1. Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles.
2. The goal of Olympism is to place sport at the service of the harmonious development of human kind, with a view to promoting a peaceful society concerned with the preservation of human dignity.
3. The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games. Its symbol is five interlaced rings.
4. The practice of sport is a human right. Every individual must have the possibility of practicing sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.
5. Recognising that sport occurs within the framework of society, sports organisations within the Olympic Movement shall apply political neutrality. They have the rights and obligations of autonomy, which include freely establishing and controlling the rules of sport, determining the structure and governance of their organisations, enjoying the right of elections free from any outside influence and the responsibility for ensuring that principles of good governance be applied.
6. The enjoyment of the rights and freedoms set forth in this Olympic Charter shall be secured without discrimination of any kind, such as race, colour, sex, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth or other status.
7. Belonging to the Olympic Movement requires compliance with the Olympic Charter and recognition by the IOC.



2.1.2 OLYMPIC VALUES

The Olympic Games have established themselves as a global celebration of sport and peace. Through a combination of sport, culture and education, the Olympic Movement uses sport as a tool to promote fundamental ethical principles and support harmonious development for all. The Paralympic movement promotes universal values: courage, determination, inspiration, equality. The three important core values of Olympism central to Olympic Games are Excellence, Respect and Friendship. These core values are considered important in life to make it worth living and helps in decision-making on moral terms.

Olympic Values Friendship

Friendship is at the core of the Olympic Movement. It encourages us to see sport as an instrument for mutual understanding between individuals, and between peoples all over the world. Friendship brings Olympic and Paralympic athletes and people from around the world together in sport, play and competition. It breaks down barriers - encouraging individuals to look beyond the differences such as gender, ability, culture, race or religion. By welcoming everyone's differences we are able to establish stronger bonds. Friendships can be the basis of connections within community for working together and supporting each other.

Respect

Respect lies at the heart of Olympism - respect for yourself and your body, for other people, for rules and regulations, for sports and for the environment. In fact, respect is the key to strong friendships, fair play and sportsmanship. Understanding the impact of our actions, positive or negative, is an important part of playing a participative role in our communities. Respecting yourself and others goes beyond sport.

Respect includes

- knowing that we can offend or hurt someone by not letting them join in our game (respect of others).
- listening to and asking for the ideas, opinions and beliefs of everyone- boys, girls, people living with a disability (respect for others).
- helping others to feel safe from violence-teasing, bullying, and verbal, physical and sexual violence (respect for others).
- taking care of ourselves by choosing to eat healthy food, while getting enough rest and exercise (self-respect).
- being confident in ourselves to share and defend our ideas and opinions (self- respect).





Excellence

Excellence means doing the best we can, on the field of play or in our professional life. The important thing is not winning, but taking part, making progress and enjoying the healthy combination of body, will and mind. It is about having an ambition in life, and through determination, effort and perseverance reaching that goal. Excellence is not only on the sporting field; it is also in the classroom, where all children have the right to an education (Article 28), and also by helping children pursue excellence by chasing their dreams.

I. Tick the correct option.

1. IOC stands against discrimination on the basis of:
 - a. Gender
 - b. Race
 - c. Religion
 - d. Education
2. Which is NOT an Olympic core value?
 - a. Excellence
 - b. Commitment
 - c. Respect
 - d. Friendship
3. "Helping others to feel safe from violence" is an example of which of the following Olympic value?
 - a. Friendship
 - b. Respect
 - c. Excellence
 - d. Trust
4. In which of the following Olympics values "Mutual understanding between two persons" took place?
 - a. Friendship
 - b. Respect
 - c. Excellence
 - d. Trust



II. Answer the following questions briefly.

1. What do you understand by Olympism
2. Describe any one of Olympic core Value.

III. Answer the following questions in 150-200 words.

1. Write a note on the principle of Olympism.
2. Discuss the components of Olympic Movement.

2.2.1 OLYMPIC VALUE EDUCATION

The Olympic Values Education is based on the Olympic philosophy that learning takes place through the balanced development of body and mind. The core values also include five educational values which have been incorporated from three domains of learning: Mental, Emotional, and Physical.

- Joy of effort
- Fairplay
- Respect for others
- Pursuit of excellence, and
- Balance in life between body, will and mind.

Joy of Effort

According to the UNESCO Charter “every human being has a fundamental right to access to physical education and sport, which are essential for the full development of his/her personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life...”. Thus, the child needs to enjoy and have fun with sports and physical activities he/she is engaged in.

Otherwise, an individual, if forced to over-exert while playing without being given good experiences to remember or cherish, may develop bad memories. Sports or physical activities should be promoted with appropriate opportunity to enjoy the energy and effort with relative outcomes.





Do you know?

An example of joy of effort with running was published in a newsletter of the IOC, where in Kipchoge Keino, a 5-year - old boy from a small village Kenya, who lived four miles from his school with no public transport available, walked or ran to school and back. He enjoyed the running, and, in two to three years he would come home for lunch and go back to school for his remaining classes. At the same time, he developed an incredible aerobic system and soon he competed in national events and went on to become an international player. He got a job with the Kenyan police as a fitness train errand became an example to other cadets.

Fair Play

Although fair play is a concept of sports, it can be applied in many different ways and contexts beyond the sports field. Fair play refers to playing by the rules. Learning fair play behaviour in sport can lead to the development and reinforcement of similar behaviour in one's everyday life. After participating in sports an individual develops the habit of fair play that is reflected in his/her attitude and behaviour in life and towards the community he/she lives in. In sports, an individual follows the rules. Referees and officials enforce rules through penalties and punishments. There are many ways through which the concept of fair play can be reflected like shaking hands with the opponent at the end of the game, appreciating the opponent's extraordinary performance etc.

Do you know?

Eugenio Monti made Olympic fair play history in the town of Innsbruck, Austria, during the Winter Games of 1964. One of the world's best bobsleighters, Monti had already won a bronze medal in the four-man bobsleigh. He really wanted to win an Olympic gold medal in the two-man bobsleigh. As he waited with his partner at the top of the run for his turn, he realised his main rivals, Robin Dixon and Tony Nash of Great Britain, had lost a bolt that held the runner to their sled. Without that bolt, they could not participate in the race. Without giving it any second thought, Monti lent the pair the bolt from his own sled. Nash and Dixon raced down the track to capture the gold medal. Monti had to settle for third place, but he was awarded a special Fair Play Trophy by CIFP for his act of generosity. Four years later, Monti won gold medals in both the two-man and the four-man bobsleigh events.





Respect for others

As per the Olympic Charter “The goal contribute to building a peaceful and better world by educating youth through sport practised in accordance with Olympism and its values.” Living in a multicultural world, we need to accept and respect diversity and promote peace. We should appreciate the worth of all peoples and all cultures, irrespective of race, age, gender and ability. Violence is not the best way to solve conflicts. This acceptance can be achieved through sport, because a sports team may consist of people from different cultures, all focussed on one goal, that is, victory for the team. The task of bringing peace to societies becomes even more challenging for sports leaders and educators in societies where there are ancient hatreds, conflicting values or great economic differences among people. For example, since the end of Apartheid, South Africans have worked together to create a new society, one in which there is acceptance and respect for people of all races. Sport persons and educators have an important role in this process as acceptance and respect for cultural difference has to be taught. Racism and intolerance are often a result of ignorance and fear. Understanding and acceptance of difference develops when people live, work and play together.

Do you know?

At Nazi-hosted 1936 Berlin Olympic Games, it was virtually demanded that white, Aryan supremacy and athletic prowess was to dominate. Jesse Owens, a black man from USA won four gold medals, and he was aided to one of those victories by a blond, muscular German athlete, Luz Long. Long, the European long-jump record holder, advised Owens, his competitor at the Games, when he was having difficulty qualifying for the final of the long jump. Owens had failed twice in his bid to qualify for the long jump final, and was on his final attempt when Long suggested Owens adjust his starting point to avoid overstepping the take-off board. Owens followed Long’s advice, and he qualified. In the finals, with Hitler, Goebbels and Himmler looking on, Owens set about his final attempt. In the frenzied atmosphere, Long looked to the crowd, raised his arms and then lowered them to quell the noise, before casting a “furtive” glance at the Fuhrer. The stadium quietened, Owens was able to concentrate, and he leapt to victory, leaving Long with the silver medal.

Pursuit of Excellence

In today’s competitive and demanding world, an individual’s focus is to become the best. Focusing on excellence can help young people to make positive, healthy choices and strive to become the best that they can be in whatever they do. Sports provide an opportunity to players to become the best or to make healthy choices in safe social and physical surroundings. A healthy, clean and safe community makes the welfare of young people its number one priority. Sport sharpens skills





and attends to the needs of all children and youth—girls and boys, children with learning disabilities, and children with hearing, vision and other physical disabilities. It provides an environment free from discrimination, harassment and fear. Sport also provides daily opportunities for children and youth of all ages to participate in physical activity in an environment free from discrimination, harassment and intimidation. It is also a place in which individual differences and cultural traditions are valued and respected.

Balance Between Body, Will and Mind

Do you know?

Deng Yaping of China, a hugely talented table tennis player, started when she was five. By the time she was nine she had won her provincial junior championship. At the age of 13, she had won her first national championship. But being less than 1.5 metre tall, she was initially rejected for the national team, despite her talent. However, it was her talent, her confidence and her perseverance that finally saw her selected in 1988. She won her first international doubles title in 1989 when she was only 16, and her first singles title two years later. “Even from an early age, I dreamed of being world champion,” she said. In 1989, she won the Asian Cup and in 1991 she captured the world singles title.

Pierre de Coubertin understood that an international revival of the Olympic Games would stimulate interest in sports and physical activity among young people. This remains as relevant today, as it was over 100 years ago. The focus of the modern Olympic Movement extends beyond sports, embracing cultures, artistic works, environmental awareness and education. All of these can play their part in helping young people to build a balanced approach to life. Pierre de Coubertin maintained, “Modern education... has allowed itself to be carried away by extreme compartmentalisation. Each strength works in isolation, without any link or contact with its neighbour. If the topic is muscles, they only want to see animal function. The brain is furnished as though it were made up of tiny, air-tight compartments.” He believed in the concept that learning happened in the whole body, not just in the mind. Physical learning, too, took place in both body and mind but it could not be done without will. Sport is a medium of balancing body, will and mind.





Do you know?

At Montreal 1976, a young Japanese gymnast performed his routine on the rings. He twisted, turned and balanced, before performing his landing—a double somersault with a full twist— landing perfectly with both feet. He stood for the required three seconds, but then collapsed in agony because he had been performing with a broken knee, injured during the floor exercises. “I didn’t want to worry my team-mates,” explained Fujimoto. He couldn’t take painkillers because of doping regulations. “I made myself for get what might happen when I landed,” he said later. So, he endured his pain and kept it to himself. Though Fujimoto wanted to carry on inspite of his injuries, his coach and his team- mates, now aware of his pain, would not allow him to continue with such a severe injury. However, inspired by Fujimoto’s pride and courage, they all did their very best and won the gold medal defeating the team from USSR.

Extension Activity

You read about some athletes who embody Olympic values.

Working in groups find out about other such athletes and make a presentation in class.

I. Tick the correct option.

1. “Playing beyond the rules of the game” is violation of which of the following educational value?
 - a. Pursuit of Excellence
 - b. Balance Between Body, Will and Mind
 - c. Joy of Effort
 - d. Fair Play

II. Answer the following questions briefly.

1. Explain “Balance Between Body, Will and Mind” as Olympic Educational Value.
2. Illustrate the concept of fair play with sports examples

III. Answer the following questions in 150-200words.

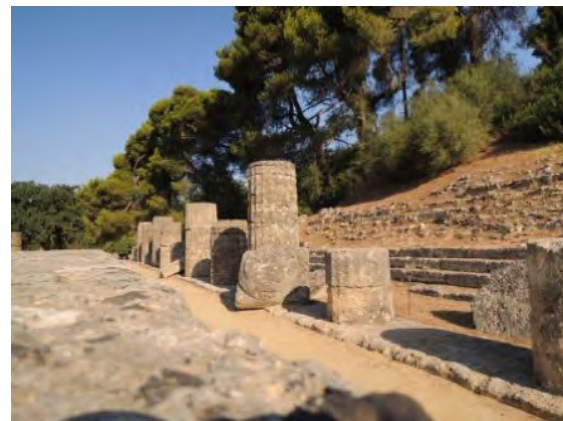
1. Describe Olympic Educational Values with suitable examples.





2.3.1 ANCIENT OLYMPIC GAMES

The ancient Olympic Games were organized in honour of Zeus, the ruler of Greek gods and goddesses, as a part of a religious festival. Olympic Games or Olympics get their name from Mount Olympus, the highest mountain in Greece or Olympia, a town in Elis in ancient Greece. The festival and games began in 776 BCE at Olympia. At first, the only event at Olympia was the foot race. Later, sprints wearing full arm our, and longer races, were added. Chariot racing and combat sports such as boxing and wrestling were soon regular features too. The open-air track for horse racing was called hippodrome. The participants were free male citizens of different city states within Greece. All participants had to receive 10-month training prior to the Olympic Games. Women were not allowed to participate in the games. In fact, they were not even allowed to attend or witness the games. There was, however, a loophole to this rule - chariot owners, not riders, were declared Olympic champions and anyone could own a chariot. Kyniska, daughter of a Spartan king, took advantage of this, claiming victory wreaths in 396BCE and 392BCE.



The games were conducted every four years and the period between two games was known as Olympiad. The month when the Olympic Games were held was considered a sacred month and all disputes and wars would be stopped and peace would be declared to facilitate the movement of spectators and athletes.

Do you know?

It is said that when the Persians invaded Greece in the summer of 480BCE, a lot of the Greek city states agreed that they would put together an allied army but they had a very hard time getting one together because so many people wanted to go to the Olympics. So, they actually had to delay putting the army together to defend the country against the Persians.

Initially, the truce lasted for one month but in later centuries it was extended to three. No wars were permitted, no arms could be carried in the territory of Elis and no hindrance was to be given to any spectator, athlete or theoriai- (the official missions representing particular cities) travelling to the games wherever they came from and whichever territory they had to cross.

For the first 12 Olympics the stadion foot race was the only event and it remained the most prestigious event throughout the history of the Games. The race was run



over one length (a stadion) of the stadium track, 600 ancient feet or 192 m and preliminary heats were held with the winners of the heats going into the finals.

Do you know?

The ancient Olympic Games were initially a one-day event until 684BCE, when they were extended to three days. In the 5th century BCE, the Games were extended again to cover five days. The ancient Games included running, long jump, shot put, javelin, boxing, pankration and equestrian events.

Over time other events were added to the Games to bring the total Programme to 18 events spread over five days. Sports which were included in the ancient Olympic Games included foot race, chariot race, horse race, Pentathlon (running, long jump, discus throw, javelin throw, and wrestling), boxing, wrestling, Pancratium etc. Athletes were grouped by lot, and in the interest of fairness, this was also the way pairings were matched in the other events. The eventual winner of the stadion would even give his name to that particular Games and so be remembered for all time. Koroibos a Greek cook, baker and athlete from Elis, won the stadion race in the first recorded Ancient Olympic Games in 776BCE.

Do you know?

The Olympic Games included

- **dioulos-** the two stadion lengths foot race, added in 724 BCE.
- **dolichos-** longer foot races 7 to 20 stadion lengths, added in 720 BCE.
- **wrestling-** added in 708 BCE. Competitors had to throw the opponent to the ground three times to gain victory.
- **pentathlon-** also added in 708 BCE. All done in a single day, the event order was: jumping (in a soft soil pit using hand-weights or halteres and accompanied music), discus (in stone, iron or bronze), stadion, javelin (in wood and thrown using a leather thong), and wrestling. Just how an athlete won the over all event is unclear, three event victories may have guaranteed overall victory.
- **boxing-** added in 688 BCE. Athletes wore straps of leather (himantes) around their hands, initially as protection but they evolved in to destructive weapons with metal pieces added. Rules were limited to no low-blows and no holding. Serious injuries were common and deaths not unknown.
- **Tethrippon** - the four - horse chariot race added in 680 BCE was run over ten or twelve circuits of the hippodrome. A version using of also over 8 circuits was added in 384 BCE.





- **keles-** a horse race added in 648 BCE and run over 6 circuits. A version for foals was added in 256 BCE.
- **pankration-** a mix of boxing and wrestling also added in 648 BCE. The pankration was a brutal event and the only moves not allowed were biting and gouging, although competitors did not wear the damaging leather thongs of the boxers.
- **Hoplitodromos-** the race in hoplite armor (helmet, shield and spear) between 2 and 4 stadium lengths was added in 520 BCE and was usually the last event of the Games.
- **apene-** a race with chariots pulled by two mules, added in 500 BCE (dropped from 444 BCE).
- **kalpe-** a trotting horse race for mares, added in 496 BCE (dropped from 444 BCE).
- **synoris-** the two-horse chariot race run over eight circuits of the hippodrome, added in 408 BCE. A version using three circuits was added in 268 BCE.

The opening ceremony of Ancient Olympic Games started with assembly of the competitors, their coaches, their fathers, their brothers and the judges in the council house in front of the statue of Zeus to take the oath. The competitors took an oath that they would not use unfair means and would participate in the games as per rules and regulations. The Judges pledged that they would be fair and honest in the judgments during the games. During the march past, the announcer/ commentator announced the name, father's name and city of the competitor in public and asked whether anyone from the spectators had any kind of objection as regards to their eligibility.

In the times of the ancient Olympic Games, there was only one winner. The Olympionik (the winner of the Olympic Games) was immediately rewarded after the competition. A herald announced the name of the winner, then he was awarded olive leaves plucked from the temple of Zeus and that was the

highest honour. They tied a ribbon of red wool, a taenia, around his head and hands in the sign of victory. The official prize ceremony took place on the last day of the Games in the raised hall in the Temple of Zeus. In a loud voice, the herald announced the name of the Olympic victor, his father and his city. Then a Hellenodikos placed a crown made of an olive branch, the kotinos, on the winner's head. Returning to his hometown, the athlete was welcomed as a hero and was given numerous advantages for the rest of his life. To show that he had become famous, the athlete had the right to have his own statue erected, among other things.



The Olympiad was named after the name of the winner of 200 yards race. The winner's names and figure were engraved on stone by sculptors and poems were written in their name to honour them.

The Roman Emperor Theodosius I legally abolished the games in 393 or 394 A.D. It was found that the games had lost their original values due to corruption, professionalism and foul play.



The "Discobolus" is a copy of a Greek statue from the 5th century BC. It represents an ancient Olympic discus thrower.

2.3.2 MODERN OLYMPIC GAMES

1503 years after Emperor Theodosius I ordered the closure of the Ancient Olympic games, once again Olympic games took place in 1896 in Athens, Greece. The idea behind restarting Olympic games came from French nobleman Baron Pierre de Coubertin. Coubertin was greatly interested in education, and he firmly believed that the best way to develop the minds of young people was to develop their bodies as well; he realised learning and athletics should go together. After he visited the ruins of ancient Olympia, it occurred to Coubertin that perhaps the best way to develop an interest in sports and games was to restart the Olympic Games. He hoped the new Games would bring back the ideals of physical, mental, and spiritual excellence displayed in the ancient Games, as well as build courage, endurance, and a sense of fair play in all who participated. In addition, he hoped the Games would turn the tide he saw world wide of the growing commercialism of sports. He also wanted an event that brought all nations together on one platform without barriers of race, creed, language and colour. In 1892, Coubertin first introduced the idea of starting the Olympic Games again. Few people were ready to accept his idea. But in 1894 Coubertin founded the International Olympic Committee (IOC) and began planning the first modern Olympiad.



Baron Pierre de Coubertin





Do you know?

Due to its historical significance, the Greek hosts wanted to win the marathon above all else. Spyridon Louis set off from the city of Marathon and took the lead four kilometers from the finish line and, to the joy of the 100,000 spectators, won the race by more than seven minutes.

As a result of Coubertin's efforts, the first modern Olympic Games were held in 1896 in Athens, Greece. The Games attracted athletes from 14 nations, with the largest delegations coming from Greece, Germany, France and Great Britain. Coubertin remained president of the International Olympic Committee until 1925. In this office he directed the course the Games were to take. He wrote the Olympic Charter, protocol, and athletes' oath, and he also planned the ceremonies.

Extension Activity

The Olympic Games have an interesting, and sometimes controversial history - from cancelled Games during World Wars to boycotts during international conflicts. Select one of the following Olympic Games and working in groups, research to find out more about it.

- 1920
- 1936
- 1948
- 1972
- 1976
- 1980

Present your ideas to the class in the form of a Power Point Presentation.

The Olympic games are a competition between sportspersons and not between countries. The selection of athletes is done by the National Olympic Committees of the respective nations.





Art Integration - RECREATING THE ANCIENT OLYMPICS

Each group must represent a Team from an ancient Greek city of their choice. They have to

- choose a different Greek god who will be the mascot of their team, research the god and make a clay statue of the god.
- Create their own banner for the opening parade.
- light the Olympic flame.
- sign the Olympic truce.
- take the Olympic oath at the start of the games.
- research and cook a Greek dish

On the day of the “Olympic Games” the Groups will come dressed in traditional Greek dress,

Although the modern Olympic Games are patterned after the ancient Greek Games, there are important differences. Unlike ancient Greece, modern nations have not stopped wars for peaceful athletic competitions. Because of World War I, Games were not held in 1916. Nor were they held in 1940 and 1944, during World War II. While at the ancient Games, athletes competed in individual sporting events, modern games also have lots of team events. Unlike the ancient Olympics, the modern games are not a religious festival. The earlier Games were open only to Greek males who participated in the games without wearing any clothes. The modern Games encourage athletes from all nations who have a National Olympic Committee (NOC) that is recognized by the International Olympic Committee (IOC) to compete. In modern Olympics man and women are equally encouraged and honoured. All participants at the modern Olympics must wear proper sports kit during the competition.

In the first Olympic Games held in Athens in 1896, 241 athletes from 14 countries participated in 43 events in the Panathenaic Stadium. In 1900, in the Paris Olympics, about 997 athletes from 24 countries competed. The 1900 Olympic Games are of great significance as this was the first one when 22 women competing in select sports. As the games became popular, lots of countries joined up. In 2016, 11,238 athletes from 207 Nations participated in 28 sports at the Summer Rio Olympics.

Do you know?

In 1904 the Olympic was hosted in St. Louis, but the number of nations and athletes competing fell to 12 countries and about 651 athletes. This decrease in participant numbers was due to the lengthy transatlantic boat ride needed to be made by the European competitors to attend the Games. However, ever since the 1908 London games, which attracted about 2,000 athletes, more than the first three Olympics combined, there has generally been a rise in participation.





Due to two World Wars, three times games were cancelled in 1916, 1940, 1944. The First Winter Olympics was held in 1924 in Chamonix, France, in connection with the Paris Games held three months later to feature snow and ice sports that were impossible to hold during the Summer Games. Although figure skating (in 1908 and 1920) and ice hockey (in 1920) were featured as Olympic events at the Summer Olympics, the IOC desired to expand this list of sports to encompass other winter activities. At the 1921 Olympic Congress in Lausanne, it was decided to hold a winter version of the Olympic Games. The 1924 Olympics in Chamonix were the first Winter Olympic Games. Although at first it was intended that the same country host both the Winter and Summer Games in a given year, this idea was quickly abandoned. The IOC mandated that the Winter Games be celebrated every four years on the same year as their summer counterpart. This tradition was upheld until the 1992 Games in Albertville, France; after that, beginning with the 1994 Games, the Winter Olympics were held every four years, two years after each Summer Olympics.

Do you know?			
Host Cities			
Summer Olympics		Winter Olympics	
Year	City	Year	City
1896	Athens, Greece	1924	Chamonix, France
1900	Paris, France	1928	Saint Moritz, Switzerland
1904	Saint Louis, USA	1932	Garmisch Partenkirchen, Germany
1908	London, Great Britain	1936	Garmisch Partenkirchen, Germany
1912	Stockholm, Sweden	1948	Saint Moritz, Switzerland
1916*	not held because of war	1952	Oslo, Norway
1920	Antwerp, Belgium	1956	Cortina d'Ampezzo, Italy
1924	Paris, France	1960	Squaw Valley, USA
1928	Amsterdam, Netherlands	1964	Innsbruck, Austria
1932	Los Angeles, USA	1968	Grenoble, France
1936	Berlin, Germany	1972	Sapporo, Japan
1940*	not held because of war	1976	Innsbruck, Austria
1944*	not held because of war	1980	Lake Placid, USA
1948	London, Great Britain	1984	Sarajevo, Yugoslavia
1952	Helsinki, Finland	1988	Calgary, Canada
1956	Melbourne, Australia & Stockholm, Sweden (equestrian events)	1992	Albertville, France
1960	Rome, Italy	1994	Lillehammer, Norway
1964	Tokyo, Japan	1998	Nagano, Japan



1968	Mexico City, Mexico	2002	Salt Lake City, USA
1972	Munich, Germany	2006	Turin, Italy
1976	Montreal, Canada	2010	Vancouver, Canada
1980	Moscow, USSR	2014	Sochi, Russia
1984	Los Angeles, USA	2018	Pyeong Chang, KoreaSouth
1988	Seoul, Korea		
1992	Barcelona, Spain		
1996	Atlanta, USA		
2000	Sydney, Australia		
2004	Athens, Greece		
2008	Beijing, China		
2012	London, Great Britain		
2016	Rio de Janeiro, Brazil		
2020	Tokyo, Japan		

I. Tick the correct option.

1. The Ancient Olympic Games started in
 - i. 776 BCE
 - ii. 394 AD
 - iii. 1896
 - iv. 1986

2. The idea for reviving the Olympic Games came from
 - i. Eunice Kennedy Shriver.
 - ii. Baron Pierre de Coubertin
 - iii. Dion Nash
 - iv. Ludwig Guttmann

3. The first Modern Olympic games started in .
 - i. 1894
 - ii. 1996
 - iii. 1896
 - iv. 1898





II. Answer the following questions briefly.

1. Write down the eligibility conditions of a competitor in ancient Olympics.
2. Explain preliminary development to start modern Olympic games.

