HPED SUBJECT : HEALTH AND PHYSICAL EDUCATION

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 - XI

SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED)

SEMESTER – I

FULL MARKS : 35 **CREDIT : 04** **CONTACT HOURS : 100 Hours**

COURSE CODE : THEORY

UNIT NO.	UNIT NAME	CONTACT HOURS	MARKS
Unit -1	HISTORY OF ANCIANT OLYMPIC GAMES	20	7 × 1 = 7
Unit -2	ROLE OF YOGA IN MODERN SOCIETY	20	7 × 1 = 7
Unit -3	MANAGEMENT OF PHYSICAL EDUCATION PROGRAMME	20	7 × 1 = 7
Unit -4	RULES OF THE GAMES AND SPORTS	20	7 × 1 = 7
Unit -5	HISTORY OF SPORTS ORGANIZATION OF WEST BENGAL	20	7 × 1 = 7
	Total	**100**	**35**

CLASS - XI

SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED)

SEMESTER – I

FULL MARKS : 35 **CREDIT : 04** **CONTACT HOURS : 100 Hours**

COURSE CODE : THEORY

UNIT NO.	TOPICS	CONTACT HOURS	MARKS
Unit -1	HISTORY OF ANCIANT OLYMPIC GAMES	20	7 × 1 = 7
Sub- Topic	1.1.1 History of the Ancient Olympic Games 1.1.2 Objectives of the Ancient Olympic Games 1.1.3 Rules and Events of the Ancient Olympic Games 1.1.4 Oath of the Ancient Olympic Games 1.1.5 Ceremony of the Ancient Olympic Games 1.1.6 Awards of the Ancient Olympic Games 1.1.7 Decline of the Ancient Olympic Games		

Unit -2	**ROLE OF YOGA IN MODERN SOCIETY**	20	7 × 1 = 7
Sub- Topic	2.1.1 Introduction and History of Yoga 2.1.2 Types of Yoga 2.1,3 Concept of Karma Yoga, Jnana Yoga, Hatha Yoga, Raj Yoga, Mantra Yoga, Laya Yoga, Bhakti Yoga. 2.1.4 Concept and types of Asana 2.1.5 Practice Procedure & Benefits of Some Yogaasana- Pavanmuktasana,Halasana,Dhanurasana, Bhujasana, Salvasana. 2.1.6 Practice Procedure & Benefits of Some Pranayama-Kapalbhati, Anulom-Vilom, Sitali pranayama. 2.1.7 Influences of Yogic Practices on Human Body		
Unit -3	**MANAGEMENT OF PHYSICAL EDUCATION PROGRAMME**	20	7 × 1 = 7
Sub- Topic	3.1.1 Introduction of Tournament 3.1.2 Meaning, objectives and importance of tournament 3.1.3 Types of Tournaments– League, Knockout and Combination 3.1.4 Characteristics of Tournament 3.1.5 Concept of Fixture 3.1.6 Preparation of Fixtures- League, Knockout and Combination 3.1.7 Contemporary Fixtures of different sporting events		
UNIT NO.	**TOPICS**	**CONTACT HOURS**	**MARKS**
Unit -4	**RULES OF THE GAMES AND SPORTS**	20	7 × 1 = 7
Sub- Topic	4.1.1 Rules of Athletic Sprint Event 4.1.2 Rules of Middle Distance and Long-distance Running 4.1.3 Rules of Shot-put 4.1.4 Rules of Discus Throw 4.1.5 Rules of Long Jump 4.1.6 Rules of Kabaddi 4.1.7 Organization of Sports Programme in school		
Unit -5	**HISTORY OF SPORTS ORGANIZATION OF WEST BENGAL**	20	7 × 1 = 7
Sub- Topic	5.1.1 History of Sports Organization of West Bengal- IFA, CAB 5.1.2 History of National and International Sports Organization 5.1.3 Bengal and Indian Olympic Association 5.1.4 East Bengal FC, 5.1.5 MohunBagan AC, 5.1.6 Mohammedan SC, 5.1.7 W.B. State Council For Games & Sports & SGFI		

CLASS - XI

SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED)

SEMESTER – II

FULL MARKS : 35 **CONTACT HOURS : 120 Hours**

COURSE CODE : THEORY

UNIT NO.	UNIT NAME	CONTACT HOURS	MARKS
Unit -1	INTRODUCTION TO PHYSICAL EDUCATION AND PHYSICAL LITERACY *OR*	10	1 × 6 = 6
Unit -2	FOLK GAMES CULTURE OF WEST BENGAL	10	1 × 6 = 6
Unit -3	SCIENTIFIC BASIS OF PHYSICAL EDUCATION *OR*	10	1 × 6 = 6
Unit -4	MENTAL HEALTH AND STRESS MANAGEMENT	10	1 × 6 = 6
Unit -5	HEALTH EDUCATION & SCHOOL HEALTH PROGRAMME *OR*	10	1 × 6 = 6
Unit -6	BIOLOGICAL FOUNDATION OF PHYSICAL EDUCATION	10	1 × 6 = 6
Unit -7	ADOLESCENCE AND PROBLEMS OF ADOLESCENCE *OR*	10	1 × 6 = 6
Unit -8	LIFE SKILLS EDUCATION	10	1 × 6 = 6
Unit -9	HEALTH RELATED FITNESS TEST *OR*	10	1 × 5 = 5
Unit -10	PERFORMANCE RELATED FITNESS TEST	10	1 × 5 = 5
Unit -11	CONCEPT OF WELLNESS *OR*	10	2 × 3 = 6
Unit -12	DEVELOPMENT OF LEADERSHIP QUALITIES	10	2 × 3 = 6
	Total	**120**	

CLASS - XI

SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED)

SEMESTER – II

FULL MARKS : 35 **CONTACT HOURS : 120 Hours**

COURSE CODE : THEORY

UNIT NO.	TOPICS	CONTACT HOURS	DESCRIPTIVE TYPES QUESTIONS & MARKS	
Unit -1	**INTRODUCTION TO PHYSICAL EDUCATION AND PHYSICAL LITERACY**	10	1 × 6 = 6	
Sub- Topic	1.1.1 Concept of Physical Education 1.1.2 Meaning of Physical Education 1.1.3 Definition of Physical Education 1.1.4 Scope of Physical Education 1.2.1 Concept of Physical Literacy. 1.2.2 Components of Physical Literacy. 1.2.3 Relationship of Physical Literacy with Physical Education. 1.2.4 Need and Importance of physical literacy in our Modern Society. 1.2.5 Physical literacy progressions as per the cognitive and affective domains. 1.2.6 Challenges and barriers in people adopting Physical Literacy and Methods of Improving it. 1.2.7 Body and mind connection: role of monism in physical literacy. 1.3.1 Concept and Nature of Fundamental Movement Skills. 1.3.2 Relationship of the other Discipline with Physical Education-Sports& Science, Sports Medicine, Bio-Mechanics, Kinesiology, Kinanthropometry, Sports sociology			Answer one Question
Unit -2	**FOLK GAMES CULTURE OF WEST BENGAL**	10	1 × 6 = 6	
Sub- Topic	2.1.1 Introduction of Folk Games 2.1.2 Characteristics of Folk Games 2.1.3 Nature of Folk Games 2.1.4 Types of Folk Games and their Rules 2.1.5 Benefits of Folk Games 2.1.6 List of popular Folk Games of Various districts of West Bengal.			

UNIT NO.	TOPICS	CONTACT HOURS	DESCRIPTIVE TYPES QUESTIONS & MARKS	
Unit -3	**SCIENTIFIC BASIS OF PHYSICAL EDUCATION**	10	1 × 6 = 6	
Sub- Topic	3.1.1 Concept of Exercise 3.1.2 Types of exercise 3.1.3 Effect of Aerobic & Anaerobic Exercise on Health Concept of Body Mass Index 3.1.4 Assessment of Body Mass Index 3.1.5 Interpretation of Body Mass Index 3.2.1 Introduction of Newton's Law of Motion 3.2.2 Newton's First Law of Motion 3.2.3 Newton's Second Law of Motion 3.2.4 Newton's Third Law of Motion 3.3.1 Application of First Law of Motion in Games & Sports 3.3.2 Application of the Second Law of Motion in Games & Sports 3.3.3 Application of Third Law of Motion in Games & Sports			Answer one Question
Unit -4	**MENTAL HEALTH AND STRESS MANAGEMENT**	10	1 × 6 = 6	
Sub- Topic	4.1.1 Concept of Mental Health 4.1.2 Characteristics of Good Mental Health 4.1.3 Concept of Maladjustment 4.1.4 Causes of Maladjustment 4.1.5 Causes of Maladjustment of Students 4.1.6 Maladjustment Behaviour in School Students 4.1.7 Remedies of Maladjustment Behaviour 4.2.1 Concept of Stress 4.2.2 Types of Stress 4.2.3 Signs and Symptoms of Stress 4.2.4 Causes and effect of Stress 4.3.1 Eustress *Vs* Distress 4.3.2 Benefits of Positive stress 4.3.3 Effect of Distress 4.4.1 Stress Management 4.4.2 Types of Stress Management 4.4.3 Causes of Stress Management 4.4.4 Advantages of Stress Management 4.4.5 Relief from Stress			

UNIT NO.	TOPICS	CONTACT HOURS	DESCRIPTIVE TYPES QUESTIONS & MARKS	
Unit -5	**HEALTH EDUCATION & SCHOOL HEALTH PROGRAMME**	10	1 × 6 = 6	
Sub- Topic	5.1.1 Recent Concept of Health 5.1.2 Different dimension of Health 5.2.1 Concept of School Health Programme 5.2.2 School Health Supervision 5.2.3 School Health Service 5.2.4 School Health Instruction 5.3.1 Introduction of Hypo- kinetic disease 5.3.2 Causes of Hypo- kinetic disease 5.3.3 Hypo-kinetic disease- Arthritis 5.3.4 Types, Causes, Symptoms and Remedial 5.4.1 Concept of Drugs 5.4.2 Types of Drugs 5.4.3 Negative consequence of drug abuse 5.4.4 Negative impact of alcohol on health 5.4.5 Negative impact of smoking on health			Answer one Question
Unit -6	**BIOLOGICAL FOUNDATION OF PHYSICAL EDUCATION**	10	1 × 6 = 6	
Sub- Topic	6.1.1 Meaning & Definition of Growth &Development 6.1.2 Relationship between Growth and Development 6.1.3 Role of Education in Development 6.2.1 Defference between Growth and Development 6.2.2 General Characteristics of Growth 6.2.3 General Characteristics of Development 6.3.1 Diverse Development of Children 6.4.1 Factors affecting Growth & Development			
Unit -7	**ADOLESCENCE AND PROBLEMS OF ADOLESCENCE**	10	1 × 6 = 6	
Sub- Topic	7.1.1 Introduction to Adolescence- Overview of the adolescent stage, Key characteristics and features 7.1.2 Classification of Adolescence- Various stages and phases of adolescence, Developmental milestones 7.1.3 Behavioral Aspects in Adolescence- Exploration of typical behaviours during adolescence, Psychosocial challenges and adjustments 7.1.4 Distinguishing Factors of Desire in Adolescence- Understanding the factors influencing desires and aspirations 7.1.5 Identifying individual differences 7.1.6 Problems faced by Adolescent Boys & Girls- Common issues and challenges in adolescent boys and girls social, emotional, and academic difficulties 7.1.7 Solutions to Problems in Adolescent Boys & Girls			Answer one Question

UNIT NO.	TOPICS	CONTACT HOURS	DESCRIPTIVE TYPES QUESTIONS & MARKS	
Unit -8	**LIFE SKILLS EDUCATION**	10	1 × 6 = 6	
Sub- Topic	8.1.1 Concept of Life Skills 8.1.2 Characteristics of Life Skills 8.1.3 Necessity of Learning Life Skills 8.1.4 Concept of Ten Core Life Skills 8.2.1 Concept, Characteristics and Importance of Emotional Skills 8.2.2 Concept, Characteristics and Importance of Social or Interpersonal Skills 8.2.3 Concept, Characteristics and Importance of Cognitive or Thinking Skills 8.3.1 Life Skills used by The Monkey and The Crocodile 8.3.2 Case Study Based Life Skills			
	COMPETENCY BASED & SKILL BASED QUESTION			
Unit -9	**ASSESSMENT OF HEALTH-RELATED FITNESS**	10	5 × 1 = 5 (3 + 2)	
Sub- Topic	9.1.1 Concept of Test, Measurement & Assessment 9.2.1 Assessment of Health Related Fitness Components-BMI 9.2.2 Assessment of Waist-hip- Hip Ratio Test, 9.2.3 Assessment of Endurance Harvard Steps Test, 9.2.4 Assessment of Muscular Strength & Endurance Sit–Up Test 9.2.5 Assessment of Flexibility			Answer one Question from two Questions [one from each unit]
Unit -10	**ASSESSMENT OF PERFORMANCE RELATED FITNESS TEST**	10	5 × 1 = 5 (3 + 2)	
Sub- Topic	10.1.1 Assessment of Performance Related Fitness Components-Reaction Time 10.1.2 Assessment of Speed -50 Metres Run Test, 10.1.3 Assessment of Agility -4X10 Metres Shuttle Run Test, 10.1.4 Assessment of Balance -Single Leg Stance Test.			

UNIT NO.	TOPICS	CONTACT HOURS	DESCRIPTIVE TYPES QUESTIONS & MARKS	
Unit -11	**CONCEPT OF WELLNESS**	10	SAQ 3 × 2 = 6	
Sub- Topic	11.1.1 Concept of Wellness 11.1.2 Objectives of Wellness 11.1.3 Importance of Wellness 11.1.4 Methods of Improving Wellness 11.2.1 Component of Fitness and Wellness 11.2.2 Factors Affecting Physical Fitness and Wellness 11.2.3 Principles of Physical Fitness Development 11.2.4 Dimension of Wellness and Lifestyle			Answer two Questions from four Questions
Unit -12	**DEVELOPMENT OF LEADERSHIP QUALITIES**	10	SAQ 3 × 2 = 6	
Sub- Topic	12.1.1 Meaning of Leadership 12.1.2 Definition of Leadership 12.1.3 Qualities of an Ideal Leader 12.2.1 Importance of leadership 12.2.2 Types of Leadership & their Characteristics 12.2.3 Function of a Leader 12.2.4 Problems in Developing Leadership 12.2.5 Ways to Solve the Problems of Developing Leadership 12.3.1 Development of Leadership Qualities through Physical Education Activities			

CLASS - XI

SEMESTER-I & SEMESTER-II

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) **5Marks/20 Hours**

1) Marching: Stand at ease, Attention, Left, Right Turn and About Turn,
2) Bratachari:
3) Callisthenics: Neck, Arm and Trunk and Leg Exercises
4) Brotachari Song, Folk Song
5) Song: State song of West Bengal, Banglar Mati Banglar Jal, Bhawaiya song of Uttar Bangla

Group-B : Athletics (any one) **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 / Chess (any one) **5Marks/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 360Turn,Track Jump 360 Turn, Chart Wheel, From both leg Forward hand Spring, Back Hand Spring, Tamaro Jump.

Group-D : Team Game (Any one) **5 Marks/20 Hours**

Handball, Football, Volleyball, Kabaddi, KhoKho and Badminton

Group-E Project work/ Seminar/ Record book on Games and sports: **10 Marks/20 Hours**

1) **Seminar :** Students may prepare a PowerPoint Presentation for the seminar based on any one of the given topics.**Total time: 10 min. (Presentation time: 6 min + Interaction: 4 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 based on any one of the given topics.

The Structure of the Project:

a. **Title Page: Name of the project, School name, Name of the student and teacher, date and year**
b. **Acknowledgment**
c. **Introduction: Objectives, Importance, significance, Sampling (if any), Limitation, Social Acceptance**
c. **Previous resources: Any documents of previous such type of work (if possible)**
d. **Method of data collection: Sample age, Sex, Sample size, Method of data collection (How he/she prepare this project)**
e. **Discussion, analysis and interpretation: Main course/ Result/ matter and Description**
f. **Conclusion: Summary of findings**
g. **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 :

a. **Title page: Name of the Event, School name, Name of the student and teacher**
b. **Introduction of the event: Importance, Place, Social Acceptance**
c. **Keeping the records: Number of events, Matches, Competitions, Goals, Medals etc.**
d. **Conclusion: Summary of findings**
e. **References:**

4) **CONTEMPORY ISSUES :** They may prepare a project exercise book for the project work based on any one of the given topics.

The Structure of the Project:

a. **Title Page: Name of the project, School name, Name of the student and teacher, date and year**
b. **Acknowledgment**
c. **Introduction: Objectives, Importance, Significance, Sampling (if any), Limitation, Social Acceptance**
d. **Previous resources: Any documents of previous such type of work (if possible)**
e. **Method of data collection: Sample age, Sex, Sample size, Method of data collection (How he/she prepare this project)**
f. **Discussion, analysis and interpretation: Main course/ Result/ Matter and Description**
g. **Conclusion : Summary of findings**
h. **References :**

TOPICS & EVALUATION RUBRICS :

Mark distribution: 10 marks will be distributed for Project/Seminar/ Record book preparation

Interaction with the audience/examiner/ guide/supervisor

Evaluation Process: 5 parts x 2marks=10marks

a. **Novelty of the topic**
b. **Contemporary importance**
c. **Explanation/description**
d. **Interaction**
e. **Overall presentation**

a) Project Topics :

1) Kanyashree - Women Empowerment
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) Mohamedan Sporting
12) Kabaddi Play Field
13) Kho-kho Play Field
14) Football Play Field
15) Volleyball Play Field
16) 400 mt. Track marking
17) Intramural and Extramural Competition
18) Project on Physical Fitness Test
19) Analysis of the Fitness of the Students
20) Analysis of the Physical Literacy Project
21) Computation of BMI and Waist- Hip Ratio Test of 5 Elderly People
22) Take Harvard Steps Test of your 5 Friends and Analyse.

b) 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 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
16) Long Distance Run / Marathon Run.

c) 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

d) CONTEMPORY ISSUES :

1) POCSO
2) The Prohibition of Child marriage Act, 2006
3) Stay Safe Online
4) HIV and AIDS Prevention &Control Programme
5) Awareness Regarding the Right to Vote
6) Awareness Regarding the Organ Donation and Organ Transplant
7) Empowered Women –Empowered Nation.
8) Awareness Campaign on Financial Literacy
9) Awareness Campaign on Kanyashree
10) Awareness Campaign on Safe Drive Save Life.
11) Awareness Campaign on Healthy Lifestyle
12) Awareness Campaign on Mid-Day Meal
13) Awareness Campaign on Health Literacy
14) Awareness Campaign on Drug Abuse
15) Awareness Campaign on Right To Play

e) CREATIVE WRITING :

1) Yoga for Health,
2) Nutrition For Healthy Living
3) Gender Sensitivity
4) Safety Outside School
5) Food Poisoning
6) Fire And Stampede

f) 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 PROJECTS :

Physical Education Project Format :
Nature of Presentation : Written

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

Name of the student :

Roll no. :

Name of the School :

Date & Year :

Title page : 2 Contents with the topic and the respective page no.

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; Discuss emerging trends in influenza research. 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.

CLASS - XII

SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED)

SEMESTER – III

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

SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED)

SEMESTER – III

FULL MARKS : 35 **CONTACT HOURS : 100 Hours**

COURSE CODE : THEORY

UNIT NO.	TOPICS	CONTACT HOURS	MARKS
Unit -1	OLYMPIC VALUE EDUCATION PROGRAMME	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	**BIOLOGICAL BASIS OF PHYSICAL EDUCATION**	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	**MODERN CONCEPT OF HEALTH & HYGIENE**	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 -4	**PREVENTION AND CONTROL OF COMMUNICABLE DISEASE**	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	**SPORTS AND NUTRITION**	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

SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED)

SEMESTER – IV

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 EUCATION 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

SUBJECT : HEALTH AND PHYSICAL EDUCATION (HPED)

SEMESTER – IV

FULL MARKS : 35 **CONTACT HOURS : 120 Hours**

COURSE CODE : THEORY

UNIT NO.	TOPICS	CONTACT HOURS	DESCRIPTIVE TYPES QUESTIONS & MARKS	
Unit -1	**PHYSICAL EUCATION IN MODERN SOCIETY**	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	**CAREER ASPECT OF PHYSICAL EDUCATION**	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	**MODERN CONCEPT OF FITNESS**	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	**PREVENTIVE MEASURE FOR LIFESTYLE DISEASE**	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 Kapalbhati			
Unit -5	**MODERN OLYMPIC GAMES**	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	**POSTURE & POSTURAL DEFORMITIES**	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	**APPLICATION OF YOGA IN DAILY LIFE**	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	**MODERN CONCEPTS OF SPORTS TRAINING**	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	**ORGANISATION OF PHYSICAL EDUCATION PROGRAMME**	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	**MAMAGEMENT OF ATHLETIC ARENA**	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	**SPORTS INJURYES & EMERGENCY CARE**	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	**EXERCISE PHYSIOLOGY**	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 Kapalbhati
   (iv) Meditation
2) Gymnastics: (any two)

   Forward and Backward Roll, Cart Wheel, 'T' Balance, Hand Stand and Arch
3) Chhow Dance : One Leg 360Turn,Track Jump 360 Turn, Chart 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 :

   a. **Title Page : Name of the project, School name, Name of the student and teacher, date and year**
   b. **Acknowledgment**
   c. **Introduction : Objectives, Importance, Significance, Sampling (if any), Limitation, Social Acceptance**
   c. **Previous resources : Any documents of previous such type of work (if possible)**
   d. **Method of data collection: Sample age, sex, Sample size, Method of data collection (How he/she prepare this project)**
   e. **Discussion, analysis and interpretation: Main course/ Result/ matter and Description**
   f. **Conclusion : Summary of findings**
   g. **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 :

   a. **Title page: Name of the Event, School name, Name of the student and teacher**
   b. **Introduction of the event: Importance, Place, Social Acceptance**
   c. **Keeping the records: Number of events, Matches, Competitions, Goals, Medals etc.**
   d. **Conclusion : Summary of findings**
   e. **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

   a. **Novelty of the topic**
   b. **Contemporary importance**
   c. **Explanation/description**
   d. **Interaction**
   e. **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

CONTEMPORY 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.