

# CENBOSEC

Quarterly Bulletin of the Central Board of Secondary Education

Vol. 48, No. 3, July-September 2009

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Published by the Secretary, Central Board of Secondary Education, 'Shiksha Kendra' 2, Community Centre, Preet Vihar, Delhi - 110 092 and Printed at Chandu Press, D-97, Shakarpur, Delhi - 110 092, Ph.: 22424396, 22526936.

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## From the Chairman

I have been interacting with students from across the country in a series of visits connected to the initiatives that the Central Board of Secondary Education has been taking up from time to time. I have also been responding to a number of queries which are posted on the website under the *Interact with Chairman* domain. My impressions about children and Physical Education have largely become concretized on the basis of these interactions. I do feel that sadly Physical Education, Sports and Games are being neglected and marginalized in the school curriculum. When I compare my childhood with that of the children today I am nostalgic about the sheer joy and carefree playtime that I enjoyed in schools where as today the best of schools do not give enough opportunities for children to play games or be actively engaged in sport and physical fitness activities.

The CBSE through its *Comprehensive School Health Programme* had released **Four Health Manuals in 2008** while following up on an advisory in 2006 to set up Health and Wellness Clubs in schools. The Manuals view health holistically and advocate schools to utilize all educational opportunities for health promotion including formal and informal approaches in curriculum pedagogy. Providing a safe school environment, an activity oriented health education curriculum to avoid health-related risk behavior, ensuring physical fitness activities and sports, providing nutritious snacks in the school canteen, ensuring access to primary health care services and integrated family and community activities and a staff health promotion policy are some of the objectives of the Comprehensive School Health Programmes.

A *Health Promoting School* needs to provide a healthy environment conducive to school health, education and school health services along with school / community projects and outreach opportunities for Physical Education and recreation, social support and mental health promotion.

*School Health and Wellness Clubs* can become the focal point of school health promotion which would encompass the entire school environment and become a school campus activity.

The Central Board of Secondary Education had also advised schools to initiate **Health Cards** which would record the Health Profile of students. Health Cards form an effective monitoring and feedback system for the overall health of a child during schooling. The Comprehensive School Health Manuals come in **four Volumes**. The first *Manual – Volume I* is addressed to all stakeholders concerned with school health. The other three Manuals are activity based manuals for teachers. *Volume II is Teachers Activity Manual* which consists of activities for Primary Level (Classes I-V), *Volume III is Teachers' Manual* for Upper Primary Level (Classes VI-VIII) and *Volume IV is Teachers' Manual* for Secondary and Senior Secondary Level (Classes IX-XII). The activities revolve around six different themes – *Knowing your Body, Food and Nutrition, Personal and Environmental Hygiene, Physical Fitness, Being Responsible and Safe and Behavior and Life Skills*. The objectives

of the modules and activities is to focus on the different aspects of growth and age appropriate development of the child.

We are all aware that Physical Education is crucial to health, fitness and wellbeing. It builds strength, maintains mobility and challenges both body and mind. It provides a foundation for active living and at its best fosters interest which continues for a lifetime. The benefits for the child engaged in physical education translates into physical benefits such as whole body development, co-ordination and neurological connections, increased oxygen intake, burning up stored fat and dealing with obesity, strengthening bones and ensuring that the various organs in the body work efficiently. Physical fitness also results in neurological benefits and social and emotional benefits such as developing positive self-esteem, sense of identity and individuality and improved relationships. It seems a pity that we are not able to inculcate good physical fitness habits into the young lives during their most impressionable years.

It was in this spirit that the Central Board of Secondary Education had also launched *Physical Education Cards* for teachers teaching at the primary level. These are an effective tool for strengthening the transaction of Physical Education in schools. They can be used for providing inclusive and interesting experiences to the children at the primary school stage and facilitating the process of engaging with them intensively in games and activities focused particularly on agility, balance, coordination, speed and strengthen. Each Physical Education Card is devoted to a particular set up activities which aims at agility, balance and coordination for classes I-III and agility, balance, coordination speed and strength for classes IV and V. These features make this teaching-aid material special and have convinced the stakeholders that if these Cards are used effectively, the transaction of this curricular area will result in achieving desired outcomes leading to behavioural modification.

