

# **WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION**

## **SYLLABUS FOR CLASS XII**

### **SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED )**

#### **Introduction**

Holistic development is a complete educational strategy that aims to develop physical, intellectual, emotional, cognitive, and social abilities in kids. It seeks to enhance these skills in the early stage of life, which will prepare them to meet the challenges and difficulties of daily life in the future. Physical Education, Yoga and Sports and Exercise are not the matter to learn only. It should be performed and practised for holistic development. Teachers should try to blend the essence of value education while practising these within or outside the classroom.

The real momentum of Physical Education was on the top priority in the year 1974, when the West Bengal Board of Secondary Education considered Physical Education a compulsory examination subject for the students of Secondary Schools in West Bengal.

The inclusion of Games, Sports and Fitness has been done in all the 4-stages of school education. The School Education Department emphasizes crosscutting issues like Indian Knowledge System, Value Education, Inclusive Education, Gender Sensitization etc. to formulate the holistic school education system. We have already incorporated the issues to formulate the existing curriculum of Health and Physical Education curriculum for school level. Specially the Indian Knowledge System i.e., yoga, traditional games, swimming, war weapons, folk games, poems and other indigenous activities have been extensively emphasized while constructing the pedagogical system of school Health and Physical Education. It is appreciable to search for feedback from parents, special instructors, the local community and yoga experts from outside the institution to introduce the curriculum of Health and Physical Education Curriculum. The interdisciplinary approaches have risen in modern curricula as it is considered as an important and challenging technique. In order to integrate different subject areas into Physical Education the specialist needs to learn more about the academic inter-disciplinary curriculum. Integrating core subjects with physical activity can easily be done and can be very beneficial to the learners at all levels of Education.

It is important to shift the paradigm of Health & Physical Education from co-curricular to core, extracurricular to compulsory choice-based; teacher-centric to learner-centric and choice-based holistic development of the student.

#### **Curriculum Goal:**

Curriculum goal of Health and Physical Education is to develop the understanding and knowledge about the holistic approach of health as defined by WHO and provide inputs to make them aware about the causes and impacts of disease transmission, remedial measures, physical fitness, health and social awareness of all children irrespective of class, caste and gender.

#### **Learning Objectives:**

Students will be given the opportunity to participate in the activities to learn as well as to improve the knowledge about health and healthy living, wellness, motor and other performances relating to body fitness, body awareness, perception, movement and kinaesthetic senses. Therefore the objectives are:

1. to learn, develop and maintain good health.
2. to nurture good habits like having timely sleep, taking nutritious food, doing regular exercises and maintaining healthy habits.
3. to maintain optimum physical fitness.
4. to improve neuromuscular coordination for developing postures and avoiding physical deformities.
5. to participate in different games and sports and also develop basic skills.

6. to develop leadership qualities.
7. to develop essential life skills like obedience, discipline, courage, self-control, self-confidence, selflessness etc.
8. to develop integrity and balanced personality.
9. to inculcate patriotic feelings among the learners.
10. to make appropriate use of leisure time.
11. to show due reverence to local culture and custom.
12. to bring the differently abled children into the periphery of integrated learning by addressing their psycho-social needs.
13. to realize the process of growing up in the adolescence stage.
14. to develop awareness among the learners about road safety for avoiding road accidents.
15. to manage common injuries of sports like muscle cramps, sprain or pull.
16. to develop students' responsibility in peace education.
17. to develop the concept of values, duties and responsibilities of the students.
18. to manage anxiety and depression through relaxation, meditation, yoga and recreational activities.
19. to grow up as active, responsible, and reflective members of society.
20. to learn and respect differences of opinion, lifestyle, and cultural practices.
21. to receive ideas, institutions, and practices.
22. to promote joyful learning that enable learners acquiring knowledge with pleasure.
23. to appreciate the values enshrined in the Constitution of India such as justice, liberty, equality and fraternity and the unity and integrity of the nation and making of a socialist, secular and democratic society.
24. to develop the knowledge about the concept and history of Physical Education.
25. to know the recent concept of health-wellbeing, fitness, yoga and physical literacy.
26. to gain the knowledge about the scientific basis of Physical Education.
27. to gain the knowledge about hypokinetic diseases, active lifestyle and control of obesity, high blood pressure, arthritis and diabetes.
28. to gain the knowledge about Bratachari.
29. to gain the competency about applied aspects of yoga such as remedial postural deformities.
30. to gain the knowledge about the management of various Games and Sports.
31. to learn about the evaluation of different Physical Fitness components and different other factors related with Physical Education.
32. to know about the national ideals and Leadership Development Activities.