III. Answer the following questions in 150-200 words.

1. Write a brief note on the origin and conduct of Ancient Olympics.
2. How did the Modern Olympic games originate?

2.4.1 THE OLYMPIC CREED

The creed, or guiding principle, of the modern Olympic Games is a quote by Baron de Coubertin: "The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well."

2.4.2 THE OLYMPIC SYMBOL

The Olympic symbol is five interlocked rings of equal proportions of five different colours. The colour sequence of the rings from left to right is, blue, yellow, black, green and red, where blue, black and red rings are placed at the top, the yellow and green rings are placed at the bottom. The five rings reflect the union of the five continents namely North and South America, Africa, Asia, Australia, and Europe and this is a symbol of the unity of sportspersons from all continents at Olympic Games.



2.4.3 THE OLYMPIC FLAG

The Olympic flag was created by Baron Coubertin in 1913 and was released in 1914. It has a white background without any border. The Olympic symbol of the five interlocked rings is placed in the centre. In the words of Pierre de Coubertin, "The Olympic flag has a white background, with five interlaced rings in the centre: blue, yellow, black, green and red. This design is symbolic; it represents the five continents of the world, united by Olympism, while the six colours are those that appear on all the national flags of the world at the present time (1931)". The flag was hoisted for the first time in 1920 in Antwerp, Belgium.





2.4.4 THE OLYMPIC MOTTO

The motto of the Olympic Games is “Citius - Altius - Fortius” which is Latin for “Faster- Higher- Stronger”. It expresses the aspirations of the Olympic Movement. It was proposed by Pierre de Coubertin upon the creation of the International Olympic Committee in 1894. Coubertin borrowed it from his friend Henri Didon, a Dominican priest, who was an athletics enthusiast. The Olympic motto was first announced in 1924 held at the Olympic Games in Paris, France.



2.4.5 THE OLYMPIC EMBLEMS

Each Olympic Games has its own Olympic emblem, which is a design integrating the Olympic rings with one or more distinctive elements. They are created and proposed by the Organising Committee of the Olympic Games (OCOG) or the National Olympic Committee (NOC) of the host country. It is the responsibility of the International Olympic Committee (IOC) to approve Olympic emblems for the Olympic Games. Olympic emblems are used in promotional materials, by sponsors of the Olympics, on the uniforms of every Olympic competitor. All emblems are the property of the IOC.



2.4.6 THE OLYMPIC ANTHEM

The Olympic Hymn, also known as the Olympic anthem, is a musical work composed by Spiro Samara, and is played when the Olympic flag is raised in the opening of the Olympic Games.

The Olympic anthem

“Immortal spirit of antiquity,





Father of the true, beautiful and good, Descend, appear, shed over us thy light
Upon this ground and under this sky

Which has first witnessed thy unperishable fame

Give life and animation to those noble games! Throw wreaths of fadeless flowers
to the victors In the race and in the strife!

Create in our breasts, hearts of steel!

In thy light, plains, mountains and seas Shine in a roseate hue and form a vast temple

To which all nations throng to adore thee, Oh immortal spirit of antiquity!”

2.4.7 THE OLYMPIC FLAME, OLYMPIC TORCHES

The Olympic flame was first lit in 1928 at Amsterdam, Netherlands Olympic Games. It is a continuity symbol of ancient and modern Olympic Games. The Olympic flame is lit in front of the ruins of the Temple of Hera in Olympia by focussing the rays of the sun using a parabolic mirror to ignite a flame. A long relay of runners carries the torches to the site of the Games, where the final torch is used to light a cauldron. The games are declared open officially by kindling the torch and the flame remains lit until it is extinguished in the Closing Ceremony. Remember, the runners do not pass the same torch; only the flame is passed on to the next torchbearer. Each runner is allowed to keep their torch.



The first such relay took place for the 1936 Berlin Games when 3,331 runners carried the flame through Greece, Bulgaria, Yugoslavia, Hungary, Austria,

Czechoslovakia, and Germany. Similar relays have taken place for every Summer Games since. The flame travels by plane between cities, and is relayed by foot within cities. Being a torchbearer is considered an honour, and is often given to local residents with a record of community service, in addition to athletes and celebrities. Since 1964, the Winter Games have also had a torch relay starting in Olympia.

2.4.8 RELEASE OF DOVES

In 2014, one leg of the torch relay took place in space as two Russian cosmonauts carried the torch outside the International Space Station, some 200 miles above Earth.

After the cauldron is lit, doves are released into the air, as a symbol of peace. This was first done in the 1896 Olympics, and then in the 1920 Olympics. Since 1920, this has been an official part of the Opening Ceremony of the Summer Games. They are





generally not released during the Winter Games, because it's too cold for the birds, but symbolic substitutions, like white balloons, are some times used.

The order—first lighting the cauldron, then releasing the doves—is important. In the 1988 Seoul Games, when it was tried the other way around, many of the doves were in the area of the cauldron just before it burst into flames, leading to their unexpected demise.

2.4.9 THE ATHLETES' OATH

The Olympic Oath is taken by one athlete and one judge from the home nation, during the Opening Ceremony, on behalf of all the competitors and judges. Since 1984, this has been taken while holding a corner of the Olympic flag. Before that, the national flag of the home nation was used.

The oath was first taken by an athlete in 1920. Originally, this was primarily a declaration that all the athletes were amateurs. The wording has been revised over the years, as being an amateur is no longer a general requirement. In 2000, a specific reference to doping was added. The current oath is "In the name of all the competitors I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams."

First time the Olympic oath was taken in 1920 at Antwerp, Belgium by Victor Bo in on behalf of all the athletes who participated in the Olympic Games. The Official's oath was introduced in 1972 and the coach's oath was added in 2010. It is a promise made by an athlete, judge or official in each of the Olympic Games and is usually said in the language of host country.

2.4.10 OLYMPIC AWARDS

The winners at the Olympic Games are awarded medals. The winner gets a gold medal, the runner up receives a silver medal and the second runner up receives a bronze medal in the awards ceremony on the podium. Participants from first to eighth receive a diploma and all participants receive commemorative medals. The National Anthem of the country of the winner is played during the ceremony.

When Modern Olympic Games began in 1896, the winners were given a silver medal and an olive branch, while runners- up received a laurel branch and a copper or bronze medal. In 1900, most winners received cups or trophies instead of medals. The custom of the sequence of gold, silver, and bronze for the first three places dates from the 1904 Summer





Olympics in St. Louis, Missouri in the United States. The International Olympic Committee (IOC) retroactively assigned gold, silver and bronze medals to the three best placed athletes in each event of the 1896 and 1900 Games.

Extension Activity

Each Olympic Games has its own medal design. From 1928-2004, the front side of every Olympic Games medal carried an image of Nike, the Greek goddess of victory, the Olympic Rings, the Coliseum of ancient Athens, a Greek vase known as an amphora, a horse-drawn chariot, and the year, number of the Olympiad, and host city. However, a new design was created for the 2004 Games, which featured the Greek Panathenaic Stadium and a new image of Nike. Each host city has allowed to add special details to the other side that is to the Games.

Design a medal for the Olympic Games if they were to be held in your town.

Medal designs have varied considerably since the first Olympic Games in 1896, particularly in size and weight. However, the IOC has laid down the physical properties of the medals and has the final decision about the finished design though the medals are developed by the National Olympic Committee (NOC) of the country hosting the Games.

Recipients: The top three competitors receive medals

Shape: Usually circular, featuring an attachment for a chain or ribbon
Diameter: A minimum of 60mm

Thickness: A minimum of 3mm

Material: First place (Gold medal): It is composed at least 92.5% of silver, plated with 6 grams of gold.

Second place (Silver medal): 92.5 % silver.

Third place (Bronze medal): It is 97.0% copper with 0.5% tin and 2.5% zinc.

Event details: The sport for which the medal has been awarded should be written on the medal.



I. Tick the correct option.

1. Which of the following is the Olympic symbol?



2. The word “Altius” in the Olympic motto means

- i. Faster
- ii. Higher
- iii. Heavier
- iv. Stronger

3. The logo of Olympic Games was created by

- i. Eunice Kennedy Shriver.
- ii. Deion Nash
- iii. Guttmann
- iv. Baron Coubertin

4. The first Olympic torch was lit in

- i. 1896, Athens, Greece
- ii. 1920, Antwerp, Belgium
- iii. 1924, Paris, France
- iv. 1928, Amsterdam, Netherlands





5. The Olympic flag was used for the first time
 - i. 1896, Athens, Greece
 - ii. 1920, Antwerp, Belgium
 - iii. 1924, Paris, France
 - iv. 1928, Amsterdam, Netherlands

II. Answer the following questions briefly.

- a. write a short note on Olympic creed.
- b. What is the motto of the Olympic Games? What does it mean?
- c. Write a short note on the Olympic flag.
- d. Describe the Olympic oath.

III. Answer the following questions in 150-200 words.

1. Write a note on the symbols and ideals of the Olympic Games.

2.5.1 OLYMPIC MOVEMENT STRUCTURE

Under the supreme authority and leadership of the International Olympic Committee, the Olympic Movement encompasses organisations, athletes and other persons who agree to be guided by the Olympic Charter. The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised in accordance with Olympism and its values. The three main constituents of the Olympic Movement are:

the International Olympic Committee (“IOC”),

the International Sports Federations (“IFs”)

the National Olympic Committees (“NOCs”).

In addition to its three main constituents, the Olympic Movement also encompasses the Organising Committees for the Olympic Games (“OCOGs”), the national associations, clubs and persons belonging to the IFs and NOCs, particularly the athletes, whose interests constitute a fundamental element of the Olympic Movement’s action, as well as the judges, referees, coaches and the other sports officials and technicians. It also includes other organisations and institutions as recognised by the IOC. Any person or organisation belonging in any capacity whatsoever to the Olympic Movement is bound by the provisions of the Olympic Charter and shall abide by the decisions of the IOC.

2.5.2 INTERNATIONAL OLYMPIC COMMITTEE

The International Olympic Committee (IOC) was constituted by Pierre de Coubertin on 23 June 1894 with Demetrios Vikelas as its first president. It is a non-governmental and non-profitable organization situated in Lausanne, Switzerland. The object of the IOC is to fulfil the mission, role and responsibilities as assigned to it by the Olympic Charter. English and French are the official languages of the IOC. It is an official and supreme authority to spread Olympic movement worldwide through International Sports Federations, National Olympic Committees, Organising Committees for the Olympic Games, United Nations etc. It reserves the right on Olympic Games, the symbols and other elements which are related with the Olympic Movement.

The Committee organizes Summer and Winter Olympic Games that were started in Athens, Greece in 1896 and Chamonix, France in 1924 respectively. Before 1992 Winter and Summer Olympics were conducted the same year, but after 1992, IOC changed the schedule of the Olympics Games. Now, while Summer Olympics take place every leap year, Winter Olympics take place two years later, in even years. For example, while Summer Olympic Games were held in 2000, Sydney, Australia and in 2004, Athens, Greece, Winter Olympic Games were held in 2002, Salt Lake City, USA and 2006 Turin, Italy. IOC also organizes the Youth Olympic Games (YOG), held in summer and winter, every four years. The first Summer YOG were in Singapore in 2010 and the first Winter YOG in Innsbruck in 2012.

United Nations General Assembly declared IOC as a permanent observer in 2009. The decision enables the IOC to be directly involved in the UN Agenda and to attend UN General Assembly meetings where it can take the floor. In 1993, the General Assembly approved a Resolution to further solidify IOC-UN cooperation by reviving the Olympic Truce.

2.5.2.1 MISSION AND ROLE OF INTERNATIONAL OLYMPIC COMMITTEE

As per Olympic Charter, the mission of the IOC is to promote Olympism throughout the world and to lead the Olympic Movement.

The IOC's role is:

1. To encourage and support the promotion of ethics and good governance in sport as well as education of youth through sport and to dedicate its efforts to ensuring that, in sport, the spirit of fair play prevails and violence is banned.
2. To encourage and support the organisation, development and coordination of sport and sports competitions.





3. To ensure the regular celebration of the Olympic Games.
4. To cooperate with the competent public or private organisations and authorities in the endeavour to place sport at the service of humanity and thereby to promote peace.
5. To take action to strengthen the unity of the Olympic movement, to protect its independence, to maintain and promote its political neutrality and to preserve the autonomy of sport.
6. To act against any form of discrimination affecting the Olympic movement
7. To encourage and support elected representative so athletes with in the Olympic movement, with the IOC athletes' commission acting as their supreme representative on all Olympic games and related matters.
8. To encourage and support the promotion of women in sport at all levels and in all structures with a view to implementing the principle of equality of men and women;
9. To protect clean athletes and the integrity of sport, by leading the fight against doping, and by taking action against all forms of manipulation of competitions and related corruption.
10. To encourage and support measures relating to the medical care and health of athletes.
11. To oppose any political or commercial abuse of sport and athletes.
12. To encourage and support the efforts of sports organisations and public authorities to provide for the social and professional future of athletes.
13. To encourage and support the development of sport for all.
14. To encourage and support a responsible concern for environmental issues, to promote sustainable development in sport and to require that the Olympic games are held accordingly.
15. To promote a positive legacy from the Olympic games to the host cities and host countries.
16. To encourage and support initiatives blending sport with culture and education
17. To encourage and support the activities of the International Olympic Academy (IOA) and other institutions which dedicate themselves to Olympic education.

2.5.2.2 ORGANIZATION AND SETUP OF INTERNATIONAL OLYMPIC COMMITTEE

The powers of the International Olympic Committee are exercised through the following three organs:



The Session

The IOC Executive Board

The President

The Session: The Session is the general meeting of the members of the IOC. It is the IOC's supreme organ. Its decisions are final. An ordinary Session is held once a year. Extraordinary Sessions may be convened by the President or upon the written request of at least one third of the members. Every member has right of one vote. The main decisions like choosing city for Olympic games sports Programmes, electing new members etc. are taken in the session and its decisions are final.

Powers of the session are:

1. to adopt or amend the Olympic Charter;
2. to elect the members of the IOC, the Honorary President, honorary members and honour members;
3. to elect the President, the Vice-Presidents and all other members of the IOC Executive Board;
4. to elect the host city of the Olympic Games;
5. to elect the city in which an ordinary Session is held, the President having the authority to determine the city in which an extraordinary Session is held;
6. to approve the annual report and financial statements of the IOC;
7. to appoint the independent auditor of the IOC;
8. to decide on the awarding or withdrawal by the IOC of full recognition to or from NOCs, associations of NOCs, IFs, associations of IFs and other organisations;
9. to expel IOC members and to withdraw the status of Honorary President, honorary members and honour members;
10. to adopt or amend the Athletes' Rights and Responsibilities Declaration upon recommendation of the Athletes' Commission and to promote respect for this Declaration within the Olympic Movement;
11. to resolve and decide upon all other matters assigned to it by law or by the Olympic Charter.

The **Quorum** required for a Session is half the total membership of the IOC plus one. Decisions of the Session are taken by a majority of the votes cast; however, a majority of two-third soft he votes cast is required for any modification of the Fundamental Principles of Olympism, of the Rules of the Olympic Charter, or if elsewhere provided in the Olympic Charter.





Each member has one vote. Abstentions and blank or spoiled votes are not taken into consideration in the calculation of the required majority. Voting by proxy is not allowed. Voting is held by secret ballot when so required by the Olympic Charter, or if the Chairman so decides or upon the request of at least a quarter of the members present. In the event of a tie, the Chairman shall decide.

The Session may delegate powers to the IOC Executive Board.

The IOC Executive Board: The Executive board was founded in 1921 to manage the affairs of IOC. The Board consist of the President, four Vice-Presidents and ten members who are elected by the IOC members in the session by secret ballot by a majority of votes cast. The Executive Board undertakes overall responsibility for the administration and management affairs of IOC.

As per Olympic charter it performs following duties:

1. it monitors the observance of the Olympic Charter;
2. it approves all internal governance regulations relating to its organisation;
3. it establishes an annual report and the financial statements of the IOC in accordance with International Financial Reporting Standards and Swiss law, which it submits to the Session for approval together with the report of the auditor;
4. it submits a report to the Session on any proposed change of Rule or Byelaw;
5. it submits to the Session the names of the persons whom it recommends for election to the IOC;
6. it establishes and supervises the procedure for accepting and selecting candidatures to organise the Olympic Games;
7. it establishes the agenda for the Sessions;
8. upon the proposal of the President, it appoints - or dismisses - the Director General. The President decides on his compensation and may take sanctions;
9. it provides for the safe keeping of all minutes, financial statements and other records of the IOC in compliance with the law, including minutes of all Sessions, IOC Executive Board and other commission or working group meetings;
10. it takes all decisions, and issues regulations of the IOC, which are legally binding, in the form it deems most appropriate, such as, for instance, codes, rulings, norms, guidelines, guides, manuals, instructions, requirements and other decisions, including, in particular, but not limited to, all regulations necessary to ensure the proper implementation of the Olympic Charter and the organisation of the Olympic Games;



11. it organises periodic meetings with the IFs and with the NOCs at least once every two years. Such meetings are chaired by the IOC President, who determines the procedure and the agenda after consultation with the relevant bodies;
12. it creates and confers the honorary distinctions of the IOC;
13. it exercises all powers and performs all duties not attributed by law or by the Olympic Charter to the Session or to the President.

The President:

The President is elected by the IOC members in the session through secret ballot for a period of four years, which can be renewed for further four years. The President is the representative of IOC and is responsible for organization and preparation of all Executive meetings. He may give his power to the Director General. He can execute any action or decision on behalf of IOC. If the President is unable to fulfil his work, the senior Vice President can replace him.

2.5.3 THE NATIONAL OLYMPIC COMMITTEES (NOCs)

National Olympic committee (NOC) is a unit at national level of Olympic movement. There are 206 NOCs. The IOC is the sole authority to recognize a NOC. Together with the International Sport Federations, the NOCs are a constituent of the Olympic Movement under the leadership of the IOC. The mission of the NOCs is to develop, promote and protect the Olympic Movement in their respective countries, in accordance with the Olympic Charter. NOCs mission is to develop, promote and protect the Olympic Movement in their respective countries in accordance with Olympic charter. It was to promote fundamental principles, values of Olympism, Olympic educational programmes in their countries. It works to promote athlete to participate at apex level and give high performance by providing training and other logistics. NOCs also hold responsibility to send athletes in Olympic Games and may nominate their country cities to organize Olympic games.

In India, The Indian Olympic Association act as NOC which is a non-profit organization under the Societies Registration Act of 1860 founded by Sir Dorabji Tata as President and Dr A.G. Noehren as Secretary General in 1927. In the same year the association

was recognized by the International Olympic Committee. The prime objective of the Association was to promote and develop Olympic movement in India. In the early years, IOA selected sportspersons to represent India, but after 1947 they gave the responsibility of selection and training to the National Sports Federations. Now they only arrange transport, board and accommodation for officials and sports persons.



Sir Dorabji Tata





The Indian Olympic Association is the governing body for the Olympic Movement and the Commonwealth Games in India. It is also an affiliated member of the International Olympic Committee (IOC), Commonwealth Games Federation (CGF), Olympic Council of Asia (OCA) and Association of National Olympic Committees (ANOC). IOA is recognized by Ministry of Youth Affairs and Sports.

The IOA looks after several aspects of sports and sportspersons which includes sending athletes or teams to represent India in the Olympic Games, Commonwealth Games, Asian Games and other international multi-sport competitions of IOC, CGF, OCA and ANOC.

The members of the IOA include

- National Sports Federations affiliated to International Sports Federations whose sport is included in the Programme of the Summer and Winter Olympic Games.
- National Sports Federations affiliated to International Sports Federations whose sport is not included in the Programme of the Summer and Winter Olympic Games but is included in the Programme of all Asian and/or Commonwealth Games.
- Indian citizens who are member/s of the International Olympic Committee.
- Two (one male and one female) active athletes or retired athletes having taking part in the Olympic Games; subject to the condition that the retired athletes must retire from their post latest by the end of the third Olympiad after the last Olympic Games in which they took part.
- State Olympic Associations
- Union Territories' Olympic Associations
- Services Sports Control Board
- The National Federation of the Indian game Kho-Kho.

Extension Activity

Interview a member of the IOA or any Sports Federation of your State for your school Magazine.

2.5.4 THE INTERNATIONAL FEDERATIONS (IFS)

The International Sports Federations (IFs) are responsible for the integrity of their sport on the international level. The International Sports Federations are international non-governmental organisations recognised by the International Olympic Committee (IOC) as administering one or more sports at world level.



The national federations administering those sports are affiliated to them. While conserving their independence and autonomy in the administration of their sports, International Sports Federations seeking IOC recognition must ensure that their statutes, practice and activities conform with the Olympic Charter.

The IFs have the responsibility and duty to manage and to monitor the everyday running of the world's various sports disciplines, including for those on the programme, the practical organisation of events during the Games. The IFs must also supervise the development of athletes practising these sports at every level. Each IF governs its sport at world level and ensures its promotion and development. They monitor the everyday administration of their sports and guarantee the regular organisation of competitions as well as respect for the rules of fair play.

The IFs may formulate proposals addressed to the IOC concerning the Olympic Charter and the Olympic Movement in general, including the organising and holding of the Olympic Games; give their opinions concerning the candidatures for organising the Olympic Games, particularly concerning the technical capabilities of the candidate cities; collaborate in the preparation of the Olympic Congresses; and participate in the activities of the IOC commissions.

Association of Federations

In order to discuss common problems and decide on their events calendars, the summer federations, the winter federations and the recognised federations have formed associations: the Association of Summer Olympic International Federations (ASOIF), the Association of International Olympic Winter Sports Federations (AIOWF), and the Association of IOC Recognised International Sports Federations (ARISF).

I. Tick the correct option.

1. The IOA was established in
 - i. 1926
 - ii. 1927
 - iii. 1928
 - iv. 1930

2. What do you mean by NOC ?
 - i. National Olympic Committee
 - ii. National Olympic Congress
 - iii. National Olympic Course
 - iv. National Olympic Community





3. The IOC Executive Board has _members.
 - i. 1
 - ii. 2
 - iii. 8
 - iv. 10
4. Which is not a member of Association of Federations?
 - i. the Association of Summer Olympic International Federations (ASOIF)
 - ii. the Association of International Olympic Winter Sports Federations (AIOWF)
 - iii. the Association of Paralympic Sports Federations (APSF)
 - iv. the Association of IOC Recognised International Sports Federations (ARISF)

II. Answer the following questions briefly.

1. Write a short note on the Olympic Flag.
2. From where and how is the Olympic torch brought to the host city?
3. List the office bearers of the IOC.
4. Describe the Olympic oath.
5. Describe the formation of the IOA.

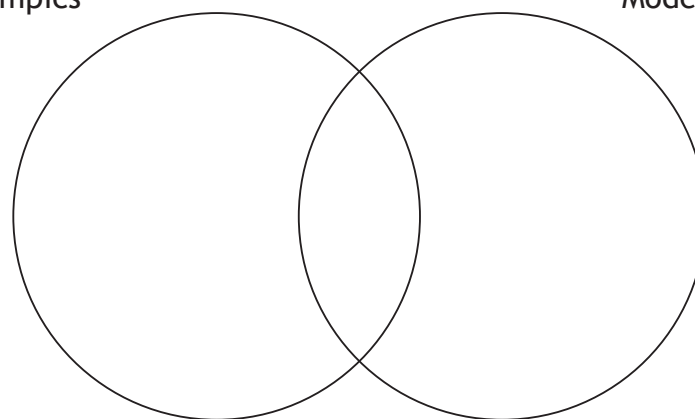
III. Answer the following questions in 150-200 words.

1. Describe the organizational step-up of International Olympic Committee.
2. Differentiate between Modern and Ancient Olympic Games.

IV. Complete the Venn Diagram given below listing the similarities and differences between Ancient and Modern Olympic Games.

Ancient Olympics

Modern Olympics



Differences

Similarities

Differences

V. Case Study

Olympism



While introducing the chapter Olympism in physical Education class Mr Davis found that children were not familiar with the term and were clueless about the various committees working in this field. So he explained in detail about IOC and various information related to it were discussed. On the basis of ur knowledge about IOC answer the following questions

- a. What is the full form of IOC?
- b. When was the IOC established?
- c. Where is the headquarter of IOC?
- d. How many active members are there of IOC?
- e. List down any three functions of IOC?

VI. Art Integration

ART INTEGRATION

Olympic mascots have been a key part of the Games since 1968. They're tasked with giving concrete form to the Olympic spirit, spreading the values highlighted at each edition of the Games, promoting the history and culture of the host city and giving the event a festive atmosphere.




Imagine India is hosting the 2032 Olympic Games.

Design a mascot for the Games. In a brief presentation, explain your choice of mascot.





Weblinks

Topic	Weblinks	QR Code
Olympic Value Education: IOC	https://olympics.com/ioc/education/olympic-values-education-programme#:~:text=What%20is%20OVEP%3F,the%20core%20principles%20of%20Olympism.	
Olympic Movement	https://olympics.com/ioc/olympic-movement	
Olympic History	https://olympics.com/ioc/overview	



UNIT
3

YOGA



Content

Meaning & Importance of Yoga

Introduction to Ashtanga Yoga

Yogic Kriyas (Shat Karma)

Pranayama and its types

Active Lifestyle and stress management through Yoga





Learning Outcomes

At the end of this unit students will be able to:

- recognize the concept of yoga and aware with the importance of it
- identify the elements of yoga
- identify the Asanas, Pranayamas, meditation and yogic kriyas
- classify various yogic activities for enhancement of concentration
- know about relaxation techniques for improving concentration



Discussion

Read the newspaper clipping given below.

International Yoga Day

New Delhi: International Day of Yoga (IDY), Yoga day or Antarashtriya Yog Divas is an annual event celebrated all over the world on June 21 since its inception in 2015. The idea of IDY was first proposed by Indian Prime Minister during his speech at the United Nations General Assembly (UNGA), on September 27, 2014.