Each Card is aimed at providing the essential information needed for engaging all students of the concerned class in the selected game / activity. The title of the Card specifies the abilities to be focused by the particular activities, the activities to be organized, the process of organizing the activities, equipment that will be needed, safety measures to be taken and the skills to be developed. Besides the link of the activities with the existing curriculum the links with other school subjects or cross curricular links and the process of self assessment are also detailed.

The CBSE has also brought out a *Teachers' Manual* for implementation of the Physical Education Cards which will help teachers in organizing physical activities and lessons built around it. There is also a section on organizing activities for differently abled children as well as assessment in Physical Education in the *Teachers' Manual*.

I hope that schools who have set up active *Health and Wellness Clubs* and will also use and benefit from the Physical Education Cards so that the children who grow up in the schools become active and physically fit for a life time.

VINEET JOSHI

CHAIRMAN & SECRETARY

## अध्यक्ष की कलम से

सी.बी.एस.ई. के द्वारा समय-समय पर उठाये गये कदमों के संबंध में पूरे देश में दौरा करने के एक सिलसिले में मैं छात्रों के साथ मुलाकात करता रहा हूं। मैं “इन्टरएक्ट विद द चेरमैन” क्षेत्र (डोमेन) के तहत वेबसाइट पर पूछे गए कुछ प्रश्नों का उत्तर भी देता रहता हूं। इन्हीं मुलाकातों के आधार पर बच्चों तथा शारीरिक शिक्षा के बारे में मेरे विचार और भी ठोस हो गये हैं। मुझे दुःख होता है कि शारीरिक शिक्षा, खेल-कूद तथा खेलों की उपेक्षा की जा रही है और उन्हें विद्यालय पाठ्यचर्या में हाशिये पर रख दिया गया है। जब मैं अपने बचपन की तुलना आज के छात्रों से करता हूं तो मुझे विद्यालय में बाल-सुलभ क्रीड़ाओं तथा शारीरिक क्रियाकलापों से प्राप्त उस आत्म विभोर करने वाले आनंद की याद आ रही है जबकि आज के सर्वोत्तम विद्यालय भी बच्चों को खेलने अथवा शारीरिक स्वस्थता कार्यक्रमों तथा खेल-कूद में शामिल होने का पर्याप्त अवसर नहीं देते हैं।

सी.बी.एस.ई. ने विद्यालयों में ‘**हैल्थ एवं वेलनेस क्लब**’ स्थापित करने के लिए वर्ष 2006 में एक परामर्शी का अनुसरण करते हुए वर्ष 2008 में चार स्वास्थ्य संदर्शिकाएं जारी किए थे। संदर्शिकाएं स्वास्थ्य को समग्र रूप से लेती हैं और पाठ्यचर्या शिक्षण में औपचारिक व अनौपचारिक उपागमों सहित स्वास्थ्य के विकास के लिए सभी शैक्षिक अवसरों को उपयोग में लाने की वकालत करते हैं। एक सुरक्षित विद्यालयी वातावरण प्रदान करना स्वास्थ्य संबंधी खतरों से बचने के लिए एक कार्यक्रम उन्मुखी स्वास्थ्य शिक्षा पाठ्यचर्या, शारीरिक स्वस्थता कार्यक्रम तथा खेलकूद सुनिश्चित करना, विद्यालय कैंटीन में पोषक में अल्पाहार उपलब्ध कराना, प्राथमिक स्वास्थ्य रक्षा सेवाओं तक पहुंच और समेकित पारिवारिक तथा सामुदायिक गतिविधियां सुनिश्चित करना और कर्मचारी स्वास्थ्य विकास नीति आदि व्यापक विद्यालय स्वास्थ्य कार्यक्रमों के कुछ प्रमुख उद्देश्य हैं।

एक स्वास्थ्य प्रोत्साहक विद्यालय को विद्यालय/सामुदायिक प्रोजेक्ट के साथ स्वास्थ्य शिक्षा तथा विद्यालय स्वास्थ्य सेवाओं के लिए प्रेरक स्वस्थ वातावरण प्रदान करने और शारीरिक शिक्षा एवं मनोरंजन, सामाजिक सहायता तथा मानसिक स्वास्थ्य विकास के लिए बाह्य अवसर प्रदान की आवश्यकता है।