#### **SPECIFIC OBJECTIVES :**

**The specific objectives are,**

1. to help the learners to understand about the holistic approach of Health, to develop a positive attitude towards health and to nurture good practices in developing their physical and mental abilities to its fullest extent.
2. to help the learners to know and accept individual and collective responsibility for healthy living in school, at home and in community setting.
3. to help learners to be acquainted with nutritional requirements, personal hygiene, environmental sanitation, hazards due to pollution, disease transmission, prevention and control.
4. to help learners developing appropriate postural habits in standing, walking, running, sitting and other basic movements so as to avoid the postural defects and physical deformities.

5. to enable learners improving their neuro-muscular coordination through active and meaningful participation in varied physical activities resulted to maintain their physical fitness to its fullest extent for providing maximum outputs.
6. to help learners developing their personality, leadership qualities and team spirit and maintain good health.
7. to enable learners in improving the essential life skills like obedience, discipline, courage, self-control, self-confidence, selflessness etc.
8. to help developing an inclusive system for all children to participate in joyful activities and thereby learn through exploration and discovery.
9. to help learners understanding about the physical and emotional changes during adolescence and to acquire desired growth, vitality and vigour by reducing the micronutrient deficiency and inclusive hygiene practices.
10. to help the learners to understand about the safety education.
11. to enable learners for developing good understanding and knowledge about the social values, duties and responsibilities.
12. to address the physical, psycho-social needs of differently abled children.
13. to develop awareness regarding the importance of physical fitness in individual and social life including Life Skills.
14. to bring the overall awareness of values with regard to personal health and fitness, and to inculcate among students the desired habits and attitudes towards health to raise their health status.
15. to make the pupils physically, mentally and emotionally fit and to develop such personal and social qualities that will help them to be good human beings.
16. to take action individually and collectively to protect and promote (i) own health (ii) health of family members and (iii) health of the surrounding community and seeking help when required from available community resources.
17. to enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community.
18. to develop awareness of the importance of self-defense.
19. to create awareness among children about rules of safety in appropriate hazardous situations to avoid accidents and injuries. To acquaint them with first-aid measures about common sickness and injuries.
20. to help children learn correct postural habits in standing, walking, running, sitting and other basic movements so as to avoid postural defects and physical deformities.
21. to help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, Red Cross, Jay Hind Bahini etc.
22. to inculcate values and skills in children in order to promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, strain and fatigue of routine everyday life.
23. to address the physical, psycho-social needs of CWSN (Children with Special Needs) in an integrated fashion.
24. to help release of emotional stress, anxiety and tension, leading to a reduced risk of depression.
25. to develop more positive attitude towards challenges, winning and losing, thus preparing students for life and for the workplace. Values Integrated across HPED.