Later, International Day of Yoga (IDY) was declared unanimously by the United Nations General Assembly (UNGA) on December 11, 2014. Yoga is a physical, mental and spiritual practice that has its routes mostly in India. The date of June 21 was suggested by PM Modi in his UN address as it is the longest day of the year in the Northern Hemisphere and is highly important in many parts of the world. Last year, 72 students and teachers from City Montessori School of Lucknow performed yogic exercises at the United Nations Headquarters in New York on the occasion of International Day of Yoga.

In 2018, PM Modi participated in the event organised in FRI Dehradun. As many as 60,000 people are expected to turn up for the event.

Discuss in your group

- How does yoga contribute to an individual's growth, development, health and
- fitness?
- Why was June 21 chosen as IDY?
- What are the objectives of IDY?

Present your ideas to the class.

3.1.1 MEANING, DEFINITION AND IMPORTANCE OF YOGA

Meaning

The word 'yoga' is derived from a Sanskrit word "yuj", which means union. Yoga is the union of the spirit with the soul. This union is a long process which may even take several births, according to Hindu scriptures. Yoga is also considered as the union of the Ida nerve with the Pingla nerve, of the sun nerve with the moon nerve, of negative and positive, of Shiva (spirit) with Shakti (mother nature), and of Mooladhar Chakra (Coccyx plexus) with the Sahasrar Chakra (thousand lotus petal plexus). Yoga is the union of Prana Vayu with the Apan Vayu (life current with excretion current.)





Yoga is a science of experiencing which helps in the upliftment of humanity, from animal-hood to God-hood. This science helps bring happiness in our lives. It is the path of spiritual connection which serves as a remedy for doubt, confusion and intellectual dissatisfaction. Consciousness added to matter and life, gives an animal. Self-consciousness added to the mixture gives a human being; the addition of pure joy creates a God.

Yoga is not merely a means to treat diseases. Rather, it is a science which brings health and happiness on causal, astral and physical planes. All the religions of the world speak of the divine union of soul and spirit in one way or the other.

This union can be achieved through any means but yoga, as propounded by Maharishi Patanjali, is the fastest and most effective way.

DEFINITION

- Stillness in the whirlpools (modifications) of the mind (Yoga Chitta Vritti nirodha) - Maharishi Patanjali.
- Skillness in action (Yogah karmasu kaushalam) - Lord Krishna in Bhagavad Gita.
- A skillful and subtle process to calm the mind (Yoga Vasistha).
- "Yoga is said to be the oneness of breath, mind, and senses, and the abandonment of all states of existence." - (Maitri Upanishad)
- "Yoga is said to be the unification of the web of dualities." (Dvandva Jaala).- Yoga Bija
- "Yoga is said to be in control."- (Brahmaanda Purana)
- "A skillful and subtle process to calm down the mind." - Yoga Vashistha



Yoga explained by Ministry of AYUSH

Do you know?

In the modern era, Swami Vivekananda, introduced the importance of Yoga to the Western world, when he addressed the World Parliament of Religions at Chicago in 1893.

Swami Vivekananda is also credited for being the greatest proponent of Yoga in the West.





3.1.2 IMPORTANCE OF YOGA

Yoga is not a religion, but a way of living that ensures 'a healthy mind in a healthy body'.

Man is a physical, mental and spiritual being; yoga helps to promote a balanced development of all the three. Other forms of physical exercises, like aerobics, assure only physical wellbeing. They have little to do with the development of the spiritual or astral body.

Extension Activity Discuss with your group

- What are the short-term effects of yoga?
- What changes take place in your body if you do yoga regularly over an extended period of time?
- Are these changes obvious - relating to visible changes in your body e.g., building up of muscles, loss of body fat etc.?
- What changes occur in heart rate and breathing?
- What about changes that are not so obvious and are long-term - increased stamina, improved flexibility?

Design a poster to show the effect of yoga on the body.

You could use an outline of the body to show which parts of the body are affected, what those effects are and how to maximize benefits of exercise.

Yogic exercise recharges with cosmic energy. This facilitates

- Attainment of perfect equilibrium and harmony.
- Promotes self-healing.
- Removes negative blocks from the mind and toxins from the body.
- Enhances personal power.
- Increases self - awareness.
- Helps in attention, focus and concentration, especially for children.
- Reduces stress and tension in the body by activating the parasympathetic nervous system.
- Yoga bestows upon every aspirant the power to control the body and mind.





I. Tick the correct option.

1. Word 'Yoga' derived from:
 - a. Yuj
 - b. Yug
 - c. Yua
 - d. Yuy
2. Who define yoga as "Skillness in action"?
 - a. Maharishi Patanjali
 - b. Brahmaanda Purana
 - c. Lord Krishna
 - d. Maitri Upanishad

II. Answer the following questions briefly.

1. What do you mean by term 'Yoga'.
2. How can yoga contribute in enhancing personal power?

III. Answer the following questions in 150-200 words.

1. How can Yoga help in maintaining healthy lifestyle?
2. Explain the modern concept of yoga along with importance?

3.2.1 INTRODUCTION TO ASHTANG YOGA

Yoga is more than just a physical discipline. It is a way of life-a rich philosophical path. And the yamas (social restraints) and niyamas (self-discipline) are ten good common-sense guidelines for leading a healthier, happier life and for bringing spiritual awareness into a social context. They are for the individual to think about and ponder over with a rational mind, because yoga is not about mindlessly accepting externally imposed rules - it is about finding the truth for oneself and "connecting" with it.

3.2.2 Yamas: Yama is the first "limb" of Ashtang Yoga.

The 5 yamas are universal practices that help us move forward in our personal and spiritual development. The five yamas ask practitioners to avoid violence, lying, stealing, wasting energy, and possessiveness.





The five yamas, or codes of conduct or moral disciplines towards the outside world are:

- a) Ahimsa – Sanskrit for “non-harming”
- b) Satya – Sanskrit for “refraining from dishonesty”
- c) Asteya– Sanskrit for “non-stealing”
- d) Brahmacharya – Sanskrit for “wise use of vitality”
- e) Aparigraha– Sanskrit for “non-possessiveness”

Practicing Yoga’s “golden rules” helps us attain a healthy mind and body, and it is important to follow the yamas without the desire for an end goal.

- a) **Ahimsa (non-violence):** Ahimsa means practicing kindness towards others, towards animals and towards ourselves in every thought and action. When we are compassionate and accepting of all ways of life we can handle any situation with grace.
- b) **Satya (refraining from dishonesty)** Satya is the principle of living with integrity. Satya refers to refraining from dishonesty and betrayal in thought, word, and deed. It is important to note, though, that ahimsa is still the most important principle. Thus, in case truth can cause harm or violence, the option to be exercised is one that will not cause harm.
- c) **Asteya (non-stealing):** Asteya teaches that everything we need in life is already within us. By choosing Asteya, we rise above our “base cravings” and become self-sufficient because we no longer desire something outside of ourselves. Feeling gratitude for what we have, and only taking what is freely given, makes it easy to wipe out feelings of envy or entitlement, and for authentic generosity.
- d) **Brahmacharya (wise use of energy)** Brahmacharya refers to the wise use and preservation of vitality. It does not mean celibacy, but rather acting responsibly with your vitality, as a way to respecting others and yourself.
- e) **Aparigraha (non-possessiveness)** Aparigraha refers to the ability to let go. It encourages non-grasping, non-clinging, and non-attachment to possessions or even thoughts. Aparigraha teaches you not to take it easy and be happy with what you have.





3.2.3 Niyamas

The niyamas, the second constituent of Asthang Yoga, deal with the manner in which we interact with ourselves and our internal world. Following the Niyamas helps the individual regulate her/his behaviour and maintain a positive environment in which to grow. Energy generated through the cultivation of the yamas is harnessed through the practice of the Niyamas. While Sage Yajnavalkya lists ten niyamas and the Bhagavad Gita lists 11, Patanjali names the following five:

- a) Saucha or purity
 - b) Santosha or contentment
 - c) Tapa or austerity
 - d) Swadhyaya or self-education, and
 - e) Ishwar Pranidhan or meditation on the Divine.
- a) Saucha implies both external as well as internal purity. According to Manu, just as water purifies the body, truthfulness the mind and true knowledge the intellect, the soul is purified by knowledge and austerity. It advocates the practices of intellectual purity, purity of speech and of the body.
 - b) Santosha or contentment is the second niyama, which is described as not desiring more than what one has earned through honest labour. Santosha implies that the state of mind does not depend on any External causes, and that one must maintain equanimity through all that life offers. Santosha involves the practice of gratitude and joyfulness - maintaining calm at all costs.
 - c) Tapa or Austerity, the third niyama, is described in the philosophy of yoga as the power to stand thirst and hunger, cold and heat, discomforts of place and postures, silent meditation and fasts. It also maintains that the perfect man is he who practices both mental as well as physical austerity.

Do you know?

Maharishi Patanjali is a saint who is believed to have lived some time during the 2nd century BCE. He is known for his treatise on Yoga, entitled "Patanjali Yoga Sutra".

- d) Swadhyaya or self-education, according to the commentator Vyas, consists of scriptural studies - the study of the Vedas and Upanishads together with the recitation of the Gayatri Mantra and the Om Mantra.



- e) Ishwar Pranidhan, the last of the niyamas, is described as the dedication of all our actions, performed either by intellect, speech or body, to the Divine. The results of all such actions are, therefore, dependent upon Divine decision. The mortal mind can simply aspire to realize the Divine through dedication, purification, tranquillity and concentration of the mind. This Divine contemplation spills over into all aspects of the yogi's life.

3.2.4 Benefits of Practicing Yamas & Niyamas

The yamas and niyamas help in managing our energy in an integrated manner, complementing our outer life to our inner development. They help us view ourselves with compassion and awareness. They help in respecting the values of life, in balancing our inner growth with outer restraint. In short, Yamas and Niyamas are not about right and wrong, but are about being honest with oneself. Living according to these principles is about living our lives in a better way, and moving towards connecting with the Divine.

3.2.5 Asanas

Asana is a posture in harmony with one's inner consciousness. It aims at the attainment of a sustained and comfortable sitting posture to facilitate meditation.

Asanas also help in balancing and harmonizing the basic structure of the human body, which is why they have a range of therapeutic uses too.

3.2.5 Pranayama

Pranayama is a compound term (Prana and Yama) meaning the maintenance of prana in a healthy manner throughout one's life. More than being merely a breath-control exercise, Pranayama is the art of the life force or prana. Ancient yogis, who understood the essence of prana, studied it and devised methods and practices to master it. These practices are better known as Pranayama since breath or prana is basic to life, the practice of Pranayama helps in harnessing the prana in and around us, and by deepening and extending it, Pranayama leads to a state of inner peace. According to Hatha Yoga, Pranayamas can be classified under:

- a) Surya Bhedi
- b) Ujjai
- c) Sitkari
- d) Sitli





- e) Bhastrika
- f) Bhramari
- g) Murchha, and
- h) Kewali.

3.2.6 Pratyahara

Pratyahara is the “withdrawal of the senses” and it is the fifth element among the eight stages of Patanjali’s Ashtang Yoga, as mentioned in his classical work. It is also the first stage of the six-branch yoga of the Buddhist Kalachakra tantra, where it refers to the withdrawal of the five senses from external objects to be replaced by the mentally created senses of an enlightened deity.

3.2.7 Dharana

The last three limbs of Ashtang Yoga are the three essential stages of meditation. Dharana involves developing and extending our powers of concentration. This consists of various ways of directing and controlling our attention and mind - fixing skills, such as concentrating on the chakras or turning inwards.

3.2.8 Dhyana

Dhyana is the state of meditation, when the mind attains a state of concentration without getting distracted. Strictly speaking, unlike the other six limbs of yoga, this is not a technique but rather a state of mind, a delicate state of awareness, where the mind has been quieted, and, in the stillness, it produces few or no thoughts at all. This state rightfully precedes the final state of Samadhi.

3.2.9 Samadhi

Samadhi or total absorption is the ability to become one with the true self and merge into the object of concentration. In this state of mind, the perceiver and the object of perception unite through the very act of perception-a true unity of all thought and action. This is the acme of all yogic endeavours, the ultimate “yoga” or connection between the individual and the universal soul.

Do you know?

According to Hindu mythology, Shiva is considered the Supreme Lord of Yoga.



I. Tick the correct option.

1. There are eight stages of training for a yogi to go through in order to reach “moksha” (release). What is the final stage called?
 - i. Samadhi
 - ii. Yama
 - iii. Pranayama
 - iv. Kaivalya
2. Yama and Niyama are part of
 - i. physical growth
 - ii. charity
 - iii. meditation
 - iv. morality and ethics
3. Out of the following which one is NOT Ashtang Yoga?
 - i. Yama
 - ii. Niyama
 - iii. Dhauti
 - iv. Pratyahar
4. To stabilize and focus the mind on one object, image, sound or idea is called
 - i. i. Dharana
 - ii. ii. Dhyana
 - iii. iii. Samadhi
 - iv. iv. Pratyahara

II. Answer the following questions briefly.

1. Differentiate between Dhyana and Samadhi.
2. Explain the concept of Pranayama.

III. Answer the following questions in 150-200 words.

1. What are the purpose of Ashtang Yoga?
 2. Explain the components of Ashtang Yoga.
-





3.3.1 YOGIC KRIYAS (SHAT KARMAS): MEANING, PROCEDURE, PRECAUTIONS AND BENEFITS

According to tridosha theory (one of the fundamental theories of Indian medicine), the human body is made by three basic constituents called tridoshas, which are Vata (mechanical functional constituent of the body), Pitta (chemical functional constituent of the body) and Kapha (material functional constituent of the body). If there is any imbalance in the constituents of the body, it leads to diseases. Yoga recommends six purification processes to get and keep the equilibrium of these tridoshas. They are known as Shat kriyas (six purification processes). They are:

1. Kaphalabhati - Purification of frontal lobes and lungs.
2. Trataka - Blinkless gazing.
3. Neti - Nasal cleansing.
4. Dhauti - Cleaning of digestive track and stomach.
5. Nauli - Abdominal massage.
6. Basti - Colon cleaning.

These six cleansing processes are excellent practices designed to purify the whole body, and to get good health. Nauli and Dhauti are higher practices, hence not mentioned here.

Do you know?

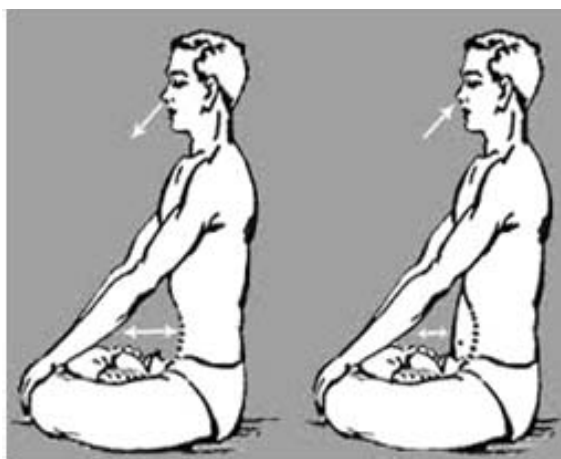
Tao Porchon-Lynch, born on August 13, 1918, is an American yoga master and award-winning author of French and Indian descent. She discovered yoga in 1926 when she was eight years old in India and studied with, among others, Sri Aurobindo,

B.K.S. Iyengar, K. Pattabhi Jois, Swami Prabhavananda, and Maharishi Mahesh Yogi. At age 100, she teaches six to eight classes a week in New York, and leads Programmes across the globe. She is the author of two books, including her autobiography, *Dancing Light: The Spiritual Side of Being Through the Eyes of a Modern Yoga Master*, which won a 2016 IPPY Award and three 2016 International Book Awards.

3.3.2 KAPALABHATI

This involves forceful and fast diaphragmatic breathing. In a comfortable sitting position, one exhales forcefully by contracting the abdomen and inhales. The exhalations and inhalations are accompanied with the abdominal movements which take place in quick successions for a number of times depending on one's capacity.





BENEFITS

- This is a great cleanser for the respiratory passages including the sinuses.
- It improves respiratory function and promotes circulation.
- Improves balance.
- It removes acidity and gas related problems.
- It cures sinus, asthma, and hair loss.

PRECAUTIONS

- a. Pregnant women, patients suffering from a slipped disc, and asthma patients should avoid it.
- b. It should not be performed during menstruation.

3.3.3 TRATAKA

It is still-gazing at a point selected in the form of a black dot on a paper, or an unwavering flame or any other object of choice. One has to continue still-gazing until tears roll down.





BENEFITS

- It improves the eyesight and tones up the visual mechanism.
- It also helps in concentration.
- It helps to calm the mind and remove distractions.

PRECAUTIONS

- People suffering with epilepsy should not practice trataka on candle.
- Kids should avoid practicing trataka.

3.3.4 NETI

Neti is the yogic system of body cleansing techniques. It is intended to mainly clean air passages in the head.

JALNETI

Jal Neti is a technique used by yogis to stay away from diseases, and most importantly to use the breath well for their yogic practices without any blockages.



TECHNIQUE

- In a feeding cup or a small pot having a nuzzle, take tepid water with a little salt added to it.
- Insert the nozzle in one of the nostrils.
- Bend the head a little sideward and pour water slowly into the nostril.
- Then repeat the same procedure with other with the other nostril. Thus, the nasal cavity is cleansed with water.

BENEFITS

- Jal Neti removes excess mucus and impurities in the nose.
- It reduces inflammatory conditions and builds up resistance in the atmosphere.
- Helps in preventing cold and cough.
- If practiced daily, can cure headache and migraine.

3.3.5 DHAUTI

Dhauti is a word in Hindi which means washing. Hence all the kriyas which involve washing can be said as dhauti kriya.

VAMANA DHAUTI



In Sanskrit, Vamana means 'middle' and Dhauti means 'purification'. In the yogic literature, this technique is known also as KUNJALA, or the gesture of the elephant. It is one of the six purification methods of shat karma of hatha yoga.

TECHNIQUE

- Drink tepid water as much as possible filling the stomach completely.
- If desired add some common salt for taste.
- Insert three fingers into the throat and tickle it to vomit out the water.
- Do it again and again until all water is thrown out.

BENEFITS

- It removes all the contents of the stomach including excess secretions of the stomach and undigested food.
- It removes gas, acidity and indigestion.
- It helps to cure cough and sore throat.





Extension Activity

Perform Kaphalabhati for 8 consecutive days and write 3 changes which take place in you after 8th day.

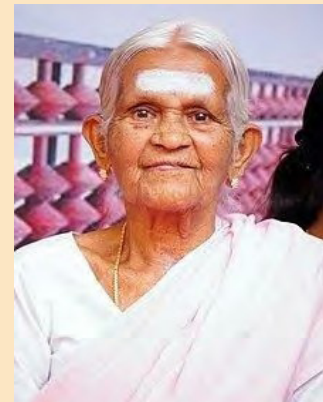
Name of the Asana	Change 1	Change 2	Change 3

Do you know?

India's oldest Yoga teacher

99 year old V. Nanammal is India's oldest Yoga teacher who comes from Coimbatore, Tamil Nadu, India. Nanammal, who has trained one million students over 45 years, teaches 100 students daily. 600 of her students have become Yoga instructors around the world.

Her work has been honoured with India's National Nari Shakti Puraskar in 2016 and the country's fourth highest civilian award, the Padma Shri, in 2018.

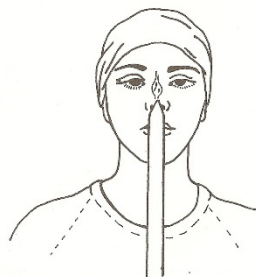


I. Tick the correct option.

- is a very good Kriya to get rid of nasal allergy?
 - Vastradhauti
 - Dandadhauti
 - Neti
 - Kapalbhati
- Cleaning of Colon is known as:
 - Nauli
 - Basti
 - Neti
 - Trataka
- Other name of Vamana dhauti is :
 - Kunjala
 - Kapalbhati
 - Vastradhauti
 - Dandadhauti

4. Identify which yogic Kriya is being performed in following picture?

- a. Nauli
- b. Basti
- c. Neti
- d. Trataka



II. Answer the following questions briefly.

- 1. Define yogic kriyas.
- 2. Elucidate the procedure and benefits of trataka
- 3. Explain yogic cleansing techniques for nasal cavity.

III. Answer the following questions in 150-200 words.

- 1. Describe the yogic kriyas along with benefits.
- 2. What is the effect of Kriyas on our body?

3.4.1 PRANAYAM AND ITS TYPES

Pranayama forms an important component of Yogic Practice. Pranayama is a science which helps to regularize vital energies through the regulation of breathing. The main purpose of Pranayama is to gain control over the Autonomous Nervous System and mental functions.

Pranayama practice involves slow deep inhalation (Puraka), holding breath (Kumbhaka) and near complete exhalation (Rechaka).

The flow of Prana or vital energy to all the vital parts of the body is regulated by these breath-regulating practices. Regular practice of Pranayama can modulate the sensitivity of chemo-receptors and can also make the mind calm and quiet.

These are the Pranayama mentioned in the Hatha Yoga Texts.

- a. Anulom- vilom
- b. Suryabhedana,
- c. Ujjayi,
- d. Bharmari,
- e. Sheetkari,
- f. Sheetal,





Nadishodhan or Anulom-vilom, Suryabhedan, Ujjayi, Sheetli, Bhramari, Pranayama are important pranayamas to be practiced.

Before doing the above pranayamas, one must follow the essentials for practicing them as stated below:

External environment:- Any place that is well- ventilated and free from noise, insects and flies should be preferred to practice pranayamas.

1. Right season to begin the practice of Pranayama: One should start to practice Pranayama in spring season i.e. March-April and autumn season i.e. Sept- Oct. One who is already in practice should continue its practice.
2. Right time: - Morning is the time best suited to practice Pranayamas.
3. Seat or Asana: - The seat should be soft, thick and comfortable.
4. Asana: - Asanas such as Padamasana, Siddhasana, Vajrasana and Sukhasana are considered the most suitable postures for the practice of pranayama.

3.4.2 ANULOM-VILOM OR NADI SHODHANA PRANAYAMA

This is one of the fundamental types of Pranayamas. This practice is also known as Anuloma-viloma as Viloma means 'produced in the reverse order'. This practice gets the name from the fact that the order of using the nostrils for inhalation and exhalation is reversed from time to time.



Technique

1. Sit in any comfortable asana. Keep the head and spine straight. The eyes should be closed.
2. Place right hand in jnana mudra. Close the right nostril with the right thumb. Inhale through the left nostril for 5 counts.

3. After 5 counts of breath, release the pressure of thumb from the right nostril and close the left nostril with the ring finger.
4. Exhale through the right nostril for 10 counts, keeping the respiration rate slow, deep and silent. Then, inhale through the right nostril for 5 counts.
5. Exhale 5 rounds of practice or for 3 to 5 minutes, making sure that no sound is produced as the air passes through the nostrils.

Benefits

1. Calms and steadies the mind, improves focus and concentration. Balances left and right hemispheres.
2. Strengthens the immune system.
3. Manages hypertension.
4. Provides sufficient oxygen for the functioning of every cell in our body.
5. Removes waste products such as carbon dioxide and other toxic gases from the body, so that they do not remain in the blood stream.

3.4.3 SURYA BHEDHANA PRANAYAMA

Surya is the sun and bhedhana means to get through. In Surya Bhedhana Pranayama all inhalations are done through the right nostril and all exhalations through the left.



Technique

1. Sit in any meditative asana e.g. Padasana, Sukhasana etc. Close your eyes.
2. Keep the left nostril closed with your middle and ring finger of the right hand.
3. Slowly inhale without making any sound through the right nostril as long as you can do it comfortably.





4. Then bring your hand down and place it on the knees and retain the breath by firmly pressing the chin against the chest. Simultaneously contract your rectum muscles.
5. This point cannot be reached at the very outset. You will have to increase the period of retaining breath gradually. This is the limit of the sphere of practice of Surya Bhedhana Pranayama.
6. Exhale very slowly, without making any sound through the left nostril by closing the right nostril followed by releasing the rectum muscles (anal lock), chest from the chin lock.
7. Relax and come back to original position. Do this for 3 to 5 times.

Benefits

1. This Pranayama should be performed again and again, as it purifies the brain and destroys the intestinal worms and diseases arising from excess of wind (Vayu).
2. It helps to manage rhinitis and various sorts of neuralgia.
3. The worms that are found in the frontal sinuses are removed.
4. It is good for persons suffering from low blood pressure.

3.4.4 UJJAYI PRANAYAMA

In this practice, both the nostrils are used for inhaling air and the left one for exhaling. The sound represented by the letters 'Aum' is to be produced during the practice, by a partial closure of the glottis. This sound is a peculiarity of this Pranayama and its name is derived from this fact.



Technique

1. Sit in any meditative asana. Close the mouth.
2. Inhale slowly through both the nostrils in a smooth, uniform manner.
3. Retain breath for as long as you can hold comfortably and then exhale slowly through the left nostril by closing the right nostril with your right thumb.
4. Expand the chest when you inhale.
5. During inhalation, a peculiar hissing sound is produced owing to the partial closing of the glottis.
6. The sound produced during inhalation should be of a mild and uniform pitch. It should be continuously practiced.

Benefits

1. Removes heat from the head.
2. The practitioner's voice becomes clear and melodious.
3. Removes phlegm in the throat and all sorts of pulmonary diseases are managed effectively.
4. It is good for asthmatic patients and also for the patients of respiratory disorders.

3.4.5 BHRAMARI PRANAYAMA

The word Bhramari means a black bee. While practicing this Pranayama, the sound produced resembles the buzzing of a black bee. Bhramari Pranayama is effective in instantly calming down the mind. It is one of the best breathing exercises to keep the mind free of agitation, frustration or anxiety and get rid of anger to a great extent.

Technique





1. Sit in the position of Padmasana or any comfortable sitting position.
2. Close your eyes, lips and ears.
3. Inhale deeply and exhale making sound like that of a black bee.
4. In order to assume benefits from this Pranayama, you should close both ears with your thumbs and exhale making sound of the bee.

Benefits

1. The practice of Bhramari delights the mind.
2. Bhramari is beneficial for pregnant women, for preparation for labour.
3. Blood circulation improves in the brain, clears the ears, eyes, nose and throat.