**‘स्कूल हैल्थ एवं वेलनेस क्लब’** विद्यालय स्वास्थ्य विकास का केन्द्रीय बिन्दु बन सकता है जो सम्पूर्ण विद्यालयी वातावरण को शामिल करेगा और विद्यालय परिसर कार्यक्रम बन जाएगा।

केन्द्रीय माध्यमिक शिक्षा बोर्ड ने विद्यालयों को हैल्थकार्ड आरंभ करने की सलाह भी दी है जो छात्रों की स्वास्थ्य संबंधी रूपरेखा को दर्ज करेगा। हैल्थ कार्ड स्कूली शिक्षा के दौरान बच्चे के समस्त स्वास्थ्य के लिए प्रभावी पर्यवेक्षण एवं प्रतिपुष्टि प्रणाली का विकास करता है। व्यापक विद्यालय स्वास्थ्य संदर्शिका चार खण्डों में है। पहला मैनुअल खण्ड-1 विद्यालय स्वास्थ्य से संबंधित सभी साझेदारों (स्टेकहोल्डर) को संबोधित है। अन्य तीन मैनुअलों शिक्षकों के लिए कार्यक्रम आधारित मैनुअल है। खण्ड 2 शिक्षक कार्यक्रम मैनुअल है जिसमें प्राथमिक स्तर (कक्षा 1-5) के लिए कार्यक्रम शामिल हैं, खण्ड-3 उच्च प्राथमिक शिक्षा (कक्षा 6-7) के लिए शिक्षक मैनुअल है तथा खण्ड-5 माध्यमिक एवं उच्चतर माध्यमिक स्तर (कक्षा 9-12) के लिए शिक्षक मैनुअल हैं। कार्यक्रम छह भिन्न-भिन्न विषयों के संबंध में हैं- अपने शरीर को जानना, खाद्य एवं पोषण, वैयक्तिक एवं पर्यावरणीय स्वास्थ्यकारिता, शारीरिक स्वस्थता, उत्तरदायी एवं संरक्षित

रहना और व्यवहार एवं जीवन कौशल। मापदण्डों एवं कार्यकलापों का उद्देश्य बच्चे के उपयुक्त परिवर्धन के लिए आयु एवं विकास के अलग-अलग पहलुओं पर केंद्रित करना है।

हम सब अवगत हैं कि शारीरिक शिक्षा स्वास्थ्य, उपयुक्तता एवं कल्याण के लिए महत्वपूर्ण है। यह बच्चों को सामर्थ्यवान, मन तथा शरीर दोनों की समस्याओं का सामना करने में समर्थ तथा गतिशील बनाये रखती है। यह सक्रिय जीवन जीने के लिए एवं अपने एवं अपने सर्वोत्तम पोषण एवं हित के लिए आधार प्रदान करती है जो जीवन भर जारी रहता है। शारीरिक शिक्षा प्राप्त करने वाले बच्चों के लाभ शारीरिक लाभों में परिवर्तित हो जाते हैं जैसे- सम्पूर्ण शरीर का विकास, समन्वय एवं तंत्रिका विज्ञान संबंधी संयोजन, आक्सीजन ग्रहण करने में बढ़ोत्तरी, संचित वसा कम होना तथा मोटापा दूर होना, हड्डियों का मजबूत होना तथा यह सुनिश्चित होना कि शरीर के सभी अंग दक्षता से काम करें। शारीरिक उपयुक्तता के परिणामस्वरूप सकारात्मक आत्म-सम्मान विकसित होने, व्यक्तित्व तथा अस्तित्व की भावना और उन्नत संबंध जैसे तंत्रिका विज्ञान संबंधी सामाजिक तथा भावनात्मक लाभ होते हैं। यह खेद का विषय है कि हम बच्चों के अतिसंवेदनशील वर्षों के दौरान उनमें शारीरिक स्वस्थता की आदतों को नहीं डाल पा रहे हैं।