## **Learning Outcomes :**

**After completing the unit, the students will be able to :**

- Recognize the concept, aim, and objectives in the field of Physical Education.
- Identify the Post-independence development in Physical Education.
- Categorize Changing Trends in Sports- playing surface, wearable gear, sports equipment, technologies
- Explore different career options in the field of Physical Education.
- Make out the development of Fitness for all the Students Program.
- Incorporate values of Olympism in your life.
- Differentiate between Modern and Ancient Olympic Games.
- Identity the Olympic Symbol and Ideals.
- Describe the structure of the Olympic movement & Olympic Value Education Programme structure.
- Recognize the concept of yoga and be aware of the importance of it.
- Identify the elements of yoga.
- Identify the Asanas, Pranayama's, meditation.
- Classify various yogic activities for the enhancement of concentration.
- Know about relaxation techniques for improving concentration.
- Identify the concept of Disability and Disorder.
- Outline types of disability and describe their causes and nature.
- Adhere to and respect children with special needs by following etiquettes.
- Define the terms test, measurement, and evaluation.
- Differentiate norm and criterion referenced standards.
- Discuss the importance of measurement and evaluation processes.
- Understand BMI: A popular clinical standard and its computation.
- Identify the importance of anatomy and physiology.
- Recognize the functions of the Food and Nutrition.
- Understand the functions of bones and identify various types of joints.
- Figure out the properties and functions of muscles and understand how they work.
- Understand the anatomy of the respiratory system and describe its working.
- Identify and analyse the layout and functions of Circulatory System.
- Understand Kinesiology and Biomechanics with their application in sports.
- Explain biomechanical principles and their utilization in sports and physical education.
- Illustrate fundamental body movements and their basic patterns.
- Learn about the Axis and Planes and their application with body movements.
- Identify the role of Psychology in Physical Education and Sports.
- Differentiate characteristics of growth and development at different stages.
- Explain the issues related to adolescent behavior and Team Cohesion in Sports.
- Correlate the psychological concepts with the sports and athlete specific situations.
- Understand the concept and principles of sports training.
- Summarise training load and its concept.
- Understand the concept of warming up & limbering down in sports training and their types, method & importance.
- Acquire the ability to differentiate between the skill, technique, tactics & strategies in sports training.

## **CLASS - XII**

### **SEMESTER – III**

#### **SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED )**

**FULL MARKS : 35**

**CONTACT HOURS : 100 Hours**

#### **COURSE CODE : THEORY**

UNIT NO.	UNIT NAME	CONTACT HOURS	MARKS
Unit -1	OLYMPIC VALUE EDUCATION PROGRAMME	20	7 × 1 = 7
Unit -2	BIOLOGICAL BASIS OF PHYSICAL EDUCATION	20	7 × 1 = 7
Unit -3	MODERN CONCEPT OF HEALTH & HYGIENE	20	7 × 1 = 7
Unit -4	PREVENTION OF CONTROL OF COMMUNICABLE DISEASES	20	7 × 1 = 7
Unit -5	SPORTS AND NUTRITION	20	7 × 1 = 7
	Total	100	35

## **CLASS - XII**

### **SEMESTER – III**

#### **SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED )**

**FULL MARKS : 35**

**CONTACT HOURS : 100 Hours**

#### **COURSE CODE : THEORY**

UNIT NO.	TOPICS	CONTACT HOURS	MARKS
Unit -1	<b>OLYMPIC VALUE EDUCATION PROGRAMME</b>	20	7 × 1 = 7
Sub- Topic	1.1.1 Introduction of Olympism 1.1.2 Fundamental Principles of Olympism 1.1.3 Core Olympic Value 1.1.4 Educational Theme of Olympism 1.1.5 Olympic Symbol- Five Rings 1.1.6 Olympic Identity-Flame & Touch Relay 1.1.7 Olympic Motto & Maxim 1.1.8 Olympic Anthem & Oath 1.2.1 Olympic Games opening ceremony 1.2.2 Olympic Games closing ceremony 1.2.3 The Olympic Truce in ancient and modern times 1.2.4 Sport and Art in Ancient Greece 1.2.5 Language of Peace 1.2.6 Symbols of peace 1.2.7 Logos and Mascots 1.2.8 Olympic Value Education & Community		
Unit -2	<b>BIOLOGICAL BASIS OF PHYSICAL EDUCATION</b>	20	7 × 1 = 7
Sub- Topic	2.1.1 Concept of Body Mass Index 2.1.2 Assessment of Body Mass Index 2.1.3 Interpretation of Body Mass Index 2.2.1 Concept of Blood 2.2.2 Primary function of the Circulatory system 2.2.3 Immediate effects of Exercise on circulatory system 2.2.4 Effects of long –term training /Exercise on circulatory system		
Unit -3	<b>MODERN CONCEPT OF HEALTH &amp; HYGIENE</b>	20	7 × 1 = 7
Sub- Topic	3.1.1 Concept of Health 3.1.2 Definition of Health 3.1.3 Different dimensions of Health 3.1.4 Concept of Health Education 3.1.5 Objective of Health Education 3.2.1 Concept of Hygiene 3.2.2 Aim of hygiene 3.2.3 Care of Eye 3.2.4 Care of Teeth 3.2.5 Care of Skin 3.2.6 Care of Ear		