Precautions

Should not be practiced on empty stomach.

3.4.6 SHEETKARI PRANAYAMA

The word SheetKari is made up of 2 words "Sheet" means "Coolness" and "Kari" means "which arise". Sheetkari Pranayama literally means "Hissing Breath". In this breathing technique, we make a sound like a snake (hissing sound) while breathing in from our mouth, that is why it is also known as Hissing breath. Sheetkari Pranayama is very helpful in keeping our mind and body calm.



Technique

1. Sit in Padmasana or any comfortable asana. Place your hands on the knees in Jnana Mudra. Close your eyes.
2. Touch the palate with your tongue.
3. Close both the jaws with your teeth tightly pressed against each other, keeping the lips open.



4. Draw in air through the mouth with the hissing sound Siii—. Retain breath for as long as you can hold, pressing the chest against the sternum (chin lock) and simultaneously pulling the rectum muscle (anal lock).
5. Exhale slowly from both the nostrils, releasing the chin lock and anal lock.

Benefits

1. It quenches thirst and appeases hunger. It cools the body system.
2. It destroys gulma (chronic dyspepsia), pleeha, inflammation of various chronic diseases, fever, indigestion, bilious disorders and phlegm.

When you are caught up in a jungle or any place where you cannot get water, practice this Pranayama to avoid feeling thirsty. You will be relieved of thirst at once.

Precautions: Those who are suffering from cold, cough or tonsilitis should not practice this Pranayama.

3.4.7 SHEETALI PRANAYAMA

As the name indicates, this Pranayama cools the system.

It helps to keep the body's temperature down.



Technique

1. Sit in Padmasana or in any comfortable position. Place your hands on the knees in Gyan Mudra. Close your eyes gently.
2. Open your mouth, bring the tongue outside the mouth and form a cylindrical shape by bending both the extreme sides of the tongue longitudinally and inhale.
3. While inhaling, the air should pass through the tongue.
4. Close your mouth.





5. Retain breath for as long as you can while pressing the chin against the chest (chin lock), simultaneously pulling your rectum muscles (anal lock).
6. Then release chin lock and anal lock and exhale slowly through the nostrils.

Benefits

1. Beneficial in diseases pertaining to throat and spleen etc.
2. Cures indigestion.
3. Helps in controlling thirst and hunger. Lowers blood pressure.
4. Beneficial for diseases caused by imbalance of pitta dosha (heat)
5. Purifies blood.

I. Tick the correct option.

1. Which of the following is a Kriya?
 - i. Kapalbhata
 - ii. Bhastrika
 - iii. Ujjayi
 - iv. Nadishodhana
2. Which Pranayam should be avoided during winters?
 - a. SheetKari
 - b. Bhramari
 - c. Surya Bhedhana
 - d. Ujjayi

II. Answer the following questions briefly.

1. Differentiate between Surya Bhedhana Pranayama and Anuloma-viloma
2. Briefly explain any two Pranayam techniques.

III. Answer the following questions in 150-200 words.

1. What is significance of Pranayam?

3.5.1 ACTIVE LIFESTYLE AND STRESS MANAGEMENT THROUGH YOGA

Medical science defines stress as a specific response of body to all the nonspecific demands secretions of certain hormones. When a person faces problems in his everyday life which exceed his resources for coping with them, he feels stressed. Stress is a demand on our adaptability to evoke a response. But we must remember



that stress is not just for external environments, it can be generated from within ourselves, from our fears, hopes, expectations and beliefs.

It is an accepted fact across the world that Yoga brings happiness, peace of mind and a positive state of health. However, there is a limited understanding regarding the ways in which yoga achieves these things. Actually, yoga aligns the body, mind and intellect level by proper knowledge of structure and function, through self-realization of inner awareness.

When our resources are overworked, our exhausted body stops functioning smoothly. The signs that indicate this may be physical signs such as high blood pressure, high blood sugar, digestive disorders, back pain, and many others.

The Yogic asanas stretch and tone every muscle and joint of the body, as well as the spine, and skeletal muscles, the organs, as well as nerves, keeping the entire system in radiant health. By releasing physical and mental tension, a person liberates a vast amount of energy. The yogic breathing practice known as Pranayamas, revitalize the body and help to control the mind, leaving the person calm and refreshed. Relaxation helps control anxiety, hypertension and other discomforts of the mind and body.

Yogic concept considers health as a holistic way and sees the person as a whole. The five approaches to manage any healthy life style and emerge victorious are ahara, vihara, achara, vichara and vyavahara.

- Ahara (food and wellness) is about what to eat, when to eat, how to eat, how much to eat and what not to eat. The yogic approach lays emphasis on mithara i.e. $\frac{1}{2}$ filled with food, $\frac{1}{4}$ with water and $\frac{1}{4}$ with air, which includes proper quality of food and also the state of mind which enhances the vitality and longevity of life.
- Vihara (recreation and wellness) comprises of three components - relaxation, recreation and relationships. Where person can express his/her emotion or bring emotion into creativity or in healthy way. There is also requirement of sound sleep.
- Achara (right conduct) is about how to set and follow routines to improve your lifestyle. It includes right habits, right attitude and right behaviour for one self and others. Yama and Niyama play an important role in better management of life.
- Vichara (right thinking) is to be in a conducive frame of mind. Yogic approach helps in controlling the vrittis (thoughts/modifications) of the mind and thereby giving positive directions to the negative thoughts.





- Vyavahara (right behaviour) the Bhagvadgita propounds that actions must be performed with a sense of detachment and duty. Right behaviour towards self and others is also a key to a healthy life style. Here again we must apply the principle of maître, mudita and upeksha respectively towards happy, sad, virtuous and evil person.

3.5.2 GENERAL GUIDELINES FOR YOGA PRACTICE

Yoga practitioners should follow the guiding principles given below while performing yoga practice.

Before the practice

- Saucha means cleanliness - an important prerequisite for yogic practice. It includes cleanliness of surroundings, body and mind.
- Yogic practice should be performed in a calm and quite atmosphere with a relaxed body and mind.
- Yogic practice should be done on empty stomach or light stomach.
- Consume small amount of honey in lukewarm water if you feel weak.
- Bladder and bowels should be empty before starting yogic practices.
- A mattress, yoga mat, durrie or folded blanket should be used for the practice.
- Light and comfortable cotton clothes are preferred to facilitate easy movement of the body.
- Yoga should not be performed in a state of exhaustion, illness, in a hurry or in acute stress conditions.
- In case of chronic disease/pain/cardiac problems, a physician or a yoga therapist should be consulted prior to performing yogic practices.
- Yoga experts should be consulted before doing yogic practices during pregnancy and menstruation.

During the practice

- Practice sessions should start with a prayer or an invocation as it creates a conducive environment to relax the mind.
- Yogic practices shall be performed slowly, in a relaxed manner, with awareness of the body and breath.
- Do not hold the breath unless it is specially mentioned to do so during the practice.



- Breathing should be always through the nostrils unless instructed otherwise.
- Do not hold the body tightly, or jerk the body at any point of time.
- Perform the practices according to one's capacity.
- It takes some time to get good results, so persistence and regular practice is very essential.
- There are contra-indications/ limitations for each yoga practice and such contra-indications should always be kept in mind.
- Yoga session should end with meditation/ deep silence/ Sankalp Shantipatha.

After Practice

- Bath may be taken only after 20-30 minutes of practice.
- Food may be consumed only after 20-30 minutes of practice.

YOGA PROTOCOL FOR STRESS MANAGEMENT (30 Minutes)



S.NO.	YOGA PRACTICES	ROUNDS	DURATIONS
1	PRAYER		1 Minute
2	Yogic Suksma Vyayama (Micro Circulation Practices)		5 Minutes
	Neck Movements:		
	Forward & backward bending	3 Rounds	
	Right & left bending	3 Rounds	
	Right & left twisting	3 Rounds	
	Neck Rotation (clock & anti clockwise)	3 Rounds	
	Shoulder Movements		
	Shoulder stretch	3 Rounds	
	Shoulder rotation (forward & backward)	3 Rounds	
	Trunk movements		
	Trunk twisting (Katishaktivikasaka)	3 Rounds	
	Knee movement	5 Rounds	
	Ankle movement		
	Ankle stretch	5 Rounds	
	Ankle rotation (clock & anti clockwise)	5 Rounds	
3	Yoga Sthula Vyayama: (macro circulation practice)		
	Sarvangapusti	3 Rounds	

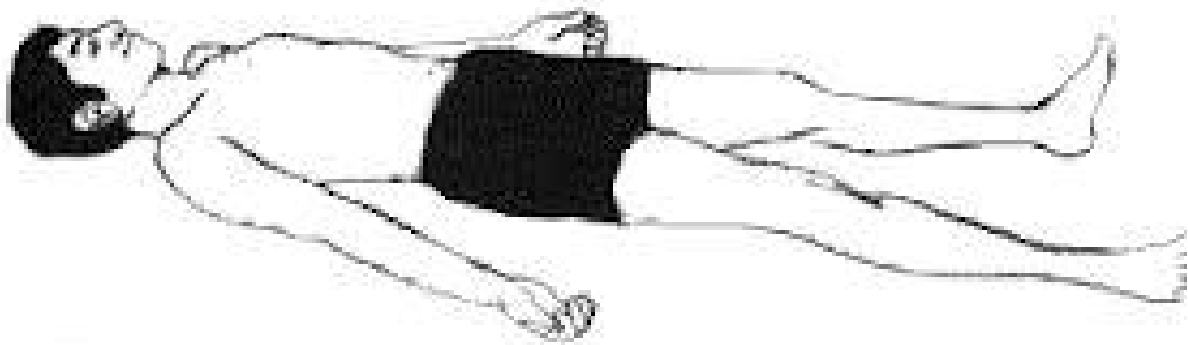




4	Yogasanas		12 Minutes
	Standing posture		
	Tadasana (Palm Tree pose)		
	Urdhva Hastottasana (Raised Arm Pose)		
	Sitting Posture		
	Ushtrasana (camel pose)		
	Sasankasana (Hare Pose)		
	Uttana Mandukasana (stretched up-Frog Pose)		
	Vakrasana (spinal twisting pose)		
	Prone posture		
	Bhujangasana (Cobra pose)		
	Supine posture		
	Pawanmuktasana (wind releasing pose)		
	Sethubandhasana (bridge pose)		
5	Pranayama;		
	Nadi/Shodhana or Anuloma Viloma Pranayama (alternate nostril breathing)	2 Rounds	6 Minutes
	Brahmari Pranayama	5 Rounds	
6	Dhyana		5 Minutes
7	Santi Patha		1 Minutes
	TOTAL TIME		30 Minutes

3.5.3 RELAXATION TECHNIQUE - YOGA NIDRA

The Sanskrit word yoga means union or perfect awareness, and nidra means sleep. Yoga nidra is a state where the body appears to be asleep, but the consciousness is functioning at a deeper level of awareness. Yoga nidra an effective technique for relaxation and helps towards stress-management and wellness.





Techniques

1. Lie down straight on your back in Shavasana (Corpse Pose). Close your eyes and relax. Take a few deep breaths in and out. Remember to take slow and relaxed breaths.
2. Start by gently taking your attention to your right foot. Keep your attention there for a few seconds, while relaxing your foot. Then gently move your attention up to the right knee, right thigh and hip. Become aware of your whole right leg.
3. Gently, repeat this process for the left leg.
4. Take your attention to all parts of the body: stomach, navel region, chest.
5. Take your attention to the right shoulder, right arm, palms, and fingers. Repeat this on the left shoulder, left arm, throat, face, and finally the top of the head.
6. Take a deep breath in and observe the sensations in your body. Relax in this state for a few minutes.
7. Slowly becoming aware of your body and surroundings, turn to your right side and keep lying down for a few more minutes. Rolling over to the right side makes the breath flow through the left nostril which helps cool the body.
8. Taking your own time, you may then slowly sit-up, and whenever you feel comfortable, slowly, and gradually, open your eyes.

Things to remember while performing yoga nidra

- 1) Yoga Nidra, is best done on an empty stomach
- 2) This asana should be practised in a comfortable clutter-free space.
- 3) Some people may feel a little cold after Yoga Nidra, so, it is a good idea to keep a blanket handy.

Contraindications

1. Yoga Nidra should be done at your discretion, especially if you face severe clinical depression or other challenging mental health conditions. The extra introversion is unlikely to help. However, it may help relieve mild conditions.
2. Do not do yoga nidra while driving or operating machinery, as you may fall a sleep.



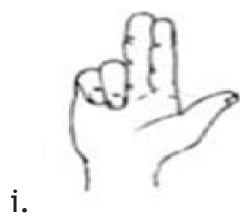


Benefits and limitations

1. Produces deep relaxation.
 2. Reduces stress and anxiety.
 3. Reduces depression.
 4. Reduces pain and dependency on drugs.
 5. Reduces addictions.
 6. Provides relief from insomnia and improves quality of sleep.
 7. Improves clarity of thought and memory.
 8. Improves learning capacity and acquisition of new skills.
-

I. Tick the correct option.

1. Yoga-nidra is performed in
 - i. Shavaasana
 - ii. Simhasana
 - iii. Swastikasana
 - iv. Vajrasana
2. One of the five approaches as per Yoga to manage healthy life style through 'quality of food' is
 - i. Achara
 - ii. Ahara
 - iii. Vichara
 - iv. Vihara
3. The correct positioning of fingers in Anulom-Vilom is

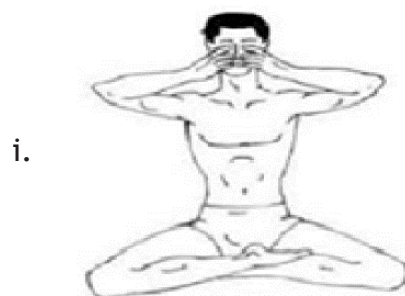


4. Which of the following Pranayam poses is given below?



- i. Anulom-Vilom
- ii. Jal-Neti
- iii. Trataka
- iv. Kapalbhati

5. Which of the following is Bhramari Pranayama?



II. Answer the following questions briefly.

1. Detail the general guidelines for yogic practice for wellness?

III. Answer the following questions in 150-200 words.

- 1. Explain how Yoga can help in active lifestyle and stress management ?
- 2. 2. What is the procedure to do perform yoga-nidra?
- 3. 3. What is the role of yoga in reducing stress?





IV. Complete the table given below.

Asana	Technique	Benefits
Kapalbhati		
Jal-Neti		
Vamana Dhauti		
Anulom-Vilom		
Surya Bhedhana Pranayama		

V. Case Study





The path of yoga is a flight of eight steps. Efficiency in yoga is attained through step by step process. These are also known as eight elements of yoga. They are for the individual to think about and ponder over with a rational mind, because yoga is not about mindlessly accepting externally imposed rules- it is about finding the truth for oneself and connecting with it. On the basis of your knowledge of elements of yoga answer the following questions:-

- a) Which is the first element of yoga?
- b) Which is the last element of yoga?
- c) The last three limbs of Ashtanga Yoga are the essential stages of meditation; name them.
- d) Name the five yamas or code of conduct towards the outside world?
- e) What is the meaning of Pranayama?

VI. Art Integration

MAKING YOUR OWN YouTube/TV SHOW

Would you like to make your own instructional Yoga Show? Well why not do it? It's not very difficult and is a lot of fun.

1. The first step is, of course, the format of the show. You have to set yourself apart from the others. So, decide on your target audience. You could focus on teaching seniors only, or you could combine your classes with hip-hop music.
2. Choose a name for your Show. It should be something memorable, and relevant. Don't copy any other show's name. Make the name of your Show unique.
3. Get all the things you need. A camera for recording the Yoga Asanas, a recorder for voice over giving instructions, suitable music, a mat.
4. Come up with material for the show. Decide upon the Asanas you wish to demonstrate. They should be interesting, and at the same time not so complex that people are unable to follow them.
5. Choose a crew. You will need
 - ◆ Someone to operate the camera(s).
 - ◆ A Host and (or) a co-Host who give the instructions/voice-over for the Asanas.





6. Two or three persons demonstrating the Asanas. They must be adept at what they do to avoid any fiascos.
7. Create a script and proofread it.
8. Select an awesome set. Don't have your show with bare white walls in the background. Create an awesome set that is unique.
9. Plan out segments. Start planning out unique segments for your web show. How many Asanas would you like to include? Would you like to take a break? Or more than one break between the Asanas?
10. Rehearse the asanas, voice-over, music and recording well. Start rehearsing

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Weblinks		
Topic	Weblinks	QR Code
Concept of Yoga by Ministry of AYUSH	https://yoga.ayush.gov.in/	
The Science and Art of Yoga	https://yoga.ayush.gov.in/Publications/gallery/JOURNAL/Yoga%20Vijnana%20Vol.%202.pdf	
History of Yoga	https://yoga.ayush.gov.in/Yoga-History/	

UNIT
4

PHYSICAL EDUCATION AND SPORTS FOR CHILDREN WITH SPECIAL NEEDS



Content

Concept of Disability & Disorder

Types of Disability, its causes & nature (intellectual disability, physical disability)

Disability Etiquettes

Aim & Objective of Adaptive Physical Education

Role of various professionals for children with special needs (Counsellor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist & Special Educator)





Learning Outcomes

In this chapter you will learn to

- Describe the concept of Disability and Disorder.
- Outline types of disability and describe its causes and nature.
- Adhere and respect children with special need by following etiquettes.
- Identify possibilities and scope in adaptive physical education
- Relate various types of professional support for children with special needs along with their roles and responsibilities.



Discussion

Several terms and phrases related to special needs may create some amount of confusion, perhaps misunderstanding. Look at the already know, want to know and ultimately learn (KWL) Chart given below. Complete the first two columns. Fill in the last column after completing your research by reading, or watching relevant videos.

Word	What I Know	What I Want to Know	What I Learned
Differently abled			
Disability			
Hidden disability			
Temporary disability			
Impairment			
Disorder			
Integration			
Adaptation			
Inclusion			

Case Study

The Commonwealth Games in Manchester, England in 2002, marked an extremely important change in the way disabled competitors were treated in athletics tournaments. For the first time, medals won by disabled competitors were counted towards their countries' final totals. Disabled competitors joined the procession of national teams, they lived together in the athletes' village, and their events were staged in the same stadiums at peak times alongside star names.

Read the following transcript of a radio interview with Desmond Green, a former athlete on the changes in the Manchester Commonwealth Games.

Presenter: Do you think these changes are a welcome step forward?

Desmond Green: Much, much more than that. They are a revolution in sport. After yesterday we can't go back, though for certain the traditionalists will complain. No, it's a marvellous turning point. Calling someone a 'disabled athlete' will no longer be considered one of those second best, embarrassing expressions: it will stand for status of a sort that will appeal to the public.

Presenter: Surely, what the public want to see is first past the post, the world's fastest - that sort of thing... **Green:** Ah, that's precisely what traditionalists will say! But it isn't like that. These decisions have turned sport upside down because, from now on, we shall acknowledge what individuals can do. Take Natalie du Toit.





Since losing her leg in a road accident, she's trained relentlessly. Now she's in Manchester representing South Africa as a swimmer. What an achievement against the odds! That's the sort of story readers want. They're tired of muscles and speed and running the same old races in the same old ways.

They want real competitors, people who are doing their best under very trying circumstances, just like them. The traditionalists can't handle that. They fear change and want athletics competitions to be the same as always.

Presenter: So you reckon spectators will like this?

Green: Of course. They've seen it in marathon events. You see, they want more than excellence. To see a magnificent performance by someone in a sporting wheelchair is moving and uplifting. You identify strongly with them, which is emotional. You could say that these changes give us a new version of an old sport, something fresh and exciting to talk about. But the real importance is that it inspires the spectators. How many of us who are burdened by unhappiness and depression will see the Games and ask ourselves why we can't overcome our difficulties and go and do something positive ourselves?

Presenter: I suppose you're also saying that these changes in the ways disabled athletes are treated mark a change in our attitudes towards them.

Green: Absolutely. They're taking a real part. No one can patronise them with second-class events that 'someone let us have because we are cripples', tagged on for the sake of political correctness. No patronising, that's the point. They're there in their own right. You know, 'political correctness' is necessary because it protects people - but it's marvellous when you can throw it out of the window and start again.

Presenter: You feel very strongly about disability, don't you, Desmond?

Green: I do. There are many forms, and you and I could easily find ourselves classified in some way. When we talk about a minority, we forget how many real people there are out there and the important part they play in society. These games will help people to turn disability into normality. I've seen blind people skiing, and we both know about the work done by societies for horse-riding for the disabled. We all want to be accepted as normal, and this will help.

Presenter: Will the Games change disabled people's attitudes too?

Green: Anything that gives them the confidence they deserve is important. They will hear interviews with athletes and they'll say, 'Why can't we do something like that?'

Presenter: I can see why you mistrust traditionalists.





Green: They live in ivory towers, in the past. They talk about the pursuit of excellence and how athletes must be ruthless. They deride the participation of the disabled because they say that athletics is not suitable for them. But no organisation can protect itself from change. If it does, it withers away. These changes are important because they show that athletics is alive and that will gain public support and interest.

Presenter: Some disabled athletes argue that not enough has been done.

Green: There's a long way to go, but what has been done is radical. It'll take some time to digest. Then we can all think what we should add. It's not beyond us to invent other ways of celebrating the excellence of personal achievement.

1. Why is the format of the Manchester Commonwealth Games being referred to as revolutionary?
2. What does the term 'political correctness' mean? What is being referred to as political correctness?
3. Based on your reading of the transcript, and the subsequent changes that have taken place in the sports activities related to athletes with special needs, write a paragraph in about 200 words expressing your views on the issue of the equal participation of able-bodied and disabled athletes.

4.1. Concept of Disability and Disorder

Parents of children with special needs are often confronted with a number of terms for describing the child's challenges, and the challenges are either termed as 'disorders' or 'disabilities'. For example, some people seem to talk about Autism, Dyslexia or ADHD as "disorders," while others refer to them as "disabilities." Sometimes it seems as though the terms are used interchangeably. But do they actually mean the same thing? Let's try to understand the two terms in a broader perspective.

4.1.1. Disorder

The term Disorder refers to the disruption or disturbance caused to the normal functions of a body. Disorder is more of a 'characteristic' classified in medical terms according to clinically significant disturbance in an individual's physical, cognitive and emotional regulation or behaviour. Physical disorders like stomach disorders which cause disturbance in normal functioning, but still are retractable, are a common example to understand the concept of disorder. Other than physical, disorders can be mental or cognitive in nature, for example anxiety disorder. Substance abuse disorder, addiction disorder, attention disorder, eating disorder are few more common examples of disorders. The most important aspect for understanding a disorder is





that the individual experiencing a disorder has the possibility for being treated and being restored to the condition of fitness as they were before. That means disorders have chances of being reversed. Due to the flexible nature disorders, they may not always be evident in every single situation. Equally what may affect one individual may not be as troublesome for another individual in the same situation. Therefore, a disorder is a very flexible and individual term.

Looking at disorders in a little more detail, we can describe disorder as characteristics described as per medical conditions associated with painful symptoms or impairment or significantly increased risk of fatality. This concept adds the following features for disorder:

- **Associated:** Disorder can be associated with Physical or Mental functioning disturbance
- **Kinds:** Different kinds of disorder include mental disorders, attention disorder, eating disorder, anxiety disorder, substance abuse, addiction disorder and so forth.
- **Reversal:** Individuals experiencing disorder can be treated to being as they were before.

In disability sports, participant athletes are those having disorders for a long period of time which have led to functional disability or limitation in doing basic living tasks. This legally termed and classified functional disability is referred as Disability. Further in this chapter, let's try to understand the terms 'Disability' as a legal term used in disability sports perspective for various functional limitations.

4.1.2 Concept of Disability

Disability is an integral part of human life. Almost every one of us has faced temporary or permanent impairment at some point in life that may have led us to experience difficulties in functioning. Also, in addition to needs in common with other children, some children may have needs that are special needs. From early times, humanity has faced the moral and political issue of how best to include and support people with disabilities.

The term Disability is a very vast one and encompasses all kinds of physical impairments, activity limitations, and participation restrictions. Disability is a condition that produces a long-term impairment that affects activities of daily living, such as eating, walking, and maintaining personal hygiene. Around 15% of the global population - over a billion people - lives with some form of disability, of whom 2-4% experience significant difficulties in functioning as a result. This number is expected to double to 2 billion by 2050. Many of these people require assistive technologies such as low-vision devices, wheelchairs or hearing aids.





Disability may be

- congenital, or present from birth,
- occurring during a person's life time,
- invisible disability (not noticeable easily) and
- temporary disability (recovery is possible).
- These conditions, or impairments, may be cognitive, developmental, intellectual, mental, physical, sensory, or a combination of multiple factors.

The **Convention on the Rights of Persons with Disabilities** and its **Optional Protocol** was adopted on 13 December 2006 at the United Nations Headquarters in New York. The Convention follows decades of work by the United Nations to change attitudes and approaches towards persons with disabilities. The Convention is intended as a human rights instrument with an explicit, social development dimension. It adopts a broad categorization of persons with disabilities and reaffirms that **all persons with all types of disabilities must enjoy all human rights and fundamental freedoms**. To give effect to the United Nations Convention on the Rights of Persons with Disabilities an act named the **Rights of Persons with Disabilities Act 2016** (RPWD Act 2016) was passed by Indian Parliament on 27th December 2016.

Do you know

Barriers include communicational, cultural, economic, environmental, institutional, political, social, attitudinal or structural factors which hamper the full and effective participation of persons with disabilities in society. For instance, 'stereotyping' might be an attitudinal barrier, wherein people assume that the quality of life of a person with disability is poor or that they are unhealthy because of their impairments, and so such a person must live a dull life without seeking happiness. Lack of availability of books/ materials in Braille for a visually impaired person can be a communicational barrier. Social barriers are related to the conditions in which people are born, grow, live, learn, work and age - or social determinants of health - that can contribute to decreased functioning among people with disabilities. For instance, persons with disabilities are more likely to be unemployed than others.