इसी भावना के अनुरूप केन्द्रीय माध्यमिक शिक्षा बोर्ड ने प्राथमिक स्तर पर पढ़ाने वाले अध्यापकों के लिए शारीरिक शिक्षा कार्ड भी जारी किए थे। ये विद्यालयों में शारीरिक शिक्षा प्रदान करने की प्रक्रिया को मजबूत करने के प्रमुख साधन हैं। इनका प्रयोग बच्चों को प्राथमिक स्तर पर समावेशी तथा रूचिकर अनुभव प्रदान करने तथा उनके अनुभव तथा उनके विशेषतया फुर्ती, संतुलन, समन्वय, गति तथा शक्ति पर संकेन्द्रित खेलों तथा क्रियाकलापों में सघन रूप से व्यस्त रहने की प्रक्रिया को सरल बनाने के लिए किया जा सकता है। प्रत्येक शारीरिक शिक्षा कार्ड एक विशेष प्रतिपादित क्रियाकलापों को समर्पित है जिसका लक्ष्य कक्षा 1-3 के लिए फुर्ती, संतुलन तथा समन्वय और कक्षा 4 तथा 5 के लिए फुर्ती, संतुलन, समन्वय, गति तथा शक्ति विकसित करना है। ये विशेषतायें इस सहायक शिक्षण सामग्री को विशिष्ट बनाती है तथा अपने सहभागियों को आश्वस्त करती है कि यदि इन कार्डों का प्रभावी रूप से प्रयोग किया गया तो इस पाठ्यचर्या क्षेत्र की कार्रवाई से व्यवहारिक रूपान्तरण को प्रेरित करने वाले वांछित परिणाम प्राप्त होंगे।

प्रत्येक कार्ड का लक्ष्य कक्षा के छात्रों के लिए चयनित खेल/क्रियाकलापों में शामिल संबंधित कक्षा के सभी छात्रों के लिए आवश्यक अनिवार्य सूचना उपलब्ध कराना है। कार्ड का शीर्षक विशेष क्रियाकलाप द्वारा फोकस की जाने वाली क्षमताओं, आयोजित किये जाने वाले क्रियाकलाप, क्रियाकलापों को आयोजित करने की प्रक्रिया आवश्यक उपस्कर, सुरक्षा के लिए उठाये गये कदम और विकसित किये जाने वाले कौशलों का विशेष रूप से उल्लेख करता है। वर्तमान पाठ्यचर्या के साथ क्रियाकलाप को सहयोजित करने के अलावा अन्य विद्यालयी विषयों के साथ सहयोजन या मिश्रित पाठ्यचर्या सहयोजन तथा स्व-मूल्यांकन की प्रक्रिया का भी इसमें विवरण दिया गया है।

सी.बी.एस.ई. ने शारीरिक शिक्षा कार्ड को कार्यान्वित करने के लिए 'शिक्षक नियमावली' का भी प्रकाशन किया है जो शारीरिक क्रियाकलापों का आयोजन करने तथा इसके पाठों की रचना के लिए शिक्षकों की सहायता करेगा। शिक्षक नियमावली में विशिष्ट रूप से समर्थ बच्चों के लिए क्रियाकलाप आयोजित करने के अलावा शारीरिक शिक्षा में उनके निर्धारण के संबंध में एक अनुभाग भी है। मैं आशा करता हूँ कि जिन विद्यालयों ने अपने यहां 'हैल्थ एण्ड वेलनेस क्लब' स्थापित किये हैं वे शारीरिक शिक्षा कार्ड का भी उपयोग करेंगे तथा इसका लाभ उठायेंगे ताकि विद्यालयों में पढ़ने वाले छात्र पूरे जीवन चुस्त और शारीरिक रूप से स्वस्थ रहें।

विनीत जोशी  
सचिव एवं अध्यक्ष

## Feedback Forum

Dear Sir,

Greetings,

I want to congratulate the Board for issuing guidelines to ensure tobacco free schools. **It is indeed a bold initiative which will immensely help the community in eradicating the menace of drug addiction from society.** Awareness in school children will not only help to nip the evil in bud but also have sobering effect on parents as well. We can say this with authority from our experience of 30yrs working for drug abuse awareness in youth in schools and colleges.

We are regularly holding multimedia slide shows, exhibitions on drug abuse, printed material, lecture series, panel discussion, poster exhibitions and painting competition in schools and colleges.