UNIT NO.	TOPICS	CONTACT HOURS	MARKS
Unit -4	<b>PREVENTION AND CONTROL OF COMMUNICABLE DISEASE</b>	20	7 × 1 = 7
Sub- Topic	4.1.1 Concept and Types of Diseases 4.1.2 Concept of Infectious Diseases 4.1.3 Different conditions of disease transmission 4.1.4 Ways for Control of Infectious Diseases 4.1.5 Prevention & control of diseases 4.2.1 Prevention & control of HIV-AIDS 4.2.2 Prevention & control of Dengue 4.2.3 Prevention & control of Novel Corona Virus 4.2.4 Prevention & control of Malaria 4.3.1 Prevention & control of Non-Communicable Diseases through Yoga & Physical Activities.		
Unit -5	<b>SPORTS AND NUTRITION</b>	20	7 × 1 = 7
Sub- Topic	5.1.1 Concept of Balanced diet & Nutrition 5.1.2 Definition of Nutrient, malnutrition, Undernutrition 5.1.3 Essential components of balanced diet 5.1.4 Various works of nutrition 5.1.5 Sources of nutrition 5.2.1 Balanced diet and distribution of calorie intake. 5.3.1 Sports Diet- Pre, During, Post-competition Diets		

## CLASS - XII

### SEMESTER – IV

#### SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED )

FULL MARKS : 35

CONTACT HOURS :

#### COURSE CODE : THEORY

UNIT NO.	UNIT NAME	QUESTIONS & MARKS	QUESTION PATTERN	CONTACT HOURS
			DESCRIPTIVE TYPE QUESTIONS	
Unit -1 Unit -2	PHYSICAL EDUCATION IN MODERN SOCIETY OR CAREER ASPECT OF PHYSICAL EDUCATION	1x6=6 1x6=6 (2+4=6/2+1+3=6, 2+4=6)	Answer one Question	
Unit -3 Unit -4	MODERN CONCEPT OF FITNESS OR PREVENTIVE MEASURE FOR LIFE STYLE DISEASE	1x6=6 1x6=6 (2+4=6/2+1+3=6, 2+4=6)	Answer one Question	
Unit -5 Unit -6	MODERN OLYMPIC GAMES OR POSTURE & POSTURAL DEFORMITIES	1x6=6 1x6=6 2+4=6/2+1+3=6, 2+4=6	Answer one Question	
Unit -7 Unit -8	APPLICATION OF YOGA IN DAILY LIFE OR MODERN CONCEPTS OF SPORTS TRAINING	1x6=6 1x6=6 2+4=6/2+1+3=6, 2+4=6	Answer one Question	
		OSTQ 1x5=5 (3+2)	OBSRVATION SKILLS TYPE QUESTIONS	
Unit -9 Unit -10	ORGANISATION OF PHYSICAL EDUCATION PROGRAMME OR MANAGEMENT OF ATHLETIC ARENA	1x5=5 (3+2) 1x5=5 (3+2)	Answer one Question	
		SAQ 2X3= 6	SHORT ANSWER TYPE QUESTIONS	
Unit -11 Unit -12	SPORTS INJURIES & EMERGENCY CARE OR SCIENTIFIC BASIS OF PHYSICAL EDUCATION	SAQ 3X2 SAQ 3X2	Answer Two Questions	

## **CLASS - XII**

### **SEMESTER – IV**

#### **SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED )**

**FULL MARKS : 35**

**CONTACT HOURS : 120 Hours**

#### **COURSE CODE : THEORY**

UNIT NO.	TOPICS	CONTACT HOURS	DESCRIPTIVE TYPES QUESTIONS & MARKS	
Unit -1	<b>PHYSICAL EDUCATION IN MODERN SOCIETY</b>	10	1 × 6 = 6	
Sub- Topic	1.1.1 Modern concept of physical education 1.1.2 Definition of Physical Education 1.1.3 Importance of Physical Education in modern society. 1.1.4 Explanation of Play Theory 1.1.5 Relationship with Play, Games and Sports. 1.1.6 Development of Peace and Value through Physical Education activities.			Answer one Question out of two
Unit -2	<b>CAREER ASPECT OF PHYSICAL EDUCATION</b>	10	1 × 6 = 6	
Sub- Topic	2.1.1 Concept of Career 2.1.2 Career Aspect of Physical Education ,Sports, Yoga and Fitness 2.1.3 Types of Careers in Physical Education , Sports, Yoga and Fitness			
Unit -3	<b>MODERN CONCEPT OF FITNESS</b>	10	1 × 6 = 6	
Sub- Topic	3.1.1 Recent Concept of Physical Fitness. 3.1.2 Definition of Physical Fitness. 3.1.3 Types of Physical Fitness 3.1.4 Components of Health-related Fitness 3.1.5 Components of Skills Related Fitness 3.2.1 Ways to gain Physical Fitness.			Answer one Question out of two