Institutional barriers include many laws, policies, strategies or practices that discriminate against people with disabilities. This may not be intentional but there are practices which do not accommodate persons with disabilities denying them equal rights in many circumstances.





4.1 Concept of disability and Disorder

I. Tick the correct option

1. A Disability present at the time of birth is also known as
 - i. invisible disability
 - ii. cognitive disability
 - iii. congenital Disability
 - iv. temporary Disability
2. Which one is Congenital disability?
 - i. Down syndrome
 - ii. Cerebral palsy
 - iii. Polio
 - iv. Both A and B
3. Name the category of disability which can be difficult for others to recognize/ acknowledge.
 - i. Physical Disabilities
 - ii. Hidden Disabilities
 - iii. Cognitive Disabilities
 - iv. Intellectual Disabilities
4. Which is Hidden disability?
 - i. Dyslexia
 - ii. Autism Spectrum Disorder
 - iii. ADHD
 - iv. Down Syndrome

I. Answer the following questions briefly.

1. Write in detail about Disability.
2. How are the terms Disability and Disorder associated with each other?
3. Define Impairment and Disability.

II. Answer the following question in 150–200 words.

1. Discuss the need of sports for children with special needs.

4.2 Definition of Disability

Do you know?

Impairments are problems in body function or alterations in body structure - for example, paralysis or blindness.

Activity limitations are difficulties in executing activities - for example, walking or eating.

Participation restrictions are problems with involvement in any area of life - for example, facing discrimination in employment or transportation

The International Classification of Functioning, Disability, and Health (ICF) lists nine broad domains of functioning which can be affected:

- Learning and applying knowledge
- General tasks and demands
- Communication
- Basic physical mobility, Domestic life, and Self-care (for example, activities of daily living)
- Interpersonal interactions and relationships
- Community, social and civic life, including employment
- Other major life areas

The ICF states that a variety of conceptual models have been proposed to understand and explain disability and functioning, which it seeks to integrate. Major conceptual models of disability have been proposed by ICF.

The medical model views disability as a feature of the person, directly caused by disease, trauma or any other health condition, which requires medical care provided in the form of individual treatment by professionals. Disability, on this model, calls for medical or other treatment or intervention, to 'correct' the problem with the individual.

The social model of disability sees disability as a socially created problem and not at all an attribute of an individual. On the social model, disability demands a political response, since the problem is created by an unaccommodating physical environment brought about by attitudes and other features of the social environment.

Biopsychosocial model is one that synthesizes what is true in the medical and social models, without making the mistake each makes in reducing the whole, complex notion of disability to one of its aspects. ICF is based on this model, an integration





of medical and social. ICF provides, by this synthesis, a coherent view of different perspectives of health: biological, individual and social.

In simple terms, disability is understood as a condition that produces a long-term impairment that affects activities of daily living, such as eating, walking, and maintaining personal hygiene. As discussed already, disability may be

- congenital, or present from birth,
- occurring during a person's life time,
- invisible disability (not noticeable easily) and temporary disability (recovery is possible). These conditions, or impairments, may be cognitive, developmental, intellectual, mental, physical, sensory, or a combination of multiple factors.

As there are many disabilities which are congenital (present during birth) or occur before the individual attains adulthood, the understanding of the concept of Children With Special Needs (CWSN) is essential to help them lead a life with dignity. CWSN are children who have some difficulties which may in some way impede their ability to function adequately in the family, community or school. Because of these difficulties they find it challenging to attain their full potential. The difficulties they experience may be physical, cognitive, linguistic, social, emotional or psychological. They may, therefore, require special and extra inputs to overcome their challenges.

Do you know

3rd December is celebrated as World Disability Day.

Do you know

DISORDER: is a about the CHARACTERISTIC or type of impairment. It may be a medical condition that may give rise to a physical or an intellectual disorder.

DISABILITY: refers to FUNCTIONAL inability or limitations to perform certain activities (activity limitation) and interact with the world around them (participation restrictions).

According to Rights for Persons with Disability Act 2016 : Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Do you know

Emotional and Behavioural Disorders (EBD) is a broad category which is used commonly in educational settings, to group a range of more specific perceived difficulties of children and adolescents.



A child exhibiting one or more of the following characteristics to a marked degree for a long duration of time that adversely affects their education:

2. Difficulty to learn that cannot be explained by intellectual, sensory, or health factors.
3. Difficulty to build or maintain satisfactory interpersonal relationships with peers and teachers.
4. Inappropriate types of behaviour or feelings under normal circumstances.
5. A general pervasive mood of unhappiness or depression.
6. A tendency to develop physical symptoms or fears associated with personal or school problems.

Sporting Activities according to Rights for Person with Disability Act 2016

1. The appropriate Government shall take measures to ensure effective participation in sporting activities of the persons with disabilities.
2. The sports authorities shall accord due recognition to the right of persons with disabilities to participate in sports and shall make due provisions for the inclusion of persons with disabilities in their schemes and programmes for the promotion and development of sporting talents.
3. Without prejudice to the provisions contained in sub-sections (1) and (2), the appropriate Government and the sports authorities shall take measures to,—
 - (a) restructure courses and programmes to ensure access, inclusion and participation of persons with disabilities in all sporting activities;
 - (b) redesign and support infrastructure facilities of all sporting activities for persons with disabilities;
 - (c) develop technology to enhance potential, talent, capacity and ability in sporting activities of all persons with disabilities;
 - (d) provide multi-sensory essentials and features in all sporting activities to ensure effective participation of all persons with disabilities;
 - (e) allocate funds for development of state of art sport facilities for training of persons with disabilities;
 - (f) promote and organise disability specific sporting events for persons with disabilities and also facilitate awards to the winners and other participants of such sporting events.

4.2.1 Types of Disability

Prior to 1995, we were familiar with only four types of disabilities; Orthopaedic Handicap, Visual Handicap, Hearing Handicap and Mental Handicap. In 1995, Persons with Disability Act came into force and term handicap was replaced with terms





disability and impairment. This act recognized three more disabilities; Low Vision, Leprosy Cured and Mental Illness. In the year 2016, a new Act was enforced -Right of Persons with Disability Act (RPwD Act). This act recognizes 21 disabilities.

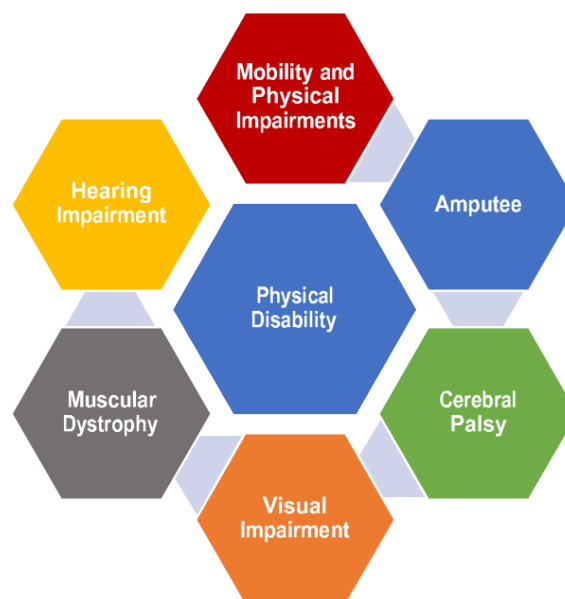
Nature of Disabilities

Students with disabilities face various difficulties in aspects related to personal, academic and sports domains. Broadly these may be described into three major domains. These difficulties may be caused by:

1. Physical Disabilities
2. Intellectual Disabilities
3. Learning Disabilities

4.2.2 Physical Disability

A physical disability is the long-term loss or impairment of part of an individual's body function, resulting in a limitation of physical functioning, mobility, dexterity or stamina. Due to the functional loss, the individual experiences inability to perform normal movements of the body, such as walking and mobility, sitting and standing, use of hands and arms, muscle control, etc. As there are different types of Physical Disabilities, Paralympics Committee divides athletes in groups by the degree of activity limitation related to the impairment and/or specific to the tasks in the sport.



- A. **Mobility and Physical Impairment or Locomotor Disabilities** - A person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both including.



- B. Amputation** - It is the removal of a limb by trauma, medical illness, or surgery. As a surgical measure, it is used to control pain or a disease process in the affected limb, such as malignancy or gangrene. The person whose limb has been amputated is called an amputee.
- C. Cerebral Palsy** - The word cerebral means having to do with the brain. The word palsy means weakness or problems with body movement. Cerebral Palsy (CP) is caused by damage to the parts of the brain that control movement, balance, and posture. Therefore, it refers to a group of non-progressive neurological conditions affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth.



- D. Dwarfism** means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimetres) or less.
- E. Muscular Dystrophy** means a group of hereditary genetic muscle diseases that weaken the muscles that move the human body. Persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue.



- F. Visual impairment** Visual impairment is often defined as a best corrected visual acuity of worse than either 20/40 or 20/60. The term blindness is used for complete or nearly complete vision loss. Visual impairment may cause





difficulties with normal daily activities such as driving, reading, socializing, and walking. A significant limitation of visual capability resulting from either disease, trauma or congenital or degenerative condition that cannot be corrected by conventional means such as refractive correction, medication, or surgery.

Blindness means a condition where a person has any of the following conditions, after best correction

- i. total absence of sight; or
- ii. visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or
- iii. limitation of the field of vision subtending an angle of less than 10 degree.

Low-vision means a condition where a person has any of the following conditions, namely:

- i. Visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or
- ii. limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.

G. Hearing Impairment - Hearing impairment is the inability of an individual to hear sounds adequately. This may be due to improper development, damage or disease to any part of the hearing mechanism. Hearing is a prerequisite for the development of normal speech and language. A child learns to speak by hearing the speech of others in the family and in his/her surroundings.

- (a) Deaf- means persons having 70 DB hearing loss in speech frequencies in both ears;
- (b) Hard of hearing - means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears;

H. Speech and language disability means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

I. Leprosy cured person means a person who has been cured of leprosy but is suffering from:

- i. loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye- lid but with no manifest deformity;

- ii. manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
- iii. extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression “leprosy cured” shall be construed accordingly.

4.2.3 Intellectual Disability

Intellectual disability is a condition of significantly subaverage general intellectual functioning that impacts adaptive behaviours. Different domains of adaptive behaviour may be affected in this condition. These domains determine how well an individual copes with everyday tasks.

- i. **Conceptual-** Language, Reading, Writing, Math, Reasoning, Knowledge, Memory
- ii. **Social-** Empathy, Social judgement, Interpersonal communication skill, Make and retain friendships
- iii. **Practical-** Self-management, Personal care, Job responsibilities, Money management, Recreation, Organizing school and work tasks

On the basis of IQ, children with intellectual disabilities can be classified as mild, moderate, severe and profound. Study the following summary of the common attributes.

CATEGORY	IQ	COMMON ATTRIBUTES
Mild	50-55 to 70-75	Constitutes the largest proportion (about 85%) of persons with intellectual disabilities. They typically develop communication and social skills from ages 0-5 years, have minimal impairment in sensorimotor areas, and often are not distinguishable from children without intellectual disabilities until a later age.
Moderate	35-40 to 50-55	Constitutes about 10% of those with intellectual disabilities. These individuals typically acquire communication skills during early childhood. They benefit from vocational training and, with proper supervision, can attend to personal care. They also benefit from training in social and occupational skills, but struggle to progress beyond a second-grade level in academic tasks. During adolescence, their difficulties in recognizing social norms may interfere with peer relationships.
Severe	20-25 to 35-40	Constitutes 3% to 4% of those with intellectual disabilities. These individuals typically acquire little or no communicative speech during early childhood but during their school-age years may learn to talk and acquire basic self-care skills. They benefit to a limited extent from instruction in basic content such as the alphabet. In adulthood, they may be able to perform simple tasks if closely supervised.
Profound	below 20-25	Constitutes 1% to 2% of those with intellectual disabilities. These individuals exhibit considerable impairments in sensorimotor functioning during early childhood. Optimal development requires highly structured environments with constant individualized support and supervision. Their motor skills, self-care, and communication skills may improve if proper training is provided. They may learn to perform simple tasks under close supervision.

An individual with intellectual disability has limitations in two areas.

Intellectual functioning, which refers to a person’s ability to learn, reason, make decisions, and solve problems.





Adaptive behaviours, or skills necessary for day-to-day life, such as being able to communicate effectively, interact with others, and take care of oneself.

- A. **Down Syndrome** - Down Syndrome is a condition which is considered as subtype of intellectual disability. Also known as trisomy 21, it is a genetic disorder caused by the presence of all or part of a third copy of chromosome 21. It is usually associated with physical growth delays, mild to moderate intellectual disability, and characteristic facial features. The average IQ of a young adult with Down syndrome is 50, equivalent to the mental ability of an 8- or 9-year-old child, but this can vary widely. At birth, babies with Down Syndrome usually have certain characteristic signs, including:



Picture Source

- flat facial features,
- small head and ears
- short neck
- bulging tongue
- eyes that slant upward
- atypically shaped ears
- poor muscle tone

People with Down syndrome usually have some degree of developmental disability, but it's often mild to moderate. Mental and social development delays may mean that the child could have:

- impulsive behaviour
- poor judgment
- short attention span
- slow learning capabilities





- B. Autism Spectrum disorder** - Autism spectrum disorder (ASD) is an umbrella term for a group of developmental disorders that are neurological in origin and cause social, communication and behavioural challenges. ASD is mainly characterized by impaired social interaction and communication and the presence of repetitive behaviours or restricted interests. Children with ASD may also have their sensory sensitivity affected i.e, they may be under or over sensitive to certain senses (For example, loud noises, certain fabrics etc).

Symptoms are typically recognized between one and two years of age. Long-term problems may include difficulties in performing daily tasks, creating and keeping relationships, and maintaining a job.

Symptoms of ASD include

Developmental Delay in Initial Years

- i. failure to show interest, not responding to name
- ii. delayed imaginative play
- iii. regression in variety of domains such as communication, social cognitive and self - help skills.

Problems with Social Interaction

- i. largely prefer not to play or interact with others
- ii. display lack of awareness or understanding of other people's thoughts or feelings
- iii. display attention seeking behaviour
- iv. maintain poor eye contact: a child with autism may fail to make eye contact when called by name.
- v. inability to read facial expressions: they often don't know how to recognize emotions from others' facial expressions, or they may not respond with the appropriate facial expressions
- vi. display unusual speech pattern; at least half of children with autism speak in a flat, monotone or they may not recognize the need to control the volume of their voice in different social settings. For example, they may speak loudly in libraries or movie theatres.





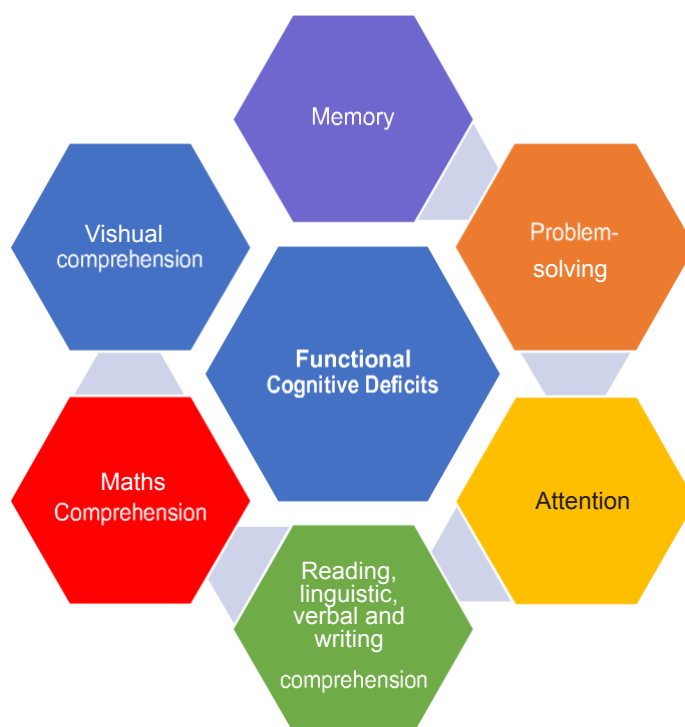
Difficulty in Communication

- i. repetitive or rigid language, and restricted interests in conversation. (For example, a child might repeat words or insist on always talking about the same subject.)
 - ii. impairments in pragmatic communication skills, such as difficulty initiating a conversation or failure to consider the interests of the listener to sustain a conversation.
 - iii. language impairment. (Children may develop language skills at an uneven pace acquiring some aspects of communication, while never fully developing others, or may remain completely nonverbal throughout their lives.)
 - iv. Behaviour Problems
 - v. stereotyped behaviours such as rocking, hand flapping, finger flicking, head banging, or repeating phrases or sounds, especially when the child gets stressed, anxious or upset.
 - vi. resistance to change, and preference for routines and rituals that they must follow, like eating certain foods in a specific order, or taking the same path to school every day. The child may have a meltdown if there is any change or disruption to his routine.
 - vii. restricted interests and excessive interest in a thing or topic while ignoring everything else. (For example, children might try to learn everything about a single topic, such as the weather or sports, and talk about it constantly.)
 - viii. oversensitivity to loud sounds, bright lights, strong smells, or being touched.
- C. **Mental illness** means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognise reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterised by sub-normality of intelligence.

4.2.4 Learning Disabilities

Learning Disabilities or person with cognitive disabilities has trouble remembering, learning new things, concentrating, or making decisions that affect her/his everyday life. Cognitive disability ranges from mild to severe. A person with a mild cognitive disability people may be able to do her/his everyday activities. Severe levels

of disability can lead to her/his losing the ability to understand the meaning or importance of something and the ability to talk or write, resulting in the inability to live independently. Some of the main categories of functional cognitive disabilities include the following deficits or difficulties.



- A. **Memory-** Memory refers to the ability of a user to recall what they have learned over time. A common model for explaining memory involves the concepts of working (i.e., immediate) memory, short-term memory, and long-term memory. Some individuals with cognitive disabilities have difficulties with one, two, or all three of these memory types.
- B. **Problem Solving-** Some individuals with cognitive disabilities have a difficult time solving problems as they arise. In many instances, their resilience can be low, and the resulting frustration is such that they choose to give up and not persist in solving the problem.
- C. **Attention-** There are many individuals who have difficulty with focusing their attention to the task at hand. Distractions such as any specific sound, colour, design frequently shift the attention.

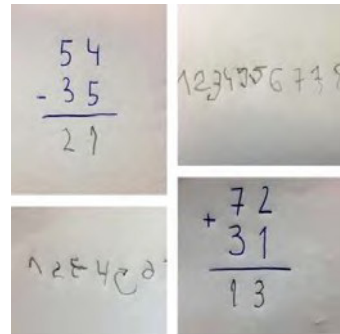
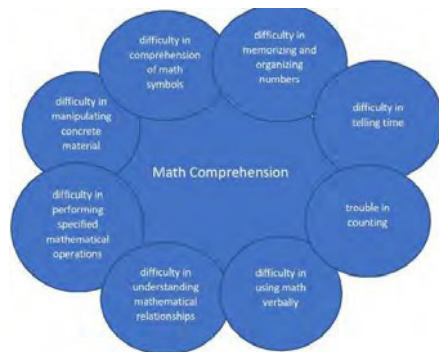
On a positive note, some people with attention deficits are highly creative and very productive in short bursts, with an abundance of energy and enthusiasm. On a less positive note, it can be difficult for people with ADHD to stick to a task for a long period of time.

- D. **Reading, Linguistic, Verbal and Writing Comprehension-** Difficulties related to reading, speaking, understanding and writing are another challenge.





Reading disorder, also known as Dyslexia, is characterized by trouble with reading despite normal intelligence. These difficulties may be mild or severe. Problems may include difficulties in spelling words, reading quickly, writing words, “sounding out” words in the head, pronouncing words when reading aloud and understanding what one reads. In fact, many of the brightest minds of recent generations such as Albert Einstein, Thomas Edison and Henry Ford have suffered from some sort of language or text comprehension difficulty.



4.2.5. Causes of Disabilities and Disorder

Causes of disabilities can be broadly classified into three categories; pre-natal causes, perinatal causes and post-natal causes.

- Pre-natal causes involve events, accidents, illness, infection to mother during pregnancy that affect the baby. Conditions like high blood pressure or diabetes of the mother during pregnancy can cause disability in the child.
- Perinatal causes are the conditions occurring during the delivery of the child that affect the new-born. Delayed labour pain, low birth weight or neonatal infections may cause a disability.
- Post-natal causes include post birth conditions like, illness, infection, poor environment, accidents, psychological factors etc.

The causes may be further sub-divided as

1. **Biological Causes** - Some disabilities are due to the disorder of genes, infectious disease disturbance in glands functioning, illness. Down syndrome, Muscular dystrophy, polio, Developmental disorders are example of various biological issues.
2. **Psychological Causes** - Mental health problems such as depression, bipolar disorder may lead to a spectrum of mental disorders or conditions that influence our emotions, cognitions, and/or behaviours. As a matter of fact, the causes of mental health problems are very difficult to diagnose. They tend to be some of the most misunderstood disabilities.





3. **Delay in Early Screening and Poor management of Disability** - How a child plays, learns, speaks, moves, and behaves all offer important clues about a child's development. A delay in any of these developmental milestones could be a sign of developmental challenges. Early intervention services, like those services that help a child learn to speak, walk, or interact with others, can really make a difference and enhance a child's learning and development. Early screening and identification are critically important steps towards giving young children with disabilities a strong start in life.
4. **Lifestyle** - The mother's lifestyle during pregnancy has a vital effect on the child's growth and development. If a mother smokes during pregnancy, it has an adverse effect on fetal growth and development. Intake of alcohol and indulgence in substance abuse during pregnancy are the most common causes of developmental disabilities, including cognitive disability, learning disabilities, ADHD and behavioural challenges. Once the child is diagnosed with a learning disorder, she/he must be kept meaningfully occupied. The child's eating, sleeping, and exercise habits are very important. In addition to healthy physical habits, children may be frustrated by the challenges presented by their learning disability and, so, should be encouraged to have healthy emotional habits too.
5. **Accidents and War** - One can be the victim of an accident at the workplace, road accident, chemical accident, nuclear accident, or get exposed to radiation etc. This may lead to disability. Dangerous working environment and poor safety precautions are the conditions where one may get disabilities in the long run. Exposure to biological warfare, nuclear radiation, and suffering physical or psychological trauma of a bomb explosion are other reasons of wartime disabilities.
6. **Poor Approach to Healthcare** - Many disabilities can be prevented easily if there is proper access to healthcare facilities during difficult labour and birth. Proper immunization also helps in preventing many disabilities. In remote areas people do not get proper health facilities and it sometimes results in disabilities and disorders in the child.
7. **Lack of Education and Awareness** - Lack of awareness about certain precautions during or post pregnancy may lead to disability. Awareness about nutrition and exercise helps to prevent disabilities or disorders. Due to lack of awareness people start believing in many kind of superstitions and get misguided.
8. **Exposure to Chemicals** - Pesticides and insecticides and other harmful chemicals if mixed in edible items and may give rise to disabilities in people and birth defects in babies. These substances may cause disorder in the functioning of the human body system and may lead to disabilities.





9. **Illness** - Illnesses like cancer, diabetes, heart disease cause a number of long term disabilities such as arthritis, musculoskeletal disorder etc are a significant cause of disability.
-

I. **Tick the correct option**

1. A Disability present at the time of birth is also known as
 - a. invisible disability
 - b. cognitive disability
 - c. congenital disability
 - d. temporary disability
2. Which one is Congenital disability?
 - a. Down syndrome
 - b. Cerebral palsy
 - c. Polio
 - d. Both A and B
3. Name the category of disability which can be difficult for others to recognize/acknowledge.
 - a. Physical Disabilities
 - b. Hidden Disabilities
 - c. Cognitive Disabilities
 - d. Intellectual Disabilities
4. Which is Hidden disability?
 - a. Dyslexia
 - b. Autism Spectrum Disorder
 - c. ADHD
 - d. Down Syndrome
5. In which category would you place a person with intellectual disability if he has a IQlevel between 50-55?
 - a. Mild
 - b. Moderate
 - c. Severe
 - d. Profound





6. A genetic disorder is found in an intellectual disability which is known as?
 - a. Autism
 - b. Cerebral palsy
 - c. Down-syndrome
 - d. None
7. World Disability Day is celebrated on
 - a. 2nd April
 - b. 21st June
 - c. 29th August
 - d. 3rd December
8. What type of disorder is ADHD?
 - a. Mental Disorder
 - b. Emotional Disorder
 - c. Behavioural Disorder
 - d. Genetic Disorder

II. Answer the following questions briefly

1. How are the terms Disability and Disorder associated with each other?
2. Define Impairment and Disability.
3. Write a short note on cognitive disabilities
4. What are the characteristics of cerebral palsy?
5. What are the difficulties faced by person with visual impairment?

III. Answer the following question in 150–200 words

1. Write in detail about Disability.
2. Discuss the need of sports for children with special needs.
3. What are the causes of intellectual disability?

Extension Activity

Nicknamed “Water Baby” for being a natural in water, Yash Singh became the first and youngest Indian to win a medal at the Special Olympics World Summer Games 2015 in Los Angeles. He won a Bronze in the 25-metre backstroke swimming event.

Born on November 14, 2001, Yash Singh embarked on his sporting journey as a





9-year-old boy, participating in school-level competitions. At 11 years, he won a Bronze medal at SO Bharat Delhi Aquatics State Championship in 2013 and thoroughly impressed the judges by his speed. It was a turning point in his life. Being a differently abled athlete did not deter his passion for swimming. He trained and practiced with great zeal and enthusiasm, and followed a strict regime of diet and training, putting in more hours than his peers.

Yash's journey was not an easy path, but he crossed all hurdles to prove to the world that he is no less than his peers and can even be better. Being a visual learner, he takes time in grasping and learning new skills. He always inspires people around him. Being the only differently abled athlete competing in both mainstream and Special Olympics competitions has boosted his confidence and participating at national and international competitions has presented Yash with myriad social and cultural experiences which have enhanced his holistic development.