Looking forward to a positive response from you for this noble cause.

Thanking you,

Yours Humbly,  
Dr. Pushpinder Singh  
Incharge, Head Office,  
Model Town Extension,  
Ludhiana, Punjab

Dear Dr. Sadhana,

Greetings.

My name is Dr. Rajaratnam Abel, currently a Public Health Consultant, retired from Christian Medical College, Vellore in 2005. As part of my work I am involved with a team for developing a curriculum on reproductive health. There is hardly any document anywhere which deals on health related topics adequately. It is in this process I fumbled on your manual on AEP. **I just fell in love with it. It is a fabulous work. I can imagine all the effort and time you would have put in to bring this out. Kindly accept my sincere congratulations on a good work done.**

My first request is, would it be possible to receive a hard copy of the set of documents you have prepared? Are these materials strictly copy righted or can we give credit and use them? If copy righted, I would respect that and adapt the methodology with different stories and situations appropriate to my audience.

I would like to indicate my own personal work in this regard. In 2004 we had a consultation for youth in Tamilnadu and Pondicherry numbering about 250 individuals. At the end of three days one of the needs that emerged was the availability of wholesome educational material on reproductive health. Therefore we brought out a small booklet in Tamil on adolescent education. This was widely welcomed and there was a demand for the same in English. I am attaching the same. The pictures and diagrams have been taken out. What I have done is nothing compared to what you have done.

I wish you all the best as you endeavour to educate adolescents in an important area of their lives. Your success could contribute significantly towards keeping the growth of HIV/AIDS under check.

Yours sincerely,

Dr. Rajaratnam Abel, MBBS,  
MPH, PhD.  
Chennai.

Dear Sir,

It is indeed my privilege to convey my gratitude for issuing instructions to schools affiliated to the CBSE for

implementation of "Tobacco Free School Guidelines". This effort will go a long way to support the tobacco control initiatives of the Government. Tobacco is a menace facing not only our country but the whole world and efforts are being taken globally to fight it and WHO constituted a global treaty in the form of Framework Convention on Tobacco Control (FCTC), which has 168 countries as its signatories.

You had also mentioned about "Health Promoting Schools" in your letter.

I look after National Mental Health Programme and National Tobacco Control Programme in the Directorate General of Health Services.

I am keen to share the details of "Health Promoting Schools" concept as the theme is relevant to both the programmes.

With Regards,

Yours Sincerely,  
Dr. Jagdish Kaur  
Chief Medical Officer  
Directorate General of Health Services,  
New Delhi

## STUDY YOUR SUBJECTS THE PLAY WAY- IT IS ALL IN THE GAME

Ms. Chithralekha Gurumurthy

It was a day when two teams were playing football national tournament in a school in Kerala. All of a sudden it started raining elephants and dinosaurs as is wont of Kerala rains. I am not ashamed to admit that I was witnessing a full fledged football match for the first time in my life, being not too much of a sports person and not having extended my horizon of interest beyond watching a cricket match up to that point of time! So I thought the students will pack up and run to shelters. But to my surprise they continued playing still with the same fervor working the ball towards the goal post. It could as well have been a clear sky, the way they were playing undeterred. Suddenly I had a flash of enlightenment! I thought I could appreciate what Swami Vivekananda meant when he said that one could reach heaven rather by playing Football than by reading Bhagavat Gita. The discipline, the determination, concentration, sense of purpose, with which the students worked towards the goal, was nothing short of the austerity that the great sages practice in the evolution of their souls!

If children who excel in sports are poor performers in academics it is not because of any deficiency in their mental caliber. It is only that their talents in sports are not tapped enough to evolve alternative learning strategies. Human beings construct knowledge as they perceive and comprehend and the learning processes are not devoid of their individual interests when it comes to storing information in their memory. Hence it is vital for teachers as facilitators to show the way to the students to learn the seemingly uninteresting things through processes that can successfully hold their interests.

