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**Physical
Education**

11

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Highlights important questions which must be studied

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Based on the latest CBSE syllabus.

MBD

**Super
Refresher**

Physical Education

11

By

R.D. Kansal

M.A., M.P.E., N.I.S.

Former Head Department of Physical Education

D.A.V. College, Jalandhar

Deepali Kansal

Based on the latest **CBSE** syllabus

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Contributors

Project Manager: Debasish Subudhi

Composition & Layout: Dhirender Singh Negi and Team

We are committed to serve students with best of our knowledge and resources. We have taken utmost care and attention while editing and printing this book but we would beg to state that Authors and Publishers should not be held responsible for unintentional mistakes that might have crept in. However, errors brought to our notice, shall be gratefully acknowledged and attended to.

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SYLLABUS

PHYSICAL EDUCATION–XI

Periods: 180

THEORY

Max. Marks: 70

Unit I: Changing Trends & Career in Physical Education

- ▶ Define Phy. Edu., Its Aims & Objectives
- ▶ Development of Phy. Edu. - Post Independence
- ▶ Concept & Principles of Integrated Phy. Edu.
- ▶ Concept & Principles of Adaptive Phy. Edu.
- ▶ Special Olympic Bharat
- ▶ Career Options In Phy. Edu.

Unit II: Physical Fitness, Wellness & Lifestyle

- ▶ Meaning & Importance of Physical Fitness, Wellness & Lifestyle
- ▶ Components of physical fitness
- ▶ Components of wellness
- ▶ Preventing Health Threats Through Lifestyle Change
- ▶ Components of Positive Lifestyle

Unit III: Olympic Movement

- ▶ Ancient & Modern Olympics
- ▶ Olympic Symbols, Ideals, Objectives & Values
- ▶ International Olympic Committee
- ▶ Indian Olympic Association
- ▶ Dronacharya Award, Arjuna Award & Rajiv Gandhi Khel Ratna Award
- ▶ Organisational set-up of CBSE Sports & Chacha Nehru Sports Award
- ▶ Paralympic Movement

Unit IV: Yoga

- ▶ Meaning & Importance of Yoga
- ▶ Yoga as an Indian Heritage
- ▶ Elements of Yoga
- ▶ Introduction to - Asanas, Pranayam, Meditation & Yogic Kriyas
- ▶ Physiological benefits of Asana & Pranayam
- ▶ Prevention & Management of Common Lifestyle Diseases; Obesity, Asthma, Diabetes, Hyper-Tension & Back-Pain

Unit V: Doping

- ▶ Concept & classification of doping
- ▶ Prohibited Substances & Methods
- ▶ Athletes Responsibilities
- ▶ Side Effects of Prohibited Substances
- ▶ Ergogenic aids & doping in sports
- ▶ Doping control procedure

Unit VI: Physical Activity Environment

- ▶ Introduction to physical activity
- ▶ Concept & need of sports environment
- ▶ Essential elements of positive sports environment
- ▶ Principles of physical activity environment
- ▶ Components of health related fitness
- ▶ Behaviour change technique for physical activity
- ▶ Exercise Guidelines at different stages of growth

Unit VII: Test & Measurement in Sports

- ▶ Define Test & Measurement
- ▶ Importance of Test & Measurement In Sports
- ▶ Calculation of BMI & Waist – Hip Ratio
- ▶ Somato Types (Endomorphy, Mesomorphy & Ectomorphy)
- ▶ Procedures of Anthropometric Measurement – Height, Weight, Arm & Leg Length And Skin Fold

Unit VIII: Fundamentals of Anatomy & Physiology

- ▶ Define Anatomy, Physiology & Its Importance
- ▶ Function of Skeleton System, Classification of Bones & Types of Joints
- ▶ Properties of Muscles
- ▶ Function & Structure of Muscles
- ▶ Function & Structure of Respiratory System, Mechanism of Respiration
- ▶ Structure of Heart & Introduction to Circulatory System
- ▶ Oxygen debt, second-wind