Sports taught Yash to be independent, never to give up and empowered him to become self-reliant. He could learn and move forward because of the immense support provided by his school, Step by Step School, his coaches and last but not the least his fellow swimmers.

Since 2016, Yash is in Canada. Being on the High School Swim team and Special Olympics and winning at various competitions at different levels gave him confidence and respect

from his fellow team members. He trains regularly at a Swim club and is guided by National and Olympic level coaches including former world record holder Annamay Pierce, Anna Lydall and few other specialists to improve his technique and performance. He has a rigorous training schedule, which includes 1-2 hours of swimming each day, 3-4 days of dryland training, power yoga and playing basketball for overall fitness. He is on a high protein and low carb diet. His regular day begins at 5:30 am with dryland exercises, followed by school, then swimming and ends at around 11 pm.

Yash also played on his school's Cricket and Bowling Team. In 2017, his school cricket team was awarded the Mayor's School Cricket Excellence Award. He also participated in the Track and Field events.

Sports has played an important role in his healthy growth and overall development. He has grown into a well-rounded young man with strong character, self-discipline and high values. He greatly benefitted from the conducive and inclusive environment provided by his school, here and in India. He now wants to explore avenues to learn new skills. His first step in this direction started with being a Volunteer at a Community library and he has not looked back since then. The dedication and sincerity of his work has earned kudos from his colleagues.



Presently, Yash has graduated with majors in Hospitality and Tourism. Apart from representing his country at international competitions, Yash wants to pursue a career in the Hospitality industry and lead a successful and an independent life. He is an inspirational role model for inclusion.

In his words, “Pursuing swimming helps me to achieve my dreams by focusing on my strengths.”

Read the profile of one of an Indian athlete to win a Bronze Medal in the Special Olympics World Summer Games 2015 in Los Angeles.. Get into groups and discuss his/her achievements.

What do you think motivated him/her? Are there any messages in his/her story that inspire you?

4.3.1 Disability Etiquette

Disability Etiquette is a set of guidelines dealing specifically with how to approach a person with a disability. Disability etiquette refers to communicating and interacting respectfully and courteously with people who have disabilities.

Positive and Energetic Attitude - One should approach a person with special needs with positive energy and attitude. Approach should be warm and friendly. One should not show sympathy for, or, even in certain cases, fear of the person.



Picture Source6

Communication - Communication should be two way - speaking to the person directly, and not to the person accompanying her/him. Establish a rapport with her/him. If necessary, use a communication aid such as a communication book or communication device, if required. Keep your tone low. Communicate with the





individual slowly and clearly. Give them time to respond. While writing, or talking to or about a person with a disability, use “people first” language. Refer to her/him as a person with disability and not as “the disabled” or “the handicapped.” Avoid referring to people by their disability. For example, do not say, “She is an epileptic.” Instead, say, “She has epilepsy.” Do not say “wheelchair-bound” or “confined to a wheelchair.” Most wheelchair users perceive their wheelchair as liberating, not confining. Do say, “She uses a wheelchair.” Do not use negative, demeaning, and outdated terms such as “cripple,” “deaf and dumb,” or “retarded.” Be aware that many people with disabilities do not wish to be referred to euphemistically. So, avoid using terms such as “physically challenged,” or “differently abled.” Also, avoid referring to an individual with a disability as someone who is “suffering from Cerebral Palsy or Parkinson’s.”

Social Etiquette - Make surroundings disabled-friendly and comfortable for people with special needs. Do not make assumptions about what they can or cannot do. The impact of a specific disability can vary widely from person to person, so help only if it appears to be needed. Just because someone has a disability, don’t assume she needs help. If the setting is accessible, people with disabilities can usually get around fine. Adults with disabilities want to be treated as independent people. Offer assistance only if the person appears to need it. A person with a disability will oftentimes communicate when she needs help. And if she does want help, ask how, before you act. Acknowledge and respect the individual’s ability to make decisions and judgments on their own behalf. Never physically or verbally bully them. Never play with their equipment. Ask them before offering any help. Only ask questions about their disability if you know the person. Develop a culture of inclusion in surroundings.

Physical Etiquette - The height difference between a person in a wheelchair and an able-bodied person can create an unspoken feeling of superiority and inferiority. To be safe, sit or stand at eye-level with the person who has a disability when it is appropriate and possible. Finding a table to sit at is a great option because it can eliminate any visible differences, such as a wheelchair.

Sitting in a chair (with or without a table) is also better than kneeling, which may cause the person in a wheelchair to feel like a child. Make eye contact; never avoid someone with a disability. Some people with disabilities depend on their arms for balance. Grabbing them, even if your intention is to assist, could knock them off balance. Avoid patting a person on the head or touching his wheelchair, or cane. People with disabilities consider their equipment part of their personal space.



I. Tick the correct option

1. You have a new classmate who has a disability and has an interpreter as She/He has just joined your school. She/He speaks to you. You will
 - i. communicate with the interpreter
 - ii. stare between the interpreter and your classmate
 - iii. speak directly to your classmate
 - iv. look at neither your classmate nor the interpreter.

II. Answer the following questions briefly

1. What is the role of positive and energetic attitude in dealing with person with Disability?
2. How can you make a person with disability feel comfortable?
3. Disability etiquettes has a big role to give a sense of acceptance to person with disability. Explain how?

III. Answer the following question in 150–200 words

1. Explain what etiquette should one keep in mind while communicating with a person with special needs?

4.4.1. MEANING OF ADAPTED PHYSICAL EDUCATION

Adapted Physical Education is the art and science of developing, implementing, and monitoring a carefully designed Physical Education instructional programme for a learner with a disability, based on a comprehensive assessment, to give the learner the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness.



Adapted Physical Education (APE) generally refers to school-based Programmes for students aged 3-21 years. It is a structured way to make Physical Education and sports accessible to all with modified instruction, resources, space and environment for CWSN as per their ability.

According to Adapted Physical Education National Standards (APENS) Adapted Physical Education is Physical Education which has been adapted or modified, so that it is as appropriate for the person with a disability as it is for a person without a disability. In other words, Adaptive Physical Education (APE) is Physical





Education which has been adapted or modified to make it as appropriate for a person who is differently-abled as it is for a person without disability. It is basically a Physical Education Programme specially designed for differently-abled students so that physical education activities are safe, achievable, enjoyable and, therefore, a successful experience. APE is safe and beneficial even for infants and toddlers who need early intervention services because of developmental delays in physical, cognitive, communication, social and emotional aspects. Moreover, APE is not only for differently-abled infants and students but also for the people of all ages.

Do you know?

Padma Shri & Arjuna Award winner Deepa Malik became India's first female para-athlete to win a medal at the Paralympics. She won silver medal in the shot put at the 2016 Paralympic Games in Rio. Deepa Malik has successfully proved that physical limitations cannot deter a strong mind. She was diagnosed with a spinal tumour in 1999. Although she underwent three surgeries, she was left paralyzed from the waist down. Deepa did not let her physical impairment deter her and started her sports career at the age of 36. This all-rounder is the first paraplegic Indian woman biker, swimmer, car rallyist, entrepreneur and social activist.



Do you know?



13-year-old autistic swimmer Yash Singh is the first Indian to win a medal at Special Olympics World Summer Games 2015 in Los Angeles. He won the bronze in the 25-metre backstroke swimming event.

Extension Activity

Find out about Indian athletes who have won medals at the Paralympics and the Special Olympics.

What disability did they suffer from? In which game did they win the medal?



4.4.2 Aim of Adapted Physical Education

The chief aim of Adapted Physical Education (APE) is to provide every individual an opportunity to participate in Physical Education and sports and to make Physical Education accessible to all as per their need.

4.4.3 Objectives of Adapted Physical Education

The main objectives of Adapted Physical Education include

1. **To build a Programme to meet the needs of CWSN-** Since APE is developed as per the needs of the individual, it is, therefore, more beneficial for the student. For this purpose, the student is assessed on the physical education parameters and an individual education plan is designed. For example, for a student with autism a structured programme with clearly defined timings, day, trainer/coach, start and finish of activity and description of skill with visual cards is helpful for successful partnership.
2. **To build in CWSN the capacity to be functionally active for lifetime -** APE is a planned and structured Programme designed to fit the needs of an individual. For Children With Special Needs, daily life skills become difficult due to restriction in movement, co-ordination challenges, life style issues, behavioural problems and cognitive challenges. APE conditions the brain, muscles and specific movements for different functional tasks, activities or sports/games skills. In this manner, APE stimulates activeness for life time with a regular Programme. e.g., a student with Cerebral Palsy crossing an elementary ladder hurdle where she/he needs physical help to accomplish the task though she/he tries to control her/his reflexes for lifting her/his knee up, judging the space to cross the hurdle and landing her/his foot appropriately to maintain and regain her/his balance to finish the task.
3. **To provide a safe and accessible PE and sports Programme as per the needs of the individual -** During PE Programme, safety must be a primary concern as PE is very dynamic and reactive in movements. For children with special needs, who suffer from different physical and psychological challenges, the safety issues may become magnified. Therefore, during an APE session, environment, instruction and equipment are modified to make PE safe and accessible. Specially designed Physical Education Programme is for those students who are not benefiting from general PE Programme or modified PE Programme. Here, special equipment and support is given to a student to access and enjoy sports and PE sessions. e.g., a guided or supported rope for a person with visual impairment for running or walking, using light equipment for students with





lower action time, using a structured programme or behaviour management for hyper or emotionally challenged students.

4. **To ensure active participation or transition towards the integrated or regular PE Programme (Inclusion)** - APE ensures transition of a student from specially designed PE to integrated PE. APE ensures active and passive participation of a student through a planned programme according to individual needs. This programme can be implemented for maintenance of basic functional fitness, motor movements, skill oriented activities, competitive sports, integration and inclusion. e.g., a person with severe intellectual disability will be involved in physical education activities passively or with physical help to give her/him basic fitness to accomplish daily functional tasks, or a person with mild disability can be given a skill oriented programme where her/his goal is to perform a single sports skill such as dribbling, shooting or floating in water.
5. **Helping to develop self-esteem in CWSN**- APE helps to enhance self-esteem and self-image of CWSN when they are able to access the activity or sports and participate successfully. Ability to perform these tasks and activities easily, and the recognition they derive from this, encourages them to move on to higher goals. Once the goals set are realistic and achievable by working on their motor skills, and students receive recognition, their self-esteem is enhanced and leads to a better self-image. e.g., when a student with cognitive disability achieves success in a physical activity or sport, the resulting recognition leads to enhanced self-image and behavioural change.
6. **To promote regularity and discipline** - Participation in physical activity and sports provides a feeling of wellbeing which in promotes regularity and discipline. It encourages the student to continue the activity/sport and adopt a healthy lifestyle which helps overcome the challenges and achieve greater success. e.g., a child with Attention Deficit Hyperactive Disorder (ADHD) may benefit even in cognitive fields with regular participation in sports as not only is her/his energy channelized gainfully but the increase in physical activity is also therapeutic.
7. **To promote sportsmanship** - The Collins dictionary defines sportsmanship as behaviour and attitudes that show respect for the rules of a game and for the other players. Sports include an element of fun and also discipline, where you try to achieve a target whether individually or as a team. When she/he learns and participates successfully in a particular sport, follows the simple rules such as regularity, waiting for her/his turn, listening to and implementing instructions, appreciating the efforts of others, accepting defeat, celebrating victory, feeling of oneness with the team, respecting authority and maintaining decorum on the field modifies her/his behaviour on as well as off the field.



I. **Tick the correct options**

1. The most important area catered to by Adapted Physical Education is
 - i. Physical health
 - ii. Mental health
 - iii. Social health
 - iv. Emotional health
2. Exclusion from physical activity adds to lifestyle related challenges. The most important of these is
 - i. hyperactivity
 - ii. obesity
 - iii. diabetes
 - iv. postural problems

II. **Answer the following questions.**

1. What is Adaptive Physical Education?
2. How does Adaptive Physical Education provide CWSN the capacity to be functionally active?
3. Why are safety issues important for CWSN during Physical Education?
4. How can safety standards be met for CWSN?
5. How does Adaptive Physical Education build self-esteem in CWSN?

III. **Answer the following questions in 150-200 words.**

1. Write a detailed note on the concept of Adaptive Physical Education.
2. What are the chief objectives of Adaptive Physical Education?

4.5.1. ROLE OF VARIOUS PROFESSIONALS FOR CWSN

Keeping in view the fact that Children with Special Needs form one of the largest groups that are still outside the fold of the general education system, Inclusive Education provides them with an opportunity to enter formal education. This makes it necessary for the school to employ various professionals such as school counsellor, occupational therapist, physiotherapist, etc., for CWSN. These professionals help and support children in achieving their full potential physically as well as academically, improve their motor skills, enhance their communication skills and in promote their mental as well as physical health.





These professionals include

1. **School Counsellor** -The school counsellor is the specialist who works with students with special needs in schools and provides a comprehensive Programme that helps CWSN with their academic goals, their social, personal and career development. School Counsellors involve parents, teachers, other school personnel, and members of the community in assisting students' development into effective members of the community. They work with the various members of the school community to create a positive school climate in which children can learn. It is their duty to assure a coordinated team effort to address the needs of all students and ensure student access to school and community resources.

More specifically, School Counsellors use individual and small-group counselling to help students develop aptitudes such as:

- skills in communicating, cooperating, and resolving conflict
- the ability to engage in behaviours that foster good physical and mental health and to avoid behaviours that detract from good physical and mental health
- skills in planning and making decisions, resulting in higher self-efficacy and a sense of personal responsibility
- an awareness of resources about educational and vocational opportunities and ways to access those resources
- positive attitudes towards one's self, as both a student and a potential worker
- an awareness of and appreciation for both genders and the contributions of cultural diversity in society
- a comprehensive plan for school and work experiences through high school and beyond

2. **Physiotherapist** - A physiotherapist is probably the best known of the therapists who works with CWSN. They use exercises to help their patients gain and keep the best possible use of their bodies. They also try to improve breathing, to prevent the development of deformities and to slow down the deterioration caused by some progressive diseases. The aim of a physiotherapist is to help the children with special needs to their full potential through providing physical intervention, advice and support. A physiotherapist evaluates bodily movement of CWSN with particular attention to physical mobility, balance, posture, fatigue and pain.



- The role of a physiotherapist includes
- assessment of the mechanics of the body
- improvement the mobility in terms of joint movement, gross motor
- movement and fine motor movement
- management of children and young persons with movement disorders
- and disability.
- maintenance and conditioning of bones, joints and muscles to prevent degeneration
- rehabilitation through different therapies including massage manipulation, exercise and movement, electrotherapy, cryotherapy and hydro therapy

3. **Occupational Therapist** - An occupational therapist trains CWSN in performing assisted daily-life skills and self-care skills and activities related to fine motor skills and hand-eye coordination. An occupational therapist also helps children in participating and interacting with others in play.

The role of an Occupational Therapist includes

- training for activities of daily living skills like toilet training, eating, dressing, bathing and grooming
- training for fine motor skills like buttoning shirts, tying shoelaces, handwriting, movement of fingers.
- helping children in writing and other classroom activities like grasping and releasing toys and other objects
- sensory intervention and sensory integration to help the child in coping with challenges caused by her/his sensory disorder e.g., using different techniques to minimise self-harm actions, sensory diet to fulfil her/his visual and vestibular needs
- improve skills such as hitting a ball or copying from black board.

4. **Physical Education Teacher** - The Physical Education teachers need to determine the abilities of students with special needs. They also need to determine measures to support their participation in sports, games and fitness activities through general, modified and specially designed PE Programme.

Their role of a physical education teacher is

- improving general movement, movement skills and movement patterns
- improving hand-eye coordination, flexibility, muscular strength, endurance





- developing different sports-specific skills such as in basketball, soccer, swimming etc.
- improving social skills such as listening, understanding, implementing, playing in small to large groups, taking responsibilities, leadership etc.
- providing psychological support by channelizing energy to reduce anxiety, hyperactivity, tension and depression, developing self-esteem, reducing feelings of isolation

5. **Speech Therapist** - A speech therapist in school provides treatment, support and care for students with special needs who have difficulties in communication. Speech therapists help students with special needs to gain ability to communicate through speech and language. They help and provide training for students who face difficulty in producing sounds or syllables or saying words incorrectly. They also help such students who have fluency disorders like stoppages, repetitions and prolonging sounds in words. They modify the ways of making two-way communication with different tools and strategies.

6- **Special Educator** - A special educator plays a critical role in weaving all together all the stakeholders in school and at home. The Special Educator is responsible for assessing the level of the child, observing her/his performance or behaviour to bring improvement in different subject areas of special needs education. The role of a special educator includes

- assessment of the child's abilities
- curriculum development as per abilities and suitability
- setting individual education plan (IEP)
- setting weekly, monthly, annual goals
- parent conferences or meetings
- pre- and post-performance observation
- reporting
- integration
- inclusion
- transition





I. Tick the correct option

1. The professional who works along with CWSN, parents, teachers, other school personnel, and members of the community in helping them become effective members of the community is
 - i. the Counsellor
 - ii. the Physiotherapist
 - iii. Occupational Therapist
 - iv. Physical Education Teacher

II. Answer the following questions.

1. What is the role of the School Counsellor in inclusive education?
2. Discuss the role of physiotherapist in integrated education.
3. What is the role of Educational Counsellor in inclusive education?
4. Discuss the role of Speech Therapist in inclusive education.

III. Answer the following questions in 150-200 words.

1. Describe the role of Special Educator in inclusive education.
2. In what ways does the Physical Education Teacher help CWSN get integrated in mainstream schooling?

IV. Complete the following diagram listing the differences between Disorder and Disability.

	Disorder	Disability
Definition		
Common Types		

V. Case Study

1. Physical Education and Sports for CWSN





Children with special needs face different challenges in undertaking certain activities. So, in addition to the regular programmes of physical education the school must provide APE programmes for children. While introducing this chapter to the students, the Physical Education teacher explains the different types of disabilities and the objectives of APE.

On the basis of this chapter answer the following questions.

- a. List down any four types of physical disabilities.
- b. What is Down syndrome?
- c. What is APE?
- d. List any four aims of APE.

VI. Art Inclusion

Working in groups, design a booklet for your school library on Disability Etiquette.

1. Think of the etiquettes you feel need to be included.
2. Draw Graphics to accompany the etiquettes.
3. Laminate the pages and get your book spiral-bound.

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Suggested Reading

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Weblinks

Topic	Weblinks	QR Code
People with Disability Act 2016	https://legislative.gov.in/sites/default/files/A2016-49_1.pdf	





Paralympics classification	https://www.paralympic.org/classification	
Intellectual Disability as per Special Olympics	https://www.specialolympics.org/about/intellectual-disabilities/what-is-intellectual-disability	
How to speak with people with intellectual disabilities	https://www.specialolympics.org/about/intellectual-disabilities/how-to-speak	



UNIT
5

PHYSICAL FITNESS, HEALTH, AND WELLNESS



Content

Meaning & importance of Wellness, Health and Physical Fitness.

Components/Dimensions of Wellness, Health and Physical Fitness

Traditional Sports and Regional Games for promoting wellness.

Leadership through physical activity and Sports

Introduction of First Aid - PRICE





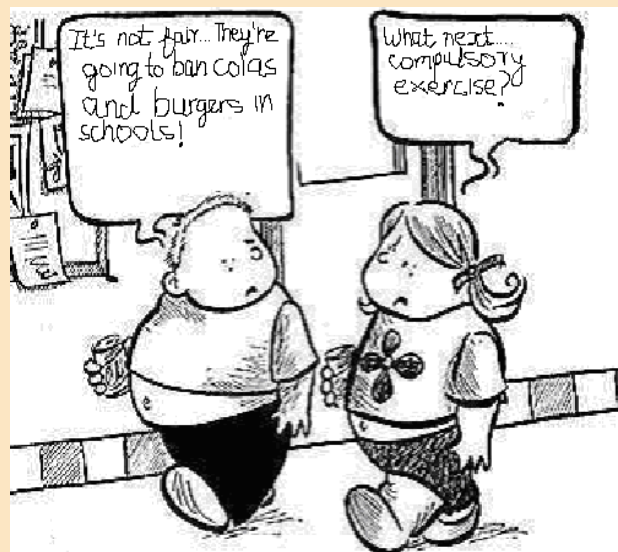
Learning Outcomes

After completing the Unit, students will be able to:

- explain wellness and its importance and define the components of wellness.
- classify physical fitness and recognize its importance in life.
- distinguish between skill-related and health-related components of physical fitness.
- illustrate traditional sports and regional games for promoting wellness.
- relate leadership through physical activity and sports
- illustrate the different steps used in first aid - PRICE

Discussion

Look at the cartoon given below. As a result of a sedentary lifestyle and unhealthy eating habits, obesity among children is on the rise. Using information from the cartoon given below and your ideas, deliver a speech in your class on the importance of healthy eating and regular exercise.



Cases of diabetes in India have seen an increase in the last one decade. In fact, incidence of diabetes is the second highest in India, only next to China. The reasons mentioned by the doctors and the experts are changes in lifestyle and eating habits. The magnitude of the problem is so huge and growing so rapidly that the government is revisiting health promotion strategies for increasing awareness. Physical activities, healthy diet and a change in lifestyle have been highly recommended to overcome the new health crisis.

5.1.1 MEANING AND IMPORTANCE OF WELLNESS

WHO defines health as “a state of physical, mental, and social well-being, not merely the absence of disease.” While the term Health focuses on an individual’s illness status and her/his relationship to that status, wellness transcends the absence of disease. It is much more than merely physical health, exercise or nutrition. In fact, wellness is the full integration of states of physical, mental, and spiritual well-being. Wellness is about living a life full of personal responsibility and, therefore, taking proactive steps for one’s entire well-being. This means that a person living a life of wellness controls risk factors that can harm her/him. Risk factors are different types of actions or conditions that increase a





person's chances for illness or injury. e.g., smoking is a risk factor as there is a risk for developing lung cancer. Alcohol is a risk factor for liver damage. So, an individual takes pro-active steps to remove such health risks from her/his life.

Maintaining an optimal level of wellness is crucial to living a higher quality life. Wellness matters because everything we do, and every emotion we feel, relates to our well-being. In turn, our well-being directly affects our actions and emotions. It's an ongoing cycle. Therefore, it is important for everyone to achieve optimal wellness in order to reduce stress and the risk of illness and to ensure positive interactions.

Thus, wellness may be defined as "the optimal state of health of individuals and groups. There are two focal concerns: the realization of the fullest potential of an individual physically, psychologically, socially, spiritually, and economically, and the fulfilment of one's role expectations in the family, community, place of worship, workplace, and other settings." - WHO Health Promotion Glossary Update 2006.

Other Definitions of wellness

Wellness is a continuous and thoughtful process to stay healthy and achieve total wellbeing. It is a positive and ideal state of an individual which is reflected in an individual's day-to-day work, contribution to society, optimal functioning and possessing a healthy quality of life.

The integration of many different components (physical, emotional/mental, intellectual, social, and spiritual) that expand one's potential to live (quality of life) and work effectively and to make a significant contribution to society. Wellness reflects how one feels (a sense of well-being) about life, as well as one's ability to function effectively. Wellness, as opposed to illness (a negative), is sometimes described as the positive component of good health.

- Charles B. Corbin, Gregory J Welk, William R Corbin, Karen A Welk

Wellness is an active process through which people become aware of, and make choices toward, a more successful existence. - National Wellness Institute

Wellness requires continuous and thoughtful efforts to remain healthy and to reach the highest level of wellbeing. Overall physical wellness is achieved through the balance of physical activity, nutrition, and mental well-being to keep your body in top condition. Health related lifestyle habits lead to longevity, improve quality of life, and help achieve total wellbeing.

Understand the importance of wellness:

- Wellness Programme should be developed with an aim to providing health-related lifestyle education with required support and resources to achieve wellness.





- Wellness makes the individual responsible for taking good decisions and adopting good practices and preventative measures for achieving optimum level of physical, emotional and social functioning.
- Wellness Programmes enable an individual to understand health issues like injuries, chronic diseases, cancer, cardiovascular disease, STDs, obesity, nutrition, diabetes, and other lifestyle related diseases. Thus, they enhance longevity and improve the quality of life.
- It promotes behaviours which help maintain good health like quitting smoking, giving up alcohol abuse etc. and reducing social evils like violence, abuse, child labour, gender inequality, caste system etc., thereby, leading to adoption of positive values that result in an individual becoming a good citizen of the country.
- It enables an individual to maintain a balance between work, personal life and health that results in efficient and consistent output and improves general health, and fitness through adopting regular physical activities.
- It also helps to develop healthy social environment where people share and solve personal and social problems, thus making the individual socially accessible and culturally sensitive.
- Wellness components like physical, emotional, mental, social, environmental, occupational, and spiritual are highly inter-connected and can help to make the environment disease and pollution free.

5.1.2 MEANING AND IMPORTANCE OF HEALTH

As we previously mentioned that health is not merely absence of any disease but it is a state of complete physical, mental and social wellbeing. In today's lifestyle, where people are continuously working in a hectic environment and they have little time for any physical activity, the health of people is compromised. On the one hand, lack of time for exercise and, on the other hand, eating habits of people make things worse. Everyone is looking for an easy and fast way to get their food, which makes fast foods like burgers and pizzas, a viable choice. However, this not only makes people unhealthy, but also makes them vulnerable to many diseases. The food we eat not only affects us physically but it also puts pressure on us mentally and socially. Suppose you eat pizza for dinner daily, it will affect your stomach and you may feel bloated, which in turn affects you mentally as it can lead to gastronomical problems; or, suppose you are not feeling physically well, it will affect you mentally as well as socially, as you will be in a position of discomfort and will not feel like socializing with or meeting people. We need to understand that, we should exercise regularly and incorporate healthy food in our diet, so we can be healthy not only physically, but mentally and socially as well.