A mathematics teacher can integrate mathematical concepts through sports activities. A primary teacher may teach counting, mental additions, special sums and so on by taking the children to the games field and allowing them to play potato gathering or watch/play a cricket match. When the child adds sixes and fours or calculates how much more runs have to be scored for a victory he does not follow the routine dull methods the stern and taciturn math teachers advocate in the confines of a class room. What starts as a playful activity becomes a way of life that the child gradually strengthens the thinking prowess. True they sweat it out but only literally so! A wizard in arithmetical computation is one to whom numbers are as close as one's bosom

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*Director (Academic), CBSE*

friend that he/she feels no fear in working with them, is able to see and appreciate the beautiful patterns they hold. As this would indeed lay the foundation for inductive reasoning, introducing the child to numbers the play way, through puzzling, allowing him the pleasure of finding his own solution, will motivate him to go in search of newer problems headlong as a challenge rather than shrinking from them in what is termed as phobia.

Be it numbers or Geometry or mensuration take the child out in the field. I recall that instance in a school where, for one of the sports events children had to perform mass drills standing in an elliptical boundary. XI class children were escorted by the Mathematics teacher who unfolded the concept of the locus of an ellipse to create it on the ground.

Recall the adage *"All work and no play make Jack a dull boy."* I would go a step further and say, *"Not some play amidst work, but make your work as joyous as play."*

Such integration is possible for all subjects. Physical education and Yoga activities are so much related to science and social science that it is for a teacher to attempt an integrated teaching, by co-opting a physical education or a yoga teacher if need be. When Surya Namaskar is performed in the early morning sun it is only to facilitate formation of vitamin D by our skin. That it is related to the time of the day, year, and latitude of the place and so on, that it plays a vital role in one's health, from bone health to cancer prevention, are enough motivation for anyone not to shun the sun and remain in the confines of four walls. Such experiential learning sustains knowledge. Physical gains combined with equal mental gains will definitely ensure a sound mind in a sound body. It is not that one happens before the other. It is simultaneous. It is said that the new game "SUDUKO" is a good brain teaser for keeping away even ALZHEIMER'S disease.

All these require intensive planning by the teacher to suitably juxtapose a game with a concept, suitably design the physical activity to correlate with the mental comprehension. Constant interaction with physical education teachers, perusal of their syllabi for various classes and relating with one's own syllabus, co-partnering the activities would perhaps give a new dimension to holistic development as a pedagogic perception.

### *Goal of Education :*

*I would try to develop courage, strength, virtue, the ability to forget oneself in working towards great aims. This is more important than literacy; academic learning is only a means to this greater end.*

*M. K. Gandhi*



# Physical Education in Indian Schools

Neelima V. Kamra

## INTRODUCTION

**Physical Education** can be described as a planned, sequential instruction that promotes lifelong physical activity. It is designed to develop basic movement skills, sports skills, and physical fitness as well as to enhance mental, social, and emotional abilities. Physical education is an integral part of the total education process with a goal to develop **physically, mentally, socially** and **emotionally** fit citizens using physical activities that have been selected and planned to achieve specific outcomes. So we can say that a '**physically educated**' person is one who is physically literate. Similar to the need for children to become literate in mathematics and language, we also want children to develop physical literacy. Physical activity as an **educative** process, (*as with any other curriculum learning*) needs to be distinguished from physical activity outside of the educative process. Gillespie (2005) believes that *there is a need for an improved understanding of the purpose and potential of Physical Education, sport and other forms of movement, and their relationship to physical activity and what physical activity might be in a school setting*. Physical education is a powerful tool to generate the desire in children to embrace their physicality and to celebrate the many ways they can use their body.

The primary aims of physical education are varied, based on the needs of the time and place. Most modern schools' would wish is to provide students with knowledge, skills, capacities, values, and the enthusiasm to maintain a healthy lifestyle into adulthood. Activities included in the program are designed to promote physical fitness, to develop motor skills, to instill knowledge and understanding of rules, concepts, and strategies. Students learn to either work as part of a team, or as individuals, in a wide variety of competitive activities. The optimal physical education program will foster a lifetime commitment to physical activity as a part of healthy lifestyle. The lack of commitment to PE is very apparent in performance of our country in sports at Olympics, common wealth games and at other international level games. Let's now understand the benefits of physical education

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(Vice Principal, New State Academy)

### **Physical Benefits of Physical Education**

- it may help prevent degenerative diseases like high blood pressure, high cholesterol in the blood, obesity etc.
- it increase energy expenditure and improves energy balance.
- it benefits the growth and fitness of the child.
- it makes the child flexible, active and confident.
- it increases is bone growth in the girls.