UNIT NO.	TOPICS	CONTACT HOURS	DESCRIPTIVE TYPES QUESTIONS & MARKS	
Unit -4	<b>PREVENTIVE MEASURE FOR LIFESTYLE DISEASE</b>	10	1 × 6 = 6	
Sub- Topic	4.1.1 Concept of Hypokinetic Disease 4.1.2 List of Various Hypokinetic Diseases 4.1.3 Causes of Hypokinetic Disease 4.2.1 Concept and Causes of Obesity 4.2.2 Weight control and active lifestyle 4.2.3 Measurement of BMI 4.2.4 Asana as preventive measures for obesity – Tadasana, Pabanmuktasana, Halasana 4.3.1 Concept of Hypertension 4.3.2 Causes of Hypertension 4.3.3 Steps to be followed to avoid Hypertension 4.3.4 Measurement of Blood Pressure 4.3.5 Asana as preventive measures for Hypertension- Bhujagasana, Gomukhasana, Shalavasana. 4.4.1 Concept of Diabetes 4.4.2 Types of Diabetes 4.4.3 Control & prevention of Diabetes 4.4.4 Asana as preventive measures for – Diabetes – Dhanurasana, Supta -Vajrasana, and Kapalbhathi			
Unit -5	<b>MODERN OLYMPIC GAMES</b>	10	1 × 6 = 6	
Sub- Topic	5.1.1 History of Modern Olympic Games 5.1.2 Objectives of Modern Olympic Games 5.1.3 Olympic ideals 5.1.4 Olympic Flag 5.1.5 Olympic Motto 5.1.6 Olympic Emblem 5.1.7 Olympic Oath 5.1.8 Olympic Organization			Answer one Question out of two

UNIT NO.	TOPICS	CONTACT HOURS	DESCRIPTIVE TYPES QUESTIONS & MARKS	
Unit -6	<b>POSTURE &amp; POSTURAL DEFORMITIES</b>	10	1 × 6 = 6	
Sub- Topic	6.1.1 Concept of Posture. 6.1.2 Types of Good Posture 6.1.3 Importance of Good Posture 6.1.4 Causes of a Poor Posture. 6.2.1 Postural deformities -Flat foot-Cause, Preventive & Remedial Measures 6.2.2 Postural deformities -Bow leg -Cause, Preventive & Remedial Measures 6.2.3 Postural deformities - Knock Knee -Cause, Preventive & Remedial Measures 6.2.4 Postural deformities - Kyphosis -Cause, Preventive & Remedial Measures 6.2.5 Postural deformities -Lordosis -Cause, Preventive & Remedial Measures 6.2.6 Postural deformities - Scoliosis -Cause, Preventive & Remedial Measures			
Unit -7	<b>APPLICATION OF YOGA IN DAILY LIFE</b>	10	1 × 6 = 6	
Sub- Topic	7.1.1 Introduction to Yoga 7.1.2 History of Yoga 7.1.3 Types of yoga 7.1.4 Eight stages of Astanga yoga to Unite the body mind and soul. 7.1.5 Principles of yoga practices 7.1.6 Benefit of yoga in daily life. 7.2.1 Concept of Asana 7.2.2 Types of Asana 7.2.3 Importance of Asana 7.3.1 Meaning of Pranayama 7.3.2 Objectives of Pranayama 7.3.3 Types of Pranayama 7.3.4 Benefits of Pramayama in daily life			Answer one Question out of two

UNIT NO.	TOPICS	CONTACT HOURS	DESCRIPTIVE TYPES QUESTIONS & MARKS	
Unit -8	<b>MODERN CONCEPTS OF SPORTS TRAINING</b>	10	1 × 6 = 6	
Sub- Topic	8.1.1 Introduction of Sports Training 8.1.2 Meaning of Sports Training 8.1.3 Importance of Sports training 8.1.4 Characteristics of Sports training 8.2.1 Concept of warming up 8.2.2 Types of Warming up 8.2.3 Importance of warming up 8.3.1 Concept of Conditioning 8.3.2 Objectives of Conditioning 8.3.3 Types of Conditioning 8.4.1 Concept of Limbering Down Exercises 8.4.2 Methods of Limbering Down Exercises 8.4.3 Physiological requirements of Cooling down Exercises 8.5.1 Methods of Sports Training-Interval & Continuous Methods, and Fartlek, Circuit Training			
Unit -9	<b>ORGANISATION OF PHYSICAL EDUCATION PROGRAMME</b>	10	1 × 5 = 5	
Sub- Topic	9.1.1 Layout & Measurement of Play Field Team Game of –Football Ground 9.1.2 Layout & Measurement of Play Field of Badminton Court 9.1.3 Layout & Measurement of Play Field of Kabaddi Jr. Boys & Girls. Court 9.1.4 Layout and Measurement of Play Field Team Game of – Volleyball Court			Answer one Question out of two

UNIT NO.	TOPICS	CONTACT HOURS	DESCRIPTIVE TYPES QUESTIONS & MARKS	
Unit -10	<b>MAMAGEMENT OF ATHLETIC ARENA</b>	10	1 × 5 = 5	
Sub- Topic	10.2.1 Layout & Measurement of Shot-put Sector. 10.2.2 Layout & Measurement of Discus Sector. 10.2.3 Layout & Measurement of Longjump Sector. 10.2.4 Layout & Measurement of 200mt Track			
Unit -11	<b>SPORTS INJURYES &amp; EMERGENCY CARE</b>	10	SAQ 2 × 3 = 6	
Sub- Topic	11.1.1 Concept of Sports injuries 11.1.2 Causes of Sports injuries 11.1.3 Types of Sports injuries –Acute & Chronic Injuries. 11.2.1 Symptoms of Sports injuries 11.2.2 Most Common Sports Injuries 11.2.3 Amputation and its Management 11.3.1 Sports Injury Management & Prevision-CPR, Heimlich Maneuver Technique, Prone Breathing Method. 11.3.2 Concept of Pain & Types of Pain 11.3.3 Use the R.I.C.E. method to relieve pain & Inflammation and to speed healing 11.3.4 Guideline for the Protection of Good Samaritan			Answer two Questions from four Questions
Unit -12	<b>EXERCISE PHYSIOLOGY</b>	10	2 × 3 = 6	
Sub- Topic	12.1.1 Concept of related terms of Respiration. 12.1.2 Changes in the Respiratory System during exercise 12.1.3 Long-term changes in the Respiratory System due to continued Exercises			

# **CLASS - XII**

## **SEMESTER-III & SEMESTER-IV**

### **SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED )**

**FULL MARKS : 30**

**CONTACT HOURS : 100 Hours**

### **COURSE CODE : PRACTICAL**

#### **Group-A: Formal activities: Marching, Bratachari and Callisthenics**

**(any one activity may be chosen by the student )**

**5Marks/20 Hours**

- 1) Marching: Stand at ease, Attention, Left, Right Turn and About Turn, Mark Time Mark, Quick March and Halt
- 2) Bratachari: Tarun Dal and Kathi
- 3) Callisthenics: Neck, Arm, Trunk, and Leg Exercises
- 4) Bratachari Song, Folk Song
- 5) Song: State song of West Bengal, Banglar Mati Banglar Jal, Bhawaiya song of Uttar Bangla,

#### **Group-B: Athletics (any one activity may be chosen by the student)**

**5Marks/20 Hours**

- 1) Running (Block start, Techniques of Running and Finishing)
- 2) Throwing Event (Putting the Shot and Discus Throw)
  - a) Putting the Shot: Holding the Shot, Placement, Initial Stance, Glide, Release Action and Recovery
  - b) Discus Throw: Holding the Discus, Initial Stance, Preliminary Swing, Release and Recovery
- 3) Jumping Event (Running Broad Jump / High Jump)
  - a) Running Broad Jump: Approach run, Take off, Flight-in-Air and landing
  - b) High jump: Approach Run, Take off, Clearing the Bar and Landing

#### **Group-C: Yogasana / Gymnastics / Chhow Dance / Self Defense skills/ Chess**

**(any one activity may be chosen by the student )**

**5 Marks/ 20 Hours**

- 1) (a) Yogasana: (any two)
  - (i) Paschimottasana, Gomukhasana, Dhanurasana, Bhadrasana, Vakrasana
  - (ii) Surya Namaskara
  - (iii) Pranayama: Anulom-Vilom and Kapalabhati
  - (iv) Meditation
- 2) Gymnastics: (any two)  
Forward and Backward Roll, Cart Wheel, 'T' Balance, Hand Stand and Arch
- 3) Chhow Dance : One Leg 360 Turn, Track Jump 360 Turn, Cart Wheel, From both leg Forward hand Spring, Back Hand Spring, Tamaro Jump .

#### **Group-D : Team Game (any one activity may be chosen by the student )**

**5 Marks /20 Hours**

Handball, Football, Volleyball, Kabaddi, KhoKho and Badminton

#### **Group-E: Project work/ Seminar/ Workbook/ on Games and sports:**

**10 Marks/20 Hours**

- 1) **Seminar:** Students may prepare a PowerPoint Presentation for the seminar (on any one of the given topics).  
**Total time: 10 min. (Presentation time: 5 min + Interaction: 2 min.)**

**The structure of the PowerPoint:**

- a. **Title page** (title, name of the student, roll no., name of the student, date and year)
- b. **Introduction:** Description of title, cause of selecting such topic and related matter
- c. **Previous resources:** Any documents of previous such type of work (if possible)
- d. **Method of Data Collection:** Place and Design of Study, Types etc. (How he/she prepare this presentation)
- e. **Discussion, analysis and interpretation:** Main course/ Result/ Matter and Description
- f. **Conclusion:** Summary of findings
- g. **References:**

- 2) **Project work:** They may prepare a project exercise book for the project work (on any one of the given topics).  
**The Structure of the Project:**
- Title Page:** Name of the project, School name, Name of the student and teacher, date and year
  - Acknowledgment**
  - Introduction:** Objectives, Importance, Significance, Sampling (if any), Limitation, Social Acceptance
  - Previous resources:** Any documents of previous such type of work (if possible)
  - Method of data collection:** Sample age, sex, Sample size, Method of data collection (How he/she prepare this project)
  - Discussion, analysis and interpretation:** Main course/ Result/ matter and Description
  - Conclusion:** Summary of findings
  - References:**
- 3) **Record book:**  
 They may prepare a Record book based on any one of the Local, School, National and International events.  
**Structure of the Record book Preparation:**
- Title page:** Name of the Event, School name, Name of the student and teacher
  - Introduction of the event:** Importance, Place, Social Acceptance
  - Keeping the records:** Number of events, Matches, Competitions, Goals, Medals etc.
  - Conclusion:** Summary of findings
  - References:**
- 4) **Mark distribution:** 10 marks will be distributed for Project/Seminar/Record book preparation and Interaction with the audience/examiner/ guide/supervisor  
**Evaluation Process:** 5 parts x 2marks for each parts =10marks
- Novelty of the topic**
  - Contemporary importance**
  - Explanation/description**
  - Interaction**
  - Overall presentation**
- 5) **In case of Seminar/Project/record book maximum 5 students may consider a single topic, from the list of following topics that has been given by the WBCHSE.**  
**Project Topics**
1. Ancient Olympics
  2. Olympic Movement
  3. Olympic Value Education
  4. Astanga Yoga
  5. Yoga Education
  6. Types of Yoga
  7. Organization of a Sports meet
  8. Tournament
  9. Mohunbagan
  10. East Bengal
  11. Mohammedan Sporting
  12. Kabaddi Court Sector
  13. Kho-kho Court
  14. Football Field
  15. Volleyball Court
  16. 400 mt. Track marking
  17. Intramural and Extramural Competition
  18. Case study about individual food habit, exercise program, daily routine for 7/10/15 days

**Seminar Topics:**

1. Folk & Traditional Games of West Bengal
2. School Health Programme
3. Problems of Adolescent Boys & Girls
4. Body Mass Index

5. Aerobic and Anaerobic Exercises
6. Newton's Laws of Motion
7. Hypokinetic Diseases
8. Drug Abuse
9. Life Skill
10. Role of Education in Development
11. Stress Management
12. Sports and Nutrition
13. Care of Ear, Teeth, Skin and Eye
14. Infectious Diseases
15. Balanced diet & Nutrition

**Record Book Topics :**

1. National School Games
2. IPL
3. ISL
4. Summer Olympics
5. Annual School Sports
6. Intramural Competition
7. Health Records of School Boys/Girls
8. Report about National Day celebration in your own school
9. Report about health environment of your own
10. Individual performance record

**CONTEMPORARY ISSUES :**

- 16) POCSO
- 17) The Prohibition of Child marriage Act, 2006
- 18) Stay Safe Online
- 19) HIV and AIDS Prevention & Control Programme
- 20) Awareness Regarding the Right to Vote
- 21) Awareness Regarding the Organ Donation and Organ Transplant
- 22) Empowered Women –Empowered Nation.
- 23) Awareness Campaign on Financial Literacy
- 24) Awareness Campaign on Kanyashree
- 25) Awareness Campaign on Safe Drive Save Life.
- 26) Awareness Campaign on Healthy Lifestyle
- 27) Awareness Campaign on Mid-Day Meal
- 28) Awareness Campaign on Health Literacy
- 29) Awareness Campaign on Drug Abuse
- 30) Awareness Campaign on Right To Play

**CREATIVE WRITING :**

1. Yoga for Health
2. Nutrition For Healthy Living
3. Gender Sensitivity
4. Safety Outside the School
5. Food Poisoning
6. Fire and Stampede

**Leadership Development Activities organized by Government Organizations (Duration not less than 5 days)**

- 1) Participation in Adventure Sports
- 2) Participation in Boys Scouts and Girl's Guides
- 3) Participation in NSS Special Camping, NCC, Leadership Camp and Sports Camp
- 4) Completion of Bratachari Madhyamik Course
- 5) Nature Camp
- 6) First Aid Camp-St. John Ambulance / India Red Cross Society
- 7) Community Service Programme
- 8) Awareness on Community Development Project work

# **SAMPLE PROJECT FORMAT OF PHYSICAL EDUCATION :**

**Nature of Presentation : Written**

**Page 1: Title page                      Influenza, a Infectious Disease**

Name of the student :

Roll no. :

Name of the School :

Date & Year :

**Page 2 :** Contents with the topic and the respective page no.

**Page 3 and onwards :**

**Introduction:** Aim of the study, Importance, Social Acceptance, Significance of the topic (Provide a brief overview of influenza. Define influenza and its classification as an infectious disease.Highlight its historical significance and impact on public health).

**Method of data collection:**

- Epidemiology, Explore the global prevalence and distribution of influenza.
- Include statistics on affected populations, mortality rates, and affected regions.
- Discuss the seasonal nature of influenza outbreaks, Etiology and Transmission.
- Explain the causative agents of influenza, focusing on influenza viruses (types A, B, and C).
- Describe the modes of transmission and how the virus spreads.
- Discuss the susceptibility of different age groups. Clinical Features.
- Outline the symptoms associated with influenza and differentiate between common flu symptoms and Severe complications. Discuss the potential impact on vulnerable populations,
- Prevention and Control, Explore vaccination strategies and the importance of annual flu shots.
- Discuss antiviral medications and their role in treatment.
- Highlight preventive measures like hygiene practices, social distancing, and wearing masks

**Discussion, analysis and Interpretation:**

- Global Efforts and Research,
- Provide an overview of international collaborations in influenza research.
- Discuss ongoing studies, vaccine development and advancements in treatment.
- Highlight the importance of surveillance and early detection.
- Impact on Public Health; Analyze the societal and economic impact of influenza outbreaks.
- Discuss strategies for mitigating the impact on healthcare systems.
- Explore the psychological aspects and public perception during outbreaks.

**Future Trends :**

- a. Discuss emerging trends in influenza research.
- b. Explore potential challenges and innovations in disease prevention and control.

**Conclusion :** Summarize key findings and insights.

Emphasize the ongoing importance of influenza research and public health measures.

**References :** Cite all sources used in your project.