5.1.3 DEFINITIONS OF HEALTH

“Health” is one of those terms which most people find it difficult to define although they are confident of its meaning. Therefore, many definitions of health have been offered from time to time, including the following:

- a. “the condition of being sound in body, mind or spirit, especially freedom from physical disease or pain.” (Webster)
- b. “soundness of body or mind; that condition in which its functions are duly and efficiently discharged.” (Oxford New English Dictionary).
- c. “a condition or quality of the human organism expressing the adequate functioning of the organism in given conditions, genetic and environmental.”
- d. “a modus vivendi enabling imperfect men to achieve a rewarding and not too painful existence while they cope with an imperfect world.”
- e. “a state of relative equilibrium of body form and function which results from its successful dynamic adjustment to forces tending to disturb it. It is not passive interplay between body substance and forces impinging upon it but an active response of body forces working toward readjustment.” (Perkins).

WHO definition

The widely accepted definition of health is that given by the World Health Organization (1948) in the preamble to its constitution, which is as follows:

“Health is a state of complete physical, mental and social wellbeing and not merely an absence of disease or infirmity.”

In recent years, this statement has been amplified to include “the ability to lead a socially and economically productive life”.

5.1.4 MEANING AND IMPORTANCE OF PHYSICAL FITNESS

Before we begin, it is essential to understand the meaning of the terms - Exercise, physical activity and physical fitness. We often use these terms interchangeably, which is not the correct usage. Exercise refers to planned, structured and repetitive bodily movements aimed at improving one or more components of physical fitness. e.g., swimming as an exercise aims at improving cardiovascular endurance. Physical activity, on the other hand, is any bodily movement which is not specifically designed for physical fitness but results in significantly increasing resting energy expenditure. e.g., walking will increase the resting energy expenditure but will not contribute to any fitness component. Physical Fitness is a state of health and well-being and the ability to perform aspects of sports, occupations, and daily activities.





5.1.5 Definitions of Physical Fitness

Fitness is the ability of an individual to lead a full and balanced life. It includes physical, mental, emotional, social and spiritual factors and capacity for their wholesome expression. Charles A. Bucher (1958)

Physical fitness is the ability to carry out daily tasks with vigour and alertness, without undue fatigue and with ample energy to enjoy leisure time pursuits and to meet unforeseen emergencies. H Harrison Clarke (1976)

Physical fitness is the ability to perform moderate to vigorous levels of physical activity without undue fatigue and the capability of maintaining such ability throughout life. (American College of Sports Medicine)

Individuals are physically fit when they can meet both the ordinary and the unusual demands of daily life safely and effectively without being overly fatigued and still have energy left for leisure and recreational activities.

- Wener W.K. Hoeger, Sharon A. Hoeger (2014)

Physical fitness is associated with a person's ability to work effectively, enjoy leisure time, be healthy, resist hypokinetic diseases or conditions, and meet emergency situations.

- Charles B. Corbin, Gregory J Welk, William R Corbin, Karen A Welk, (2015)

As per above definitions an individual who is physically fit should be able to perform daily tasks efficiently and effectively, without undue fatigue, and, along with that, she/he should also successfully complete the demands of recreational activities and emergent situations.

Everyone's physical fitness differs from the other's depending upon their profession or day to day activities. A doctor's activity is to check patients within the room, while a farmer works hard in the field. Similarly, a sportsperson performs skilfully on the field or court. But as per the definition of physical fitness each of these individuals must successfully perform their day-to-day tasks without undue fatigue and have enough energy for leisure activities like going for a walk, playing table tennis or football etc. whatever, she/he wishes to do. In addition, she/he should be able to meet the situation if there is an emergency at work. e.g., the doctor may be called to see a patient in an emergency and may need to travel some distance to see the patient, or the farmer may have to rush to his farm to save his paddy crop from a natural calamity, when after a day at work, he is participating in some recreational physical activity.





Exercise helps to promote health, to maintain or improve physical appearance and to improve the overall quality of life. Physically active people live life with less health problems and enjoy a better quality of life than people who are physically inactive. Regular physical activity has lots of permanent benefits.

5.1.6 Benefits of Physical Activity

1. **Physical and physiological importance-** Regular exercise improves posture, thus preventing back pain, neck pain etc. and improving physical appearance. Exercise helps to maintain the balance between lean body mass and fat and helps maintain body weight. A physically active lifestyle speeds up the recovery process after injury, disease, or intensive work out. Due to continuous physical activity, flexibility of joints increases, reducing chances of developing arthritic pain and helping to relax muscles. It helps to maintain healthy bones and to maintain bone mass, which lowers the risk of osteoporosis. It also upgrades athletic performance and keeps energy levels high. Due to regular physical activity, an individual's resting metabolic rate become high and her/his body develops such immunity which help to lower incidence of disease. As a result, the individual feels energetic, and that helps in job productivity, enjoyment of leisure time activities and the ability to face emergencies.
2. **Mental and psychological importance-** Regular physical exercise increases the function of brain, enhances memory, and develops creative thinking. Physical fitness enhances self-image, increases morale, self-confidence, and self-esteem, and reduces tension, stress and anxiety. Psychological well-being helps an individual cope better with stress and anxiety, thereby improving her/his mental health.
3. **Social importance-** Improved emotional health and self-esteem improves social relations. Increased self-confidence prompts an individual to reach out to others. Participation in physical activities and sports promotes leadership qualities and strengthens bonds of friendship. Also, participating in sports activities provides opportunity to meet new people who share a common interest. Meeting others may be the first step towards establishing new friendships and developing a support network.
4. **Improved health -** Continuous physical activity increases longevity and slows down the process of aging. It also decreases the mortality rate from chronic diseases. It enhances the quality of life, enabling the individual to live longer, happier, and healthier. Physical activity improves sleep quality and increases sleep duration. Individuals who exercise regularly are less likely to suffer from troublesome sleep disorders, such as sleep apnea and restless leg syndrome. Regular physical activity reduces risk of heart disease, type 2 diabetes, high blood pressure, adverse blood lipid profile, metabolic syndrome, colon and





breast cancers etc. It keeps the blood thin which helps to decrease chances of heart disease and stroke and to maintain level of blood lipid.

5. **Improved financial condition-** Regular physical activity makes an individual healthier and fitter and helps develop good habits. People who adopt an active lifestyle have less chances of falling ill, and less chance of disease means bigger savings in terms of money and time.

I. **Tick the correct option.**

1. Physical activity can help with
 - i. increased stress levels
 - ii. getting sleep apnea
 - iii. causing restless leg syndrome
 - iv. helping your social life
2. "State of complete physical, mental and social wellbeing and not merely an absence of disease or infirmity" is a definition of:
 - i. Wellness
 - ii. Health
 - iii. Fitness
 - iv. Health lifestyle

II. **Answer the following questions briefly.**

1. Define Health.
2. Write a short note on Wellness.
3. What do you mean by Physical Fitness?
4. How does physical fitness improve your financial health?

III. **Answer the following questions in 150-200 words.**

1. What do you mean by Physical Fitness? Write down importance of Physical Fitness for maintaining health lifestyle.
2. What is wellness? What is importance of wellness?

5.2.1 Components of Wellness

There are a lot of health benefits of physical fitness. Optimum fitness is required to prevent injuries, to maintain a stable posture etc. However, physical fitness cannot be achieved without regular physical activity. Physical fitness is an important dimension of the Wellness Programme.





Most people think that physical fitness alone is sufficient to lower the risk of health-related diseases but it is not true. e.g., consider an individual who regularly does vigorous physical training in which she/he does aerobic exercises thrice a week, does weight training and stretching and maintains a good ratio of fat percentage of the body, but at the same time she/he eats junk food regularly, smokes and drinks alcohol. By doing so, she/he is increasing her/his chances of suffering from cardiovascular diseases and facing other health related issues.

Wellness includes factors like spirituality, healthy diet, regular physical activity, personal safety, avoiding drug abuse, preserving environment, prevention of disease, stress management etc. In fact, there are seven components of wellness namely physical, emotional, mental, social, environmental, occupational, and spiritual which are interlinked with each other.



1. **Physical Wellness-** Physical wellness is an individual's ability to meet the demands of day-to-day work and being able to take care of her/his health. Overall physical wellness encourages the balance of physical activity, nutrition and mental well-being to keep the body in top condition. Obtaining an optimal level of physical wellness allows the individual to nurture personal responsibility for her/his own health. As the individual becomes conscious of her/his physical health, she/he is able to identify elements she/he is successful in, as well as elements she/he would like to improve. Physical Wellness includes regular vigorous activities, balanced diet, proper rest, avoiding intake of tobacco or alcohol, living in a healthy environment, following safety precautions etc. A physically fit individual must have optimum muscular endurance, muscular strength, cardiovascular endurance, flexibility and a fit body composition.





2. **Emotional Wellness** - Emotional wellness inspires self-care, relaxation, stress reduction and the development of inner strength. It is an individual's ability to understand and balance her/his emotions, accept her/his own weaknesses, and respect another's strength. It is important to be attentive to one's positive and negative feelings and be able to understand how to handle these emotions. It allows the individual to accept her/his feelings. Once the individual accepts her/his feelings, she/he begins to understand why she/he is feeling that way, and can decide how she/he would like to act in response to those feelings. Emotional wellness also includes the ability to learn and grow from experiences. It is important in today's life that an individual should be able to cope with stress, adjust to one's environment, enjoy her/his life. Trust, self-esteem, self-confidence, optimism are key words for emotional wellbeing.
3. **Mental Wellness** - Mental wellness, also known as intellectual wellness, is an individual's ability to learn, evaluate, accept new ideas, develop creative thinking, have a good sense of humour, and develop a lifelong learning process. Intellectual wellness encourages the individual to engage in creative and mentally-stimulating activities that expand her/his knowledge and skills while allowing her/him to share them with others. Intellectual wellness can be developed through academics, cultural involvement, community involvement and personal hobbies. Intellectual wellness encourages learning and enables the individual to explore new ideas and understandings. It also stimulates curiosity, thereby developing a desire to try new things. An individual with intellectual wellbeing is open-minded and clear, enthusiastic to gather knowledge, accepting of ideas put forth by others.
4. **Social Wellness** - It is an individual's ability to positively interact with the people of different cultures, ages, gender, religion etc. without building stereotypes. Social wellness refers to the relationships an individual may have



and how she/he interacts with others. Her/His relationships can offer support during difficult times. Social wellness involves building healthy, nurturing and supportive relationships. Conscious actions are important in learning how to balance one's social life with one's academic and professional lives. Surrounding oneself with a positive social network increases one's self-esteem. Social wellness enables an individual to establish communication and trust and to manage conflict. Having good social wellness is critical to building emotional resilience.

5. **Environmental Wellness** - Environmental wellness refers to respecting the environment and natural resources. Environmental wellness inspires the individual to live a lifestyle that is respectful of one's surroundings, and prompts the individual to take action to protect it. It promotes respect for all nature and all species living in it. It encourages the individual to adopt habits that promote a healthy environment resulting in a more balanced lifestyle. It helps develop habits like producing and eating organic food, minimizing the use of petroleum products, and reducing air, water, noise and land pollution or food contamination. We are answerable to future generations regarding conservation of natural resources. We should recycle the products which we use and reduce waste and pollution.
6. **Occupational Wellness** - Occupational wellness is the ability to achieve a balance between work and leisure time, addressing workplace stress and building relationships with co-workers. It focuses on the individual's search for a calling and involves exploring various career options and finding where one fits. Occupational wellness deals with satisfaction from job and career of an individual. It is not about holding a high post in a company or drawing a large salary etc. e.g., Individual 'A' may have a good salary in a reputed company, but she/he may not be able to execute the plans or policies of the company effectively. Thus she/he may be stressed. Whereas Individual 'B', drawing a lesser salary and occupying a lower post than A may be satisfied with her/his life. An individual picking up a job should consider internal and external rewards.
7. **Spiritual Wellness** - Generally, people think that spiritual wellness is linked with religion, but the core of spiritual wellness is to find the meaning and direction of life. Spiritual wellness allows an individual to be in tune with her/his spiritual self and to appreciate her/his life experiences for what they are. It lets one find meaning in life events and define one's individual purpose. By finding meaning in her/his life experiences, the individual will be able to develop a harmony between her/his inner self and the outside world. An individual who is spiritually sound has beliefs, principles and values which guide and strengthen her/him in life. By following the path of spirituality an individual





gets faith, love, peace, joy, closeness with others, altruism, compassion and forgiveness.

Thus, we can see that all the components of wellness are linked with each other. Wellness is holistic, because rather than focusing on symptoms, it is important to integrate body, mind, and spirit as one whole. Wellness also considers the self as the only true healer as one's wellness is one's own responsibility. Health professionals can only help facilitate the healing process. It is the individual's body, mind, and spirit that do all the healing. Therefore, it is important to think positive thoughts as negative thinking strips one of power and control. Wellness is outcome-oriented. As soon as one is able to identify a problem, one's energy must be put into the solutions.

5.2.2 Components of health

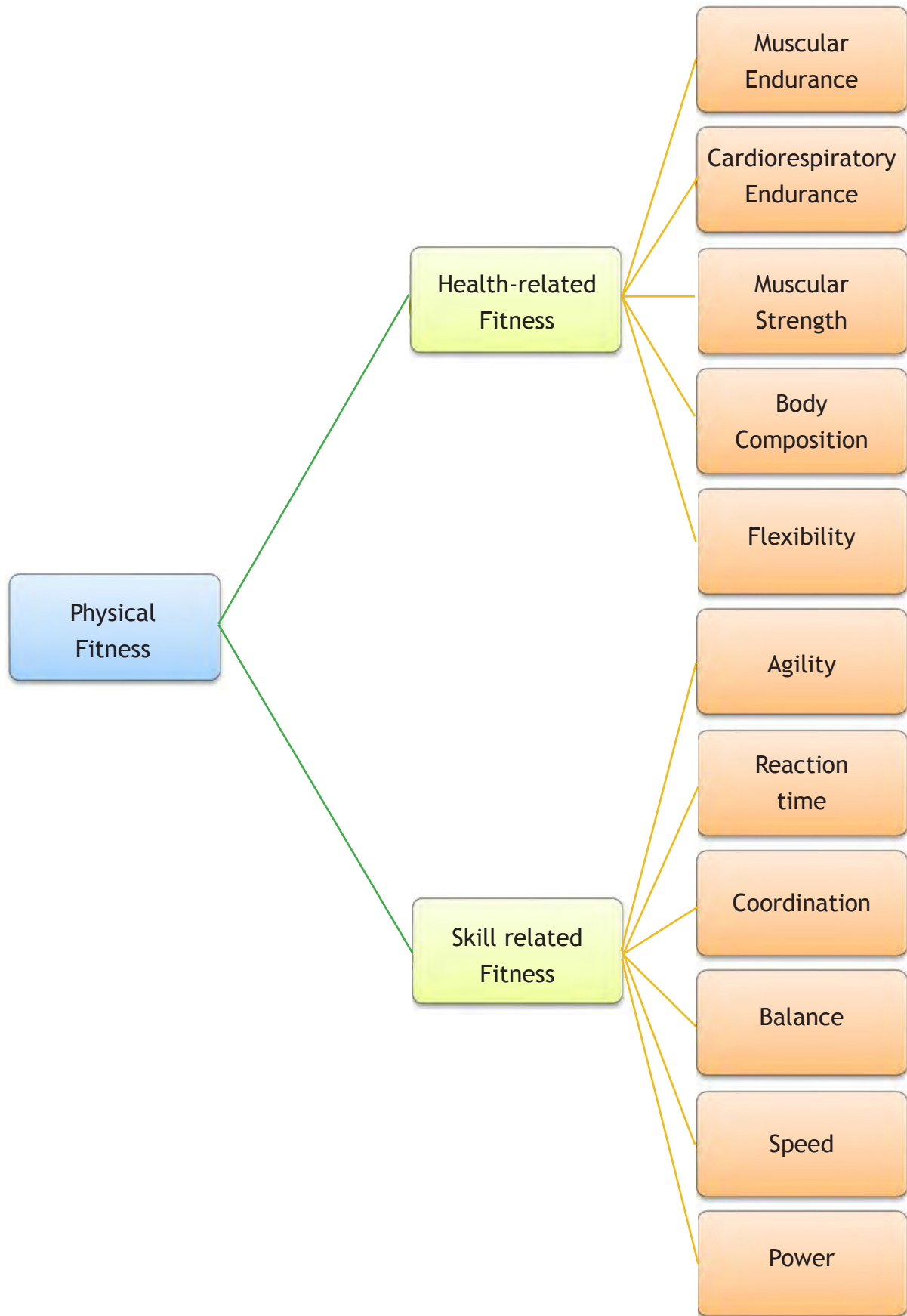
Health is important in every individual's life as it gives us the strength and energy to fully enjoy and make us grateful for the life we have. To elaborate on the components of the health we can classify it into four dimensions.

1. **Physical health:** There is a saying that one thing which will stay with you for your entire life is your body. So, if your body is healthy then you can do all your daily work with energy and can enjoy the remaining time with your family and friends. To stay physically healthy, you should exercise daily, walk as much as you can and eat healthy.
2. **Mental health:** A sound mind stays in a sound body, so if you physically healthy than it will in turn help you to stay mentally healthy. Your thoughts will be clearer and you have more confidence in dealing with the day to day situations. For mental health you should include meditation and yoga in your daily life which will keep you mentally calm and improve your mental health.
3. **Social health:** We live in a world where we have to interact with people and we should understand and appreciate the people we live with; social health is an important aspect as it gives us the strength to build strong relations with people and to enjoy the companionship which is important for an individual to live and sustain a healthy life.
3. **Emotional Health:** A emotionally strong person has the control on the circumstances and can deal with different situations with an ease. It gives us that power to stay alike no matter the situation an individual is in. We should work on our emotional health as it will makes us more balanced human beings and also affects our decision-making ability.





5.2.3 COMPONENTS OF PHYSICAL FITNESS



1. **Health-related Fitness** - There are five components of health-related physical fitness - muscular endurance, cardiorespiratory endurance, flexibility, muscular strength, and body composition. Health related fitness is an integral part of an individual's daily life, we use these fitness components every day without consciously knowing about them, but if we understand these fitness components and work towards their improvement then we can lead a full and healthy life. e.g., cardiovascular endurance is as important for a doctor as it is for a sportsman or a farmer. A higher level of health-related fitness is directly related to the degree of skill performance. e.g., moderate level of muscular strength is required to maintain posture and to prevent neck, back or knee pain etc. but a high amount of muscular strength helps to increase performance in weightlifting, jumps, throws etc.
2. **Skill-related Fitness** - Skill related fitness has six components namely agility, balance, coordination, reaction time, power and speed. These are associated with performance. An individual who has achieved a good skill-related fitness is able to achieve high level of motor skills, which are a prerequisite in sports and in certain jobs. Though, skill-related fitness is generally known as sports fitness or motor fitness, it is very specific and multi-dimensional. e.g., agility is required in combat sports as well as in the job of a fire fighter.

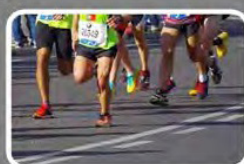
5.3.4 COMPONENTS OF HEALTH-RELATED FITNESS



Body Composition



Muscular Endurance



Cardiorespiratory Endurance



Muscular Strength



Flexibility





1. **Body Composition** - Body composition may be defined as the relative percentage of fat and lean body mass. Lean body mass is fat-free mass of our body which covers muscle, bone, and other tissues that make up the body except fat. A healthy individual should have relatively low percentage of fat in the body. It is important for an individual to regularly check her/his own body composition because body fat is associated with incidence of heart disease, diabetes, hypertension etc.
2. **Muscular Endurance** - Muscular endurance is the ability of the muscles to exert themselves repeatedly. A fit person can repeat movements for a longer period without undue fatigue. The definition of muscular endurance is the ability of a muscle group to execute repeated contractions over a period of time sufficient to cause muscular fatigue, or to maintain a specific percentage of the maximum voluntary contraction for a prolonged period of time. To measure muscular endurance following equipment are used: Free weights (barbells, dumbbells), Gym mat (curl-ups, push-ups), Stopwatch.
3. **Cardiorespiratory Endurance** - Cardiorespiratory Endurance is the ability of the heart, blood vessels, blood, and respiratory systems to supply nutrients and oxygen to the muscles and the ability of the muscles to utilize fuel to allow continuous exercise. A healthy individual can sustain physical activity for a longer duration without undue stress. Lack of cardiorespiratory fitness may cause restriction in daily activities due to inefficiency of the heart to supply blood to different body parts. Cardiorespiratory endurance activities are also called aerobic exercises. e.g., walking, jogging, swimming, cycling, cross-country race, skiing, water aerobics, climbing stairs and skipping a rope.
4. **Muscular Strength** - Muscular strength is the ability of the muscles to exert an external force or to lift a heavy weight. A fit person can do any work that involves exerting force like lifting or controlling own body weight, pushing almirah at home, lifting gas cylinder etc. The definition of muscular strength is the maximal force that can be generated by a specific muscle or muscle group. Muscular endurance is defined as the ability of a muscle or group of muscles to repeatedly exert force against resistance. Muscular strength is defined as the maximum amount of force that a muscle can exert against some form of resistance in a single effort.
5. **Flexibility** - Flexibility is the ability of a joint to move effectively through its full range of motion without incurring pain. Movement happens due to muscle length, joint structure, and other factors. A healthy person can move the body joints through their full range of motion in work and in sports. Due to lack of flexibility, performance of daily life activities decreases, and there is occurrence of problems like lower back pain. While whole body flexibility cannot be tested in one run, but "sit and reach" test is broadly used test to assess the flexibility of hamstring, hip, and lower back muscles.

Do you know?

Fast Twitch fibres: muscle fibre that contracts quickly especially during brief high-intensity physical activity requiring strength such as sprinting.

Slow Twitch fibres: muscle fibre that contracts slowly especially during sustained physical activity requiring endurance such as long-distance running.

Do you know?

Static Contraction: where muscle exerts force, but movement does not take place. Example: pushing a wall, pulling a rope

Dynamic contraction: an individual can see movement when muscle exerts the force. Example: pushups, pull-ups

Concentric Contraction: When muscle contraction takes place, shortening of muscle happens; that is concentric contraction. Example: when lifting a heavy weight, concentric contraction of the biceps causes the arm to bend at the elbow, lifting the weight towards the shoulder.

Eccentric contraction: in the process of contraction, the opposite muscle's lengthening takes place; that is known as eccentric contraction. Example During Biceps curl eccentric contraction happens when muscle relaxes and muscle lengthening takes place.

5.3.5 COMPONENTS OF SKILL-RELATED FITNESS

	<p>Reaction Time</p>
	<p>Power</p>
	<p>Balance</p>
	<p>Speed</p>
	<p>Agility</p>
	<p>Coordination</p>





1. **Reaction Time**- Reaction time is an individual's ability to quickly respond to a stimulus. It is the interval time between the presentation of a stimulus and the initiation of the muscular response to that stimulus. e.g., in a sprint start, focusing on the starter's voice and the sound of the gun and reacting, reaction to a football, reaction of the goalkeeper during the penalty kicks in a football match.
2. **Power** - Power refers to an individual's ability to act fast with resistance. It is a combination of strength and speed. Throwing shot put, long jump, kicking in karate are power dominant activities.
3. **Balance** - Balance is an individual's ability to maintain the state of equilibrium while moving or in a stationary position. There are two types of balance one is static, and another is dynamic.
4. **Static balance** is where individual maintains the state of equilibrium in a stationary position.
5. **Dynamic balance** refers to maintaining equilibrium during motion.
6. **Speed** - Speed refers to an individual's ability to perform the movement in the shortest possible time. It is the minimum time taken to complete the task. Examples are 100 m and 200 m sprint, ice hockey etc.
7. **Agility** - Agility is an individual's ability to change the direction of the body rapidly and accurately. It is a combination of speed, balance, power and co-ordination. Rugby, football, hockey are the examples of sports requiring agility.
8. **Coordination** - Coordination is the ability of an individual to perform a motor task by using body movements and senses accurately and fluently. Juggling in football, hitting a tennis ball, and kicking of football are good examples coordination.

I. **Tick the correct options.**

1. Which of the following is NOT a component of Wellness
 - a. Physical
 - b. Cosmetic
 - c. Mental
 - d. Occupational
2. Occupational wellness is related with
 - a. fitness
 - b. meditation
 - c. environment
 - d. job





3. Which is NOT a health related Physical Fitness component?
 - a. Muscular endurance
 - b. Cardiorespiratory endurance
 - c. Speed
 - d. Flexibility
4. Which is a component of Skill related Fitness?
 - a. Muscular Strength
 - b. Power
 - c. Body Composition
 - d. Flexibility

II. Answer the following questions briefly.

1. Define the physical component of wellness
2. Define the spiritual component of wellness
3. Define muscular strength and Speed.
4. Explain the social component of Health.
5. What is the difference between Physical fitness components: Speed and Agility?

III. Answer the following questions in 150-200 words.

1. Describe Health related fitness components?
2. Differentiate between skill-related and health-related components of physical fitness.
3. Describe the seven components of wellness

Extension Activity	
Your school wishes to draw up an action plan for promoting wellness among all its students. Working in groups, help the school authorities draw up a plan wellness plan by suggesting activities.	
Wellness Component	Activity suggested
Physical Wellbeing	
Emotional Wellbeing	
Mental Wellbeing	
Intellectual Wellbeing	
Environmental Wellbeing	





Occupational Wellbeing	
Spiritual Wellbeing	

5.3.1 Traditional sports and regional games for promoting fitness

The origin of sports and games dates to the inception of the society. Some games originated from sheer need of survival e.g., Archery, and some for the need of social interaction e.g., Antakshri. The desire to express emotions laid a strong foundation in the origin of different dance forms and traditional games. These games are the reflection of the beliefs and the culture of the society. India has always been a land of sports and games. Many games and sports that originated in our country, have their distinct regional identity, and are now played in many countries. India's sports history dates to the Mahabharata period where games like chaupar and archery were very famous. Many studies also suggest that India invented many games according to the availability of resources and the demography of the region, for example the boat race known as Vallamkali is very famous in Kerala and till date it is organised every year on the occasion of Onam.

5.3.2 Types of traditional sports and regional games

Many types of games were invented and played in India. In recent times we have adopted some of those games which have their origin from the traditional sports and games in their original form and some others with minor changes.

1. **Board games:** Early natives of our region developed two major board games which are still played by the whole world. First is chaupar which is the origin of ludo and the other one is Shatranj which is now known as chess.
2. **Combat Games:** There is a misconception that the combat sports were invented to hurt other human beings, but, they were, in reality, more for self-defence. Some of the combative sports invented in India gained popularity when these art forms travelled abroad. e.g., Kalarippayattu is one of the oldest martial arts of India invented in Kerala and is considered to be the originator of judo and karate.
3. **Games involving help of animals:** Animals have always been an integral part of many cultures and societies. Their use for showing athletic skills has been a base for many sports. Horse riding is an ancient sport which was popular around the world for centuries but their inclusion in games in India came with polo which is still being played today.
4. **Racquet Games:** Racquet games are some of the fastest and exciting games which are played in today's time. Some major racquet games have their roots in India. e.g., Ball Badminton, a game played with the help of a racquet and





a rubber ball, was invented in India. Some also believes that modern day Badminton also had its origin in India's Pune.

5. **Team Games:** Team games encourage a sense of belongingness in an individual and some team games also originated in India. e.g., Kho-Kho and Kabaddi are the games which are believed to have originated in India.
6. **Play Games:** Some games are played by children in their early childhood which are an integral part of our culture and roots. e.g., Gilli Danda played with the help of one small stick and one big stick is very popular in India. Similarly, Atya Patya, which has a mention in Tamil literature is played in different part of the country with different names.
7. **Indian gymnastics:** Gymnastics has always been understood as a part of ancient Greece and is very popular in Russia and other European nations, but in India we have a sport named Mallakhamb which originated in Maharashtra, which literally means malla, or gymnastics and khamb, or a pole. Thus, mallakhamb means gymnastics on a pole.

5.3.3 Importance of traditional sports and regional games

Regional and traditional sports have always been important for the development of the individual and society. These games and sports gave a sense of belongingness and achievement to the people and are important for their physical and mental health. The importance of these games lies in the following areas.

1. **Physical Aspect:** We all have heard the saying "Survival of the fittest". From ancient times, there was always the need for being physically fit, whether it was because of the harsh climatic conditions, the need to search for the food or the ability to fight against an opponent. These traditional games always gave humans the needed edge and made them physically fit to face any adversity. e.g., Thang-ta originated in Manipur is an ancient martial art which is played with the help of sword and spear.
2. **Social Aspect:** Man is a social animal and has a constant need of companionship. Many games and sports were invented to give a general sense of purpose to the individual, whereas some games were designed to promote social interaction and peer interaction. These games help kids from very young age to enhance their social skills and help them form relationships.
3. **Psychological aspect:** Our ancestors understood very early on that physical activity is the path to improving and fulfilling the psychological needs of an individual. Now we have data from many studies that shows that physical activity is good in enhancing self-confidence, self-esteem, motivation, personality, and leadership skills. Traditional games gave platform to human beings to showcase





their talent and get that recognition from their peers and society which most individuals desire.

4. **Emotional Aspect:** Emotional health is very important for any individual to sustain a healthy life. They can transfer the knowledge that they acquire by participating in traditional and regional games into their life. Being emotionally strong means that an individual can keep his nerves under control or stay focused in very harsh conditions or situations.
-

I. **Tick the correct options**

1. Which of the following is played with the help of animals?
 - i. Mallakhamb
 - ii. Atya Patya
 - iii. Polo
 - iv. Kalarippayattu
2. Which game is the origin of Ludo?
 - i. Chaupar
 - ii. Gilli Danda
 - iii. Kalarippayattu
 - iv. Shatranj

II. **Answer the following questions briefly**

1. Describe the physical aspect of traditional games.
2. Distinguish between racquet games and combat games.
3. Explain about the play games played by the kids in neighbourhood?
4. Traditional games improve your social life. How?
5. Write a short note about Indian gymnastics?

III. **Answer the following questions in 150-200 words.**

1. Write down the importance of traditional games?
 2. Explain about traditional games played in India?
-

5.4.1 Leadership

You have to Programme your mind into victory.

This game is all about how bad you want it, it's about grit. It's about HEART. The difference between winning and losing is how far you're willing to go!





Your HUNGER will be tested on the field. Your DESIRE to win, will determine the outcome of the game.

We keep on fighting even if the odds are stacked against us.

They don't know that we have the heart, the courage and the will to make things happen!

We will destroy everything that comes in our way, BECAUSE WE WERE BORN TO WIN, WE WERE BORN TO DOMINATE!

We might be the underdogs; we might be the "weaker" team.

But one thing is for sure: When we step on the field we FIGHT. We fight for ourselves and WE FIGHT for each other YOU WILL NEVER PLAY THIS EXACT GAME AGAIN IN YOUR LIFE.

Read the paragraph above.

Have you gained an insight into the making of a leader? Would you like to make any changes to your quote about the qualities of a leader above?

Do you know?

Leader-The person who leads or commands a group, organization, or country.

Delegate - assign/allocate a responsibility
Commitment - quality of being dedicated to a task
Accountable-responsible, expected to justify actions.

Let's read further about Leadership.

LEADERSHIP

Leadership is the art of motivating a group of people to act towards achieving a common goal.

He/she is the person in the group who possesses the combination of personality and leadership skills that makes others want to follow his/her direction.

Leadership can be defined as a certain set of characteristics, behaviour or style that one exhibits on a day-to-day basis, through one's thoughts, words, and actions.

"A leader is one who has power in authority." - H.T Mazumdar

"Leadership is the behaviour that affects the behaviour of the people more than their behaviour affects that of a leader." - LaPierre

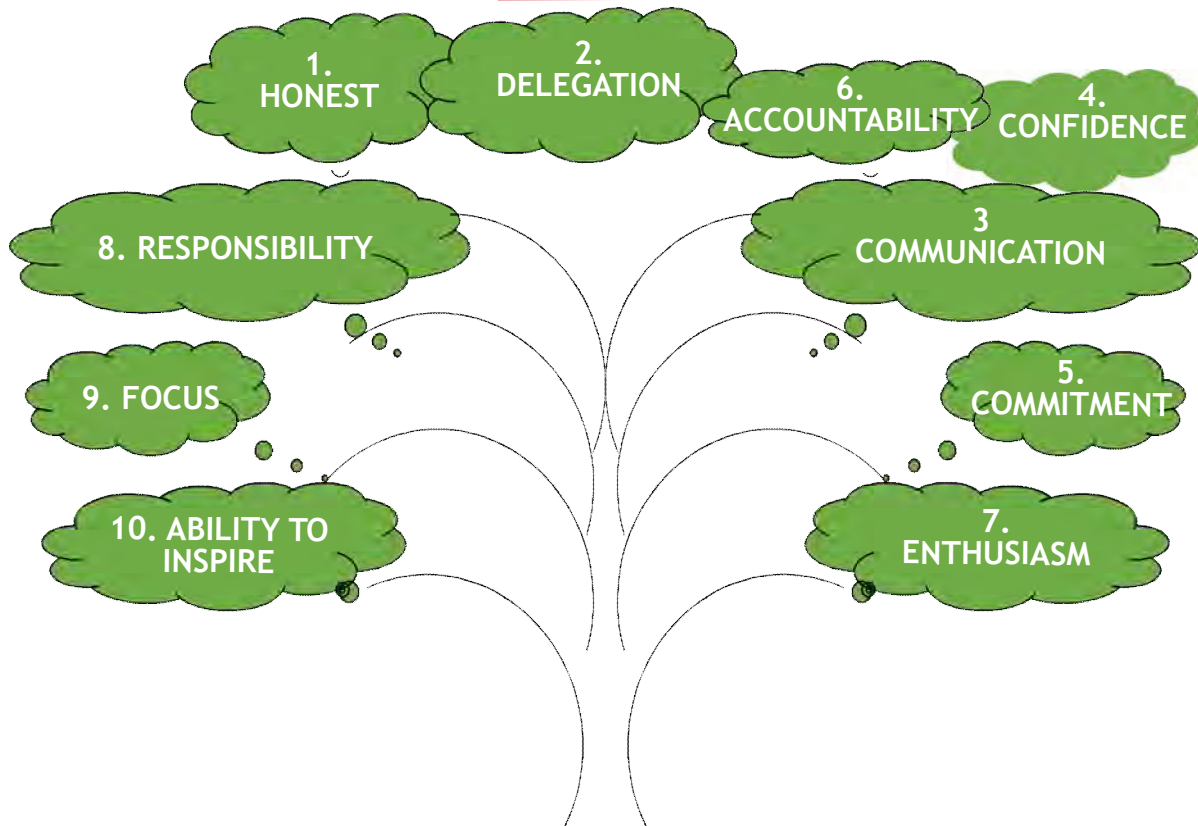
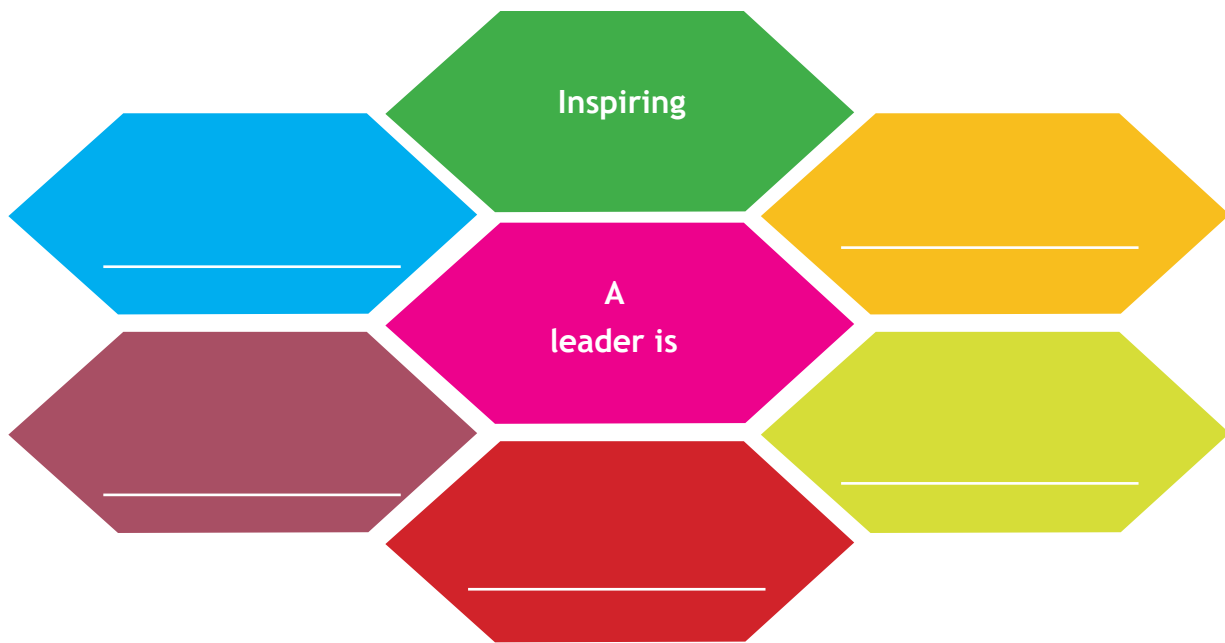




"A leader is one who knows the way, goes the way, and shows the way."
- John C. Maxwell

5.4.2 Qualities of a good leader

What, according to you are the qualities of a leader? Based on the quotations you read, and your own views, complete the web chart given below listing essential qualities of a leader.





1. Honesty:

One of the qualities that defines a good leader is her/his honesty. When a leader is responsible for a team of people, it is important for her/him to be straightforward. If she/he makes honest and ethical behaviour a key value, the team will follow.

Extension Activity

Work in groups of six. Interview the Captains of your school's/a nearby school's Cricket Team, Football Team, Hockey team etc.

1. What are the most important values you demonstrate as a leader?
2. How have you gained commitment from your team?
3. What is your greatest strength?
4. How do you get your teammates to accept your ideas?
5. How would you go about uniting your team who may have internal disagreements?
6. How do you motivate your team?
7. What is the most difficult part of being a leader?
8. What is a leader's best asset?
9. How would you proceed to reorganize your team?
10. How do you go about resolving conflict?
11. Name a time when an employee disagreed with your directive and how you handled it?
12. Who are the most important members of your team?
13. How do you delegate responsibilities to your team?
14. How did you handle a time when you had to make an unpopular decision?

Discuss what you have learnt and share your views with the class about the qualities of a successful Captain.

2. Delegation of duty

It is important for a leader to focus on key responsibilities and delegate work, duties and, even, authority to other team members. A good leader delegates tasks to her/his teammates and oversees how they perform.





3. Communication Skills

Communication is the key to success. Without clear communication skills, no one would understand their mission, goals, and vision. Communication should also be consistent when assigning a task or passing instructions.

4. Confidence

Another quality that defines a good leader is her/his confidence. To be an effective leader, she/he should be confident enough to ensure that others follow her/his instructions, and the team places their trust in her/him.

5. Commitment

There is no greater motivation for the team than seeing their leader working alongside everyone else. By proving her/his commitment to the team, she/he not only earns the respect of the team, but also instils that same drive among the team members.

6. Accountability

A good leader takes responsibility for everyone's performance as well as her/his own. When a leader takes personal accountability, she/he is willing to take responsibility for the outcomes of her/his choices and behaviour. Leaders do not blame others when things go wrong. Rather, they make things right - they are fixers. Accountability goes beyond the leader's actions and decisions.

Extension Activity

Look at the picture.

MS Dhoni tells his players: "Don't think about winning or losing. Just go out, play your best cricket and enjoy the match. Sometimes you win, sometimes you lose. It does not matter as long as you are giving your 100%."



What do you think the Captain is saying to the team? What would you tell your team if you were the Captain? Share in your group.

Share the best advice with the class.

"With great power comes great responsibility"

- Anonymous

"A good leader takes little more than his share of the blame and little less than his share of the credit."

- Arnold H Glasow

7. Enthusiasm

The term enthusiasm is derived from the Greek origin meaning possessed by a god, is used for a leader who is motivating, energetic, passionate, and dynamic. A good leader is enthusiastic about her/his own work and performance and also about her/his role as leader.

8. Focus

A good leader is generally focused and is able to think rationally. A leader should also be self-driven to work harder in wanting to achieve better results.

9. Ability to inspire

Probably the most difficult job for a leader is to persuade others to follow. This is possible only if the leader is able to inspire her/his followers by setting a good example.

10. Responsibility

Last, but not least, the quality that defines a good leader is responsibility. A good leader understands that leadership is about responsibility, and not power. A leader takes responsibility for her/his actions which includes both failures and successes.

Extension Activity

“Be the change you wish to see in the world.” - Gandhi Look at the cartoon given below. Leadership is the process by which one individual influences the behaviour, attitudes and thoughts of others. A leader’s actions are held to an unspoken standard of what is appropriate and what is not. In present day cricket, where sledging is very common, Rahul Dravid’s boys showed exemplary behaviour.

Discuss the role of a leader in the light of the above statement.





5.4.2 Creating leaders through physical education

Leadership is a complex process that involves the effort of an individual to help groups identify and achieve personal and group goals. Physical activity and sport programmes offer great opportunities for youth to develop important life skills, including leadership.

The battle of Waterloo was won on the playing fields of Eton.

- The Duke of Wellington

Leaders have both innate and acquired qualities. Through physical education acquired qualities can be created and developed successfully. Sports and physical activities are highly interactive, provide numerous leadership opportunities or “moments” for young people to gain leadership experience e.g., enforcing rules for teammates provides an opportunity for a young captain to learn leadership in an enjoyable, motivating way.

For creating or making effective and efficient leaders in the field of physical education, stress must be laid down on the following points:

1. Analysing leadership skills required for further development: It is essential to analyse leadership skills that are already well developed among the students and those which need further development.
2. Identifying the students or groups of students whose leadership skills require to be improved: Once players are involved in leadership activities, they must be given the chance to further improve their leadership skills by being given opportunities for leading teams and organising various sports competitions, and then observing signs of improvement in their leadership skills.
3. Offering opportunities for leadership roles: For improving leadership skills it is important
 - students are offered leadership roles such as supervising and managing sports activities. They may be appointed captains of different sports teams, given various responsibilities such as membership of various committees, official duties and ground preparation duties, supporting other students in their play, organising festivals and assisting teachers and coaches in running clubs and teams.
 - leadership courses are organised for students. Care should be taken, however, to ensure that these courses lead to an application of the knowledge, skill and understanding.
 - students are given opportunities to develop their skills by giving them tasks that show progression in challenge and complexity.





- leaders are recognised by giving them a symbol of recognition like a cap or other uniform. This will serve to motivate other students.
- 4. Having faith and confidence in the students: It is essential to believe in the leadership skills of the students and to give them a chance for improving them.
- 5. Rewarding them for their success: Rewarding students for showing improvement by giving them more responsibilities helps develop their potential.

Parental involvement also plays a key role in training successful leaders. Parents should be included in physical activity instruction and in co-curricular and community physical activity programmes in order to ensure their help and encouragement in their children's participation in enjoyable physical activities. Parental involvement in children's physical activity is key to the development of a psycho-social environment that promotes physical activity among young people. Involvement in these programmes provides parents opportunities to be partners in developing their children's knowledge related to physical activity, attitudes, motor skills, confidence, and behaviour. Thus, active collaboration between teachers, coaches, parents and other school and community personnel will encourage students to become great sports leaders. We can certainly do much more "intentionally" to help young people develop their leadership capabilities and skills. We can only make them not just physically fit but can teach them life skills, like leadership, that will enable them to be more productive members of society.

I. Tick the correct options.

1. Sports and physical activities provide numerous leadership opportunities as they
 - i. identify students for improvement
 - ii. analyse leadership
 - iii. develop individual skills
 - iv. are highly interactive
2. A leader who is honest in speech and upright in character exhibits
 - i. patience
 - ii. servitude
 - iii. integrity
 - iv. enthusiasm
3. A good leader is one who
 - i. is unable to trust or show any confidence in her/his team mates
 - ii. is only enthusiastic about her/his own performance





- iii. is focused and is able to think rationally
 - iv. is assertive and doesn't care about the respect of the team mates
4. The leader instils positivity among the team by
 - i. holding difficult training sessions
 - ii. pulling up players making mistakes
 - iii. telling players their strengths
 - iv. sitting and observing the team from the sidelines.
 5. The leader regulates group behaviour by
 - i. ignoring individual differences within the group
 - ii. enforcing rules firmly through rewards and punishment
 - iii. dealing with matters of group discipline in an arbitrary manner
 - iv. overlooking a member spreading indiscipline within the team

II. Answer the following questions briefly.

1. Who is a leader?
2. Why must a good leader be accountable?
3. A good leader delegates duties and responsibility. Do you agree?
4. How does a good leader regulate team behaviour?
5. A leader's responsibility is to see that the plans of the group are put into execution. Elaborate.
6. The leader's foremost function is to structure the situation for the group members. How does she/he do this?

III. Answer the following questions in 150-200 words.

1. What role does a leader play in leading her/his team to success?
 2. Explain the role of the leader in holding her/his team together.
 3. Who is your role model as a leader? What are her/his characteristics? What have you learned from her/him?
 4. Discuss the role of a leader.
-



5.5.1 First Aid

The term First Aid was officially adopted in England for the first time in 1879 by St. John's Ambulance Association. It refers to the treatment which is given to the casualty suffering from either a minor or serious illness or injury, to preserve life, prevent the condition from worsening, or to promote recovery prior to professional medical help becoming available. It includes initial intervention in a serious condition such as performing cardiopulmonary resuscitation (CPR) while waiting for an ambulance, as well as the complete treatment of minor conditions, such as applying a plaster to a cut. A First Aid procedure is generally performed by someone with basic medical training.

Do you Know?

The Red Cross and Red Crescent are still the largest providers of First Aid worldwide.

Extension Activity

Do you know how to apply a bandage?

Do you know what treatments are given for bruises and cuts?

Find out, discuss in your class, and demonstrate.

First aid is the process of carrying out essential emergency treatment. It is immediate and temporary care given to the victim of accident, injury or sudden illness.

The person who gives treatment to the person suffering from a disease or the victim of an accident, to improve his condition is called an 'aides' and the medical treatment given as aid is called - the 'first aid'.

The initial assistance given to a victim of an injury or illness, comprises of relatively simple techniques that can be performed with rudimentary equipment.

First Aid can be carried out by any person until professional medical assistance arrives. Its purpose of First Aid is to preserve life, assist recovery and prevent aggravation of the condition, until the services of a doctor can be obtained or during transport to hospital or casualty's home.

First Aid is the immediate temporary care given to the victim of an accident or sudden illness.

It helps ensure that the right methods of administering medical assistance are provided.





Its basic purpose is to provide immediate medical aid by a competent and qualified medical personnel till the casualty reaches Hospital.

Aims and Objectives

- To prepare properly for any emergent situation to avoid errors and act quickly and calmly.
- To assess and address life-threatening conditions first
- To minimize further injury, infection and complications
- To make the victim as comfortable as possible, thereby enabling him to save energy.
- To transport the victim to a medical facility as per necessity.

Extension Activity

Complete the Graphic Organiser given below listing some common sports injuries and the First Aid treatment to be given.

Common Sports Injuries	First Aid

5.5.2 P.R.I.C.E.

The traditional protocol of dealing with sports injury, R.I.C.E., has now been modified to P.R.I.C.E. This refers to the addition of the word “Protection” to Rest, Ice, Compression and Elevation. Protecting the injured area from further damage is crucial to the healing process.

Protection: Protect the affected area from further injury by limiting or avoiding weight-bearing through the use of crutches, a cane, or hiking poles. Partially immobilizing the injured area by using a sling, splint, or brace may also be a means of protection.

Rest: Stop using injured part or discontinue activity. It could cause further injury, delay healing, increase pain and stimulate bleeding. Use crutches to avoid bearing weight on injuries of the leg, knee, ankle and foot. Use splint for injuries of the arm, elbow, wrist and hand.





Ice: Ice application contracts blood vessels. This helps stop internal bleeding from injured capillaries and blood vessels. It hastens healing time by reducing swelling around injury. However, remember to keep a damp or dry cloth between skin and ice pack. Do not apply ice for longer than 15 to 20 minutes at a time. Apply every hour for 10 to 20 minutes. Apply ice as long as pain or inflammation persists.

Compression

Hastens healing time by reducing swelling around injury. Decreases seeping of fluid into injured area from adjacent tissues. Use elasticised bandage, compression sleeve, or cloth. Wrap injured part firmly. Do not impair blood supply. Too tight bandage may cause more swelling. Wrap over ice. Loosen the bandage if it gets too tight.

Elevation

Elevate injured part above the level of heart. Decreases swelling and pain.

Use objects and pillows.

I. Tick the correct options.

1. Dressing and band ages are used to
 - i. increase the victim's pain.
 - ii. increase internal bleeding.
 - iii. control bleeding and prevent infection.
 - iv. stitch up a deep wound
2. The best way to stop external blood loss is to
 - i. apply direct pressure over the wound
 - ii. take the patient to hospital
 - iii. wash the wound with water.
 - iv. apply cream on wound
3. R.I.C.E. treatment refers to
 - i. Rest, Ice, Crutches, Elevation
 - ii. Rest, Ice, Compression, Elevation
 - iii. Rest, Ibuprofen, Crutches, Exercise
 - iv. Recovery, Ice, Compression, Exercise





II. Answer the following questions briefly.

1. Write a short note on PRICE.
2. What is First aid?

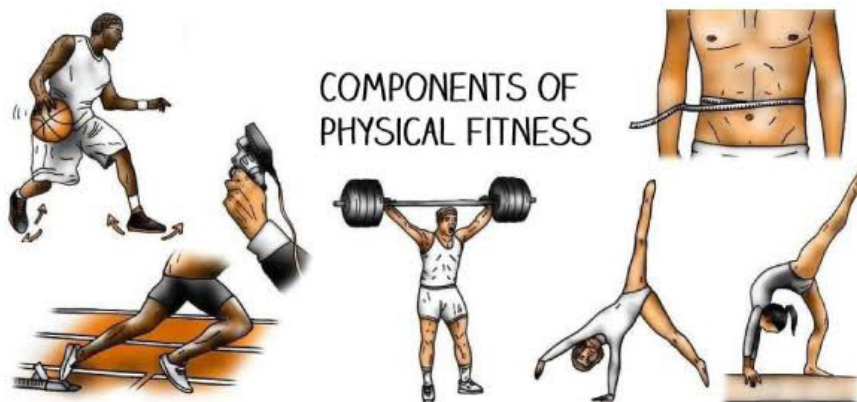
III. Answer the following questions in 150-200 words.

1. Explain the concept of First aid along with aim and objectives.

IV. Complete the following table listing components of Wellness and Fitness.

Components of Wellness	Components of Physical Fitness

V. Case Study



While selecting test items for the fitness test Mr Laxman asked his students of physical education to list down test items and explain why they chose that particular activity. By doing so he is also trying to make students understand the impact of each activity and relationship between components of physical fitness.

On the basis of given information answer the following questions:-

1. List down any two exercises for Explosive strength.
2. List down any two exercises for muscular endurance.
3. Muscular strength can be measured through _____.
4. Shuttle run tests are used to measure _____.
5. Medicine ball throw test is used to test _____.



VI. Art Integration - AEROBIC EXERCISE

Dancing is an aerobic activity that improves your balance and co-ordination. It's suitable for people of all ages, shapes and sizes.

Whether you like to jump or jive, tap or tango, do the hip hop or salsa, dancing is one of the most enjoyable ways for losing weight, maintaining strong bones, improving posture and muscle strength, increasing balance and co-ordination, and beating stress.

Working in Groups,

- choose the dance style you wish to incorporate into your exercise routine.
- learn/improvise steps.
- choose/create your own music.
- set the dance steps to music.

Perform your Aerobic Dance Activity in the school PE period.

https://www.topendsports.com/	
https://www.verywellfit.com/what-a-fitness-test-can-tell-you-about-your-health-3120283	
https://www.nationalwellness.org/page/Six_Dimensions	
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<http://www.businessdictionary.com/definition/lifestyle.html>



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