Unit IX: Biomechanics & Sports

- ▶ Meaning & Importance of Biomechanics in Phy. Edu. & Sports
- ▶ Newton's Law of Motion and its application in sports
- ▶ Levers & Its Types and its application in sports
- ▶ Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports
- ▶ Force – Centrifugal & Centripetal and its application in sports

Unit X: Psychology & Sports

- ▶ Definition & Importance of Psychology in Phy. Edu. & Sports
- ▶ Define & Differentiate Between Growth & Development
- ▶ Developmental Characteristics at Different Stage of Development
- ▶ Adolescent Problems & Their Management
- ▶ Define Learning, Laws of Learning & Transfer of Learning
- ▶ Plateau & causes of plateau
- ▶ **Emotion:** Concept & controlling of emotion

Unit XI: Training In Sports

- ▶ Meaning & Concept of Sports Training
- ▶ Principles of Sports Training
- ▶ Warming up & limbering down
- ▶ Load, Adaptation & Recovery
- ▶ Skill, Technique & Style
- ▶ Symptoms of Over-load & How to Overcome it

PRACTICAL

Max. Marks: 30

01.	Physical Fitness	05 Marks
02.	Athletics–Any two events–Sprints & Jumps*	05 Marks
03.	Health & Fitness Activities–Medicine Ball/Thera Tube/Pilates/Rope Skipping (Any one)	05 Marks
04.	Skill of any one Individual Game of choice from the given list***	05 Marks
05.	Viva	05 Marks
06.	Record File**	05 Marks

*The events being opted must be other than from those administered under Physical Fitness Test.

- **
1. Write benefits of Medicine Ball, Thera Tube & Pilates.
 2. Measure BMI of ten members from family or neighbourhood & show graphical representation of the data.
 3. Draw a neat diagram of Standard Track with all its specifications. Mention all the Track & Field Events.

Mention the latest records at Indian, World & Olympic Level.

*** Badminton, Judo, Swimming, Table Tennis, Taekwondo & Tennis

1

Changing Trends and Careers in Physical Education

SYLLABUS

- Define Physical Education
- Aims and Objectives of Physical Education
- Development of Physical Education – Post Independence
- Concepts and Principles of Integrated Physical Education
- Concepts and Principles of Adapted Physical Education
- Career Options in Physical Education

Meaning and Definition of Physical Education

Physical education: It is difficult to give a single definition of physical education. Physical education is undergoing a constant change in its form, functions and structure. From the ancient times till today, we have adopted specific physical education system according to needs of the society and country, and each system is still undergoing a change. That is why different scholars have advanced different definitions of physical education from time to time.

Charles A Bucher considers that "Physical education, an integral part of the total education process, is a field of endeavour which has as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of social activities, which have been selected with a view to realize the outcomes." The above views about general education and physical education make it clear that general education and physical education are not different in their objectives. The objectives in general education are realised from the lectures delivered in classrooms and studies, whereas these objectives are met through physical activities in physical education.

Physical education deals with the knowledge pertaining to human body. It gives direction in the development and growth of the body, and its means are physical exercises. Many scholars have given definitions about this subject, some of which are given below:

D Oberteuffer says, "Physical education is the sum of those experiences which come to the individual through movement."

According to **R Cassidy**, "Physical education is the sum of change in an individual caused by experiences which bring in motor activity."

JB Nash thinks, "Physical education is that phase of the whole field of education that deals with big muscle activities and their related responses."

According to **JF Williams**, "Physical education is the sum of a person's physical activities selected as to kind and conducted as to outcomes."

• All chapters as per **CBSE SYLLABUS**

• Every chapter include topic from **SYLLABUS**

Physical Education

Changing Trends and Careers in Physical Education

Q.4. Define adapted physical education.

Ans. Adapted physical education can be defined as a diversified programme of activities, especially designed for an individual, who meets verification criteria for physical, mental or emotional disabling conditions and is not able to participate safely and successfully, without modification, to the regular physical education on services.

Q.5. What do you mean by integrated physical education?

Ans. The concept of integrated physical education is based on learning and drawing information from multiple disciplines.

SHORT ANSWER TYPE QUESTIONS (60 Words)

Q.1. Explain the concept of integrated physical education.

Ans. The concept of integrated physical education is based on learning and drawing information from multiple disciplines. Its ultimate aim is to get the best possible performance of players by providing them information, processes and scientific methods. This knowledge can be used by both the players and coaches to develop better approach and understanding of sports.

Q.2. What are the objectives of physical education?

- Ans.**
- Physical development
 - Mental development
 - Social development
 - Neuromuscular development and coordination.

Q.3. Describe the career in sports industry.

Ans. There is a vast scope of career in sports-related industry. One can establish industry to manufacture sports equipment and making the sports equipment. Even the length, breadth, weight, etc. of the bat, ball, hockey, football, etc. If the industrialist does not know the bat, he cannot manufacture it.

Q.4. What is the importance of physical education?

- Ans.**
- Emotional development
 - Channeling aggression into affection
 - Developing the emotional qualities which are emotionally aggressive, but after they are channelled into affection, they develop into affection.
 - That every individual should be treated as an individual and not as a member of a group.

SHORT ANSWER TYPE QUESTIONS (60 Words)

Q.1. Write the importance of physical education.

Ans. The importance of physical education is to develop the physical, mental and emotional qualities which are essential for the individual to lead a healthy and active life.

Q.2. Write the importance of physical education.

Ans. The importance of physical education is to develop the physical, mental and emotional qualities which are essential for the individual to lead a healthy and active life.

MODEL TEST PAPER-I

PHYSICAL EDUCATION

C.B.S.E. Class-XI

Time Allowed: 3 hrs.

General Instructions

- All questions are compulsory.
- Question paper carries Part A and B.
- Answer to question carrying 1 mark should be in approximately 30 words.
- Answer to question carrying 2 marks should be in approximately 60 words.
- Answer to question carrying 3 marks should be in approximately 100 words.
- Answer to question carrying 5 marks should be in approximately 150-200 words.

M.M. 70

- What is physical fitness? 1
- Define Fat. 1
- Define internal Training. 1
- What is scoliosis? 1
- Define Yoga. 1
- What do you mean by positive environment? 1
- What is seeding? 1
- Define moral attitude in sports. 1
- Differentiate between intramural and extramural. 1
- Write down any two effects on physical fitness and wellness. 2
- Write the advantages of Balance posture. 2
- List the elements of positive environment. 2
- What is Balance diet. Name the continuant of Balance diet. 2
- Write down the corrective exercises for the deformities of posture. 2
- Write the characteristic development of a child. 3
- How will you manage the problem of adolescent? 3
- Write the points which will you bear in mind to organise health sun of yours institutor. 3
- Write the role of spectators and media to create positive sports environment in games and sports. 5

M-1

HIGHLIGHTS important questions which must be studied

TWO MODEL TEST PAPERS for practice-70 marks each (Based on CBSE pattern)

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Part

I



- Changing Trends and Careers in Physical Education
- Physical Fitness, Wellness and Lifestyle
- The Olympic Movement
- Yoga
- Doping
- Physical Activity Environment
- Test and Measurement in Sports
- Fundamentals of Anatomy and Physiology
- Biomechanics and Sports
- Psychology and Sports
- Training and Sports

1

Changing Trends and Careers in Physical Education

SYLLABUS >>>

- Define Physical Education Its Aims and Objectives
- Development of Physical Education – Post Independence
- Concepts and Principles of Integrated Physical Education
- Concepts and Principles of Adapted Physical Education
- Career Options in Physical Education

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The above views about general education and physical education make it clear that general education and physical education are not different in their objectives. The objectives in general education are realised from the lectures delivered in classrooms and studies, whereas these objectives are met through physical activities in physical education.

Physical education deals with the knowledge pertaining to human body. It gives direction in the development and growth of the body, and its means are physical exercises. Many scholars have given definitions about this subject, some of which are given below:

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According to **JF Williams**, “Physical education is the sum of a person’s physical activities selected as to kind and conducted as to outcomes.”

JR Sharman writes, “Physical education is that part of education, which takes place through activities involving motor mechanism of a human body and which results in the individual’s formulating behaviour patterns.”

According to the definition provided by the **Central Advisory Board of Physical Education and Recreation**, “Physical education is education. It is education through physical activities for the development of the total personality of a child to its perfection in body, mind and spirit.”

In the words of **AR Wayman**, “Physical education is that part of the education which has to do with the development and training of the whole individual through physical activities.”

The following points emerge from the study of aforementioned definitions:

- (i) Physical education is an integral part of education.
- (ii) Physical activities are the medium of physical education.
- (iii) The aim of physical education is not merely to make human body healthy and beautiful but also to ensure all-round development of human personality.
- (iv) Today’s physical education is planned and organised on scientific lines.

Aims and Objectives of Physical Education

Difference in the terms ‘Aims’ and ‘Objectives’: It is essential to differentiate the ‘aims’ from ‘objectives’ before we understand them individually.

Generally, aims and objectives are treated as synonyms, but in fact these two terms are not the same. There is a distinct line that divides the two, and brings out the difference in their meanings.

“Aim” is the final goal, whereas ‘objective’ is a definite and distinct stage. If our aim is going to a top-most floor, then the objective constitutes small stages in the way to this floor and by crossing these stages we reach the destination.

So we can say that in climbing the staircase to our destination, the objective serves as stairs.

When the aim of physical education is to produce superior citizens, its objective is to keep them physically healthy. Among its others objectives are to inculcate good habits in people and to endow them with traits of good character. In order to realise the aim of total development of an individual’s personality, his/her physical, mental and moral development is the essential objective.

Aim of Physical Education

Different scholars have expressed their opinions in their own way about the aim of physical education. The opinions of some of these scholars are as follows:

Views of JF Williams: “Physical education should aim to provide the skilled leadership, adequate facilities and ample time. For affording full opportunity for individuals and groups to participate in a situation that is physically wholesome, mentally stimulating and satisfying and socially sound.”

Views of JR Sharman: “The aim of physical education is to influence the experiences of persons to the extent that each individual within the limits of his capacity may be helped to adjust successfully in a society, to increase and improve his wants and to develop the ability to satisfy his wants.”

Views of the Central Advisory Board of Physical Education: “The aim of physical education is to make every child physically and mentally fit and also to develop in him/her such personal and social qualities as will help him/her live happily with others and build him/her up as a good citizen.”

Views expressed in the Conference of Principles of Physical Training Colleges: “Physical education should aim to provide opportunities that will make the children and youth of India physically and mentally fit and develop in them the skills and attitudes conducive to long, happy and creative living in a changing society.”

Conclusion

From the aforementioned definitions, we arrive at the conclusion that the aim of physical education is the total development of an individual. Almost all scholars agree that through the medium of physical education

such qualities should be inculcated in an individual that may ensure his/her physical, mental and emotional development.

Objectives of Physical Education

As has already been mentioned, 'aim' is the final goal for the realization of which there are some objectives. Generally, the aim is one whereas to realise that aim there may be more than one objective. So physical education has only one aim—an individual's total all-round development, but there are many objectives to realise this aim.

Different scholars have expressed different views about the objectives of physical education. The views of some prominent scholars are given below—

- (i) According to **Laski**, physical education has the following five objectives:
 - (a) Physical aspect of development
 - (b) Emotional aspect of development
 - (c) Social aspect of development
 - (d) Intellectual aspect of development
 - (e) Neuromuscular aspect of development.
- (ii) **JB Nash** has given the following four objectives of physical education:
 - (a) Neuromuscular development
 - (b) Emotional development
 - (c) Interpretative development
 - (d) Organic development.
- (iii) Another scholar named **Buck Walter** has divided the objectives of physical education into three main categories:
 - (a) Health
 - (b) Ethical character
 - (c) Worthy use of leisure.
- (iv) Renowned scholar **HC Buck** has categorised the objectives of physical education as follows:
 - (a) Organic development
 - (b) Development of neuromuscular coordination
 - (c) Development of right attitude towards play and physical activities
 - (d) Development of right social attitude and conduct
 - (e) Development of correct health habits.

In similar ways, many other scholars have expressed their opinions about the objectives of physical education. Among these scholars the prominent are H Clark, Hetherington, Wood, Cassidy, etc.

Conclusion

A study of all the aforementioned views given by different scholars about the objectives of physical education makes it clear that physical education has the following four main objectives:

- (i) Physical development objectives
- (ii) Mental development objectives
- (iii) Motor development objectives
- (iv) Social development objectives.

Let us make a detailed mention of each of these four objectives:

- (i) **Physical development objectives:** An individual develops physically by making his/her body strong, healthy and attractive. He/she does physical activities and takes active part in games in order to achieve these objectives.
- (ii) **Mental development objectives:** An individual removes mental tension and stress from his/her mind. He/she is trained to think properly. Moreover, the individual gets training in overcoming and solving various problems and obstacles that come in his/her way of achieving an aim.
- (iii) **Motor development objectives:** An individual becomes capable of doing physical activities easily and without exerting too much.
- (iv) **Social development objectives:** An individual develops qualities like leadership, tolerance, cooperation, boldness, self-discipline and self-expression. Such qualities enable one to become an ideal citizen and a useful member of a society.

Development of Physical Education – Post independence

When India got freedom in 1947, the issue of physical education was discussed at length. Under the patronage of the Central Ministry of Education, a separate department of physical education and recreation was established shortly. The following institutions came into existence after independence:

- (i) Central Advisory Board of Physical Education and Recreation, 1950
- (ii) All India Council of Sports, 1954

On their recommendations, plans and programmes of physical education and sports are formulated and implemented. The government took some steps and formed the following committees:

- (iii) Adhoc Enquiry Committee for Games and Sports
- (iv) Kaul Kapoor Committee, 1961
- (v) University Education Commission, 1950
- (vi) Secondary Education Commission, 1952
- (vii) Special Coordination Committee, 1959
- (viii) In 1964, the Govt. appointed Education Commission gave some guidelines for the improvement in Physical Education.

Highlights

National Plan of Physical Education and Receptions: This plan was adopted in 1956 by the Central Ministry of Education on the advice of the Central Board of Physical Education and Recreation. The following recommendations were made in the National Plan of Physical Education:

- (i) Steps be taken for the spread of physical education in states.
- (ii) Steps be taken for spread of physical education among boys.
- (iii) Physical education curriculum be prepared for boys.
- (iv) Steps be taken for the training of physical education teachers.
- (v) Principles for the examination of physical education proficiency of boys and girls be made.
- (vi) Organisation and administration of physical education in educational institutions.
- (vii) Opportunities for recreation be created.
- (viii) An examination of the spread of physical education.

Lakshmi Bai College of Physical Education, Gwalior: The second Five-Year Plan has great importance in the history of physical education in India, because under this plan the Government of India founded Lakshmi Bai College of Physical Education, Gwalior and appointed Mr PM Joseph as its principal. In this college, a three-year degree course for graduates and a two-year master degree course are available. This college serves as a model for professional teacher training colleges.

Raj Kumari Coaching Scheme: This scheme has been renamed now as the National Coaching Scheme. It works under the Netaji Subhas National Institute of Sports (NSNIS), Patiala. A report of the Education Commission under the presidency of Dr DS Kothari (1964–66) for the National Development of Education mentioned:

The destiny of India is being reshaped in her classrooms. This education based on science and technology in the world determines the people's level of prosperity, welfare and security. The quantity and quality of educated persons will depend upon our great task of national reconstruction, the aim of which is to raise the living standard of common people.

After the establishment of physical education colleges, the qualified students of these colleges began to be appointed as physical education experts in schools and colleges. They came to be named Drill Masters, PTIs, directors of physical education, PTS, etc. Nowadays in schools, they have been given the designations of PTI and DPI (Director of Physical Education). In many colleges, they are designated as a lecturer or professor of physical education. Now the Government of India has opened physical education colleges in the country. In these colleges such courses as Certificate in Physical Education (CP Ed after matric), Bachelor of Physical Education (BP Ed after higher secondary) and Master of Physical Education (MP Ed after B.A.) are conducted. At present in India, over one hundred physical education institutions are functioning and providing education up to post-graduation. In India, we have 1,55,000 middle, high and higher secondary schools. Some states have adopted physical education as a subject in their schools, and teachers in this subject are appointed in the ratio of 1 : 250. In addition to these schools which are under the Education Ministries of States, there are about 1,085 central schools in the whole country in which physical education has been made a compulsory subject in 9th and 10th classes and an elective subject in 11th and 12th classes. In the three universities of Punjab, Physical Education as a subject is now being taught.

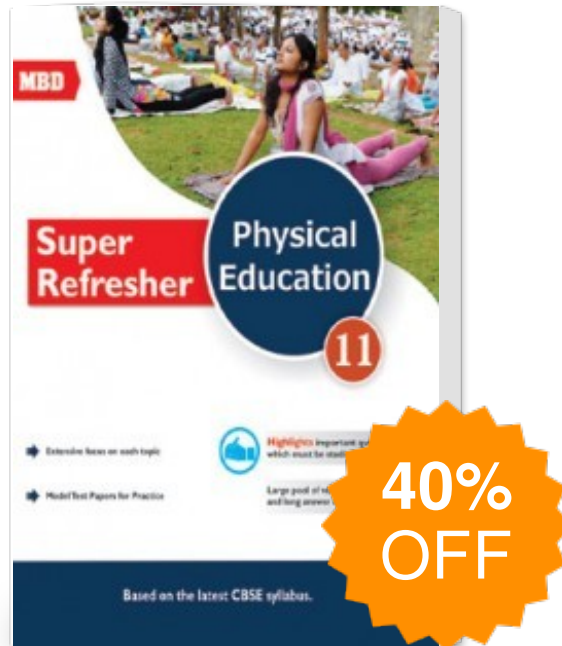
Place of Physical Education in the Present System of Education

In India with special reference to the recommendations of Indian Education Commission (1964–66, i.e., Kothari Commission) and the New Education Policy 1986

The present-day education system which is found in modern India is not the contribution of any one commission or committee but it is an amalgamation of various missions. Neither the recommendations of a certain commission were wholly enforced nor its recommendations rejected. The place of physical education in the modern system of education can be understood on the basis of under mentioned points:

- (i) **Occupational education:** The aim of present-day physical education is to be beneficial to the masses and to link it with employment. Most of the educational courses such as MBBS, engineering, shorthand typist, advocate, architect, teaching etc. help the students in finding employment and thus make their lives fulfilling. Under this subject, various courses are also provided which are as follows:
 - (a) Certificate in Physical Education (CP Ed)
 - (b) Diploma in Physical Education (DP Ed)
 - (c) Bachelor of Physical Education (BP Ed or BPE)
 - (d) Master of Physical Education (MP Ed or MPE)
 - (e) MPhil & PhD.

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