### **Psychological/social benefits of physical education**

- It enhances persons' life both psychologically and socially also.
- It is an avenue for expression of anger, aggression and happiness, a means for discovery of self as well as a social facilitator.
- Child's realization of personal and social effectiveness relies heavily on guidance within the physical education experience.
- It improves interpersonal relationships.
- It improves motor skills.
- It increases attention span of the child.
- It inculcates cooperative learning strategies and team work.
- It increases vigor and clear thinking.

### **Mental/intellectual benefit from Physical Education**

- As we know a sound mind lies in a sound body. Physical Education helps in achieving best health hence best mental health of the child
- It increases patience in the child.
- It makes a person calmer in nature.
- It helps the child to focus in right direction as energy is chanelised in right direction.
- The academic achievement level of the child increases.
- It provides children with learning experiences essential to the critical thinking skills that foster faster inquiry and ability to focus on problems.

## Emotional Benefits of Physical Education

- It makes a child emotionally well balanced.
- This will reduce road rage.
- It makes children come out of their shells and become more confident.
- This provides opportunity to improve eye-sight as child will be spending less time on the computer.
- It establishes positive recreation habits.
- reduce anxiety, depression, tension, and stress,

## Language skill enhancement through Physical Education

- The Physical Education environment helps kids even those with speech or language delays - to understand language concepts and apply appropriate labels.
- It provides a natural opportunity for children to learn different concepts like *around, over and under, front and behind* etc.
- Language skills can easily be implemented into Physical Education classes without sacrificing the physical skills they're teaching.
- It reduces anxiety, depression, tension, and stress and positive effect on self-esteem changes in adults.

## CONCLUSION

The positive role of Physical Education in social, physical and cognitive development of children is unquestionable. Physical Education learning experiences also offer a unique opportunity for problem solving, self-expression, and socialization (Gruber, 1986). Children learn through a variety of modalities (*e.g., visual, auditory, tactile, physical*). Teaching academic concepts through the physical modality may nurture children's kinesthetic intelligence. Research has demonstrated that children engaged in daily physical activity show superior motor fitness, academic performance, and positive attitude towards school (Silver, 1983). These children generally have fewer problems and have open minds that are more receptive to learning.

# Health Clubs and Physical Education

Anil Yaduvanshi

Physical Education is the name of the life-stream of knowledge about human body and the relevant exercises, activities, training, games and sports required to maintain the good health and spirit of the human being. Health Clubs are formed by the group of young well-educated volunteers knowing the fundamentals of good health and who are deputed for generating awareness about good health among masses. UNICEF in the last millennium has set the mission "Health for All", consequently a lot of Health Clubs have come up to spread awareness about importance of good health.

## **Real meaning of Health :**

The answers are many. However, the simplest answer is that HEALTH begins and ends with Human Mind and in between there are Environments, both internal and external. These environments determine the health of a person. It has been suggested by the latest research in the field of medicine that the cause of most of the human diseases may be psychosomatic disorders.

Human health has been deteriorating very fast due to the irrational worries of human beings about the future and their painful thoughts about their past. We are failing miserably in enjoying our present life and rather keep pondering over the negativities of in our life . That could be the beginning of a disorder in our body in the form of various diseases.

When you allow yourself to become weak by continuously thinking negatively, then our enemies, in the form of various diseases are, in fact, invited in environment of weak resistance to attack us due to which we are forced to suffer unnecessarily.

## **Role of Physical Education in Health Clubs**

Equipping Health Club Members with the relevant theoretical and practical knowledge of the Physical Education plays the most important role in achieving practical success in terms of spreading awareness about the good human health. Physical Education involves many disciplines such as Sports & Games, exercises, yoga, Drills, Physical and Mental Activities, etc. All

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*Kanha Makhan Public School, Mathura*

these important disciplines of Physical Education wonderfully teach us practically the sportsmen spirit, team spirit, losing spirit, winning spirit, killer instinct, maintaining healthy body with healthy mind, discipline, fairness and the unpredictability of our life.

## Impact of Health Clubs on the Environment

Good Health Clubs with self-motivated, healthy, young and physically and mentally educated young students can create a new world, because the more accurate awareness of having a total sound good health amongst the masses would certainly create a pollution-free internal environment amongst the masses which in turn will certainly make an extremely positive impact on the external environment in the world.

## Health Clubs' Awareness Programs for the Masses

Enthusiastic members of Health Clubs generate awareness about keeping good health naturally and the harmful substances such as tobacco products, alcohol, drugs, etc. Health Clubs also make the people aware about the harmful effects of taking spicy, oily and fried food. Health Clubs also make you beware about the use of synthetic milk and harmful chemicals that are now being used in the vegetables and fruits by the farmers to add their glow and size for earning easy money. The volunteers can also make people aware about the use of polythene in their daily lives. They can also conduct awareness programs for the prevention and cure of fatal diseases such as cancer and Aids.

*Curriculum does not mean only the academic subjects traditionally taught in the school but it includes the totality of experience that a pupil receives through the manifold activities that go in school in classroom, playground, library, laboratory & in the numerous informal contacts between teachers & pupils.*

*Secondary Education Commission 1952-53*



# Health Promoting School

Sharmistha Sen\*

School is a powerful agent of change in community health. Programmes in health education provide more opportunities for students rather than traditional classroom learning. Curriculum transaction could be planned in a fun-packed way by including health oriented games, competitions, sanitation etc.

School children are full of enormous energy that often remains untapped and laden with academic pressure and demands. They should be engaged in assorted activities which in addition to academic concern must also include parts of co-scholastic activities like Health and Physical Education. Physical Education in Schools generally vegetates with almost little or no innovation. Novel ideas come into being when children participate in group discussions and other interactive sessions. *'The Physical and Mental Well Being'* must be at the focus of the activities conducted in the schools as the schooling has been proven to be extremely crucial in shaping up behavior that may continue till very late in their lives.

The topics related with the Physical and Mental well Being may be **Knowing Your Body, Food and Nutrition, Personal and Environmental Hygiene, Physical Fitness and Personal Grooming and Turnout**. The CBSE has already published [Comprehensive School Health Manuals](#) in four volumes. The Manuals could be used as resource material for Health and other **Life Skills** related activities in the schools.

Children may involve their peers, siblings, parents and the wider community in such programmes. These may include health quiz and crossword puzzles, **'healthy class'** awards, public- awareness campaigns, teaching and helping neighbourhood households with **hygienic upkeep of homes, poster making, health-card maintenance, salad preparation and diet-chart designing competitions**.

Beginning the day at a school by some refreshing physical activity makes the process of education nothing less than a celebration for students and teachers as well. One way to do this could be carrying out half an hour session of EXERDANCING (exercise-cum-dancing) every

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*Principal, Aditya Birla Public School Veraval, Gujarat*

morning, followed by a short assembly period. In exerdancing, groups take turns to perform a) **aerobics; b) mass drill; c) yogic exercises; d) eurhythmics** to the tune of music. This takes care of the physical, mental, emotional and psychological health of each child.

Dancing for exercise gives a great body- mind workout. Exerdancing helps strengthen bones and muscles without hurting joints. It improves posture and balance; helps build confidence, increases stamina and flexibility. It wards off illnesses like diabetes, high blood pressure, osteoporosis, depression and coronary diseases.

Exerdancing is an enjoyable and effective method of instilling mathematical concepts especially at upper primary level. Multiplication tables, addition, subtraction and division can well be taught through dancing exercises. Tableau formations are useful in giving concepts of shapes. Through practical experiences in dance, children get exposure to exploring, identifying, combining and contrasting elements of body awareness, space, directions, distance, relationships, time and energy. Through simple games, exercises and improvisations the student learns to combine music and movement in order to develop rhythmic unity between eye, ear, mind and body.

The musical accompaniment contributes towards the feel-good factor and a strong rhythmic sense and of course leaves a song in the heart!

*Dancing in all its forms cannot be excluded from the curriculum of all noble education; dancing with the feet, with ideas, with words, and, need I add that one must also be able to dance with the pen?*

*Friedrich Nietzsche*



# Role of Health and Wellness Club and Physical Education in Schools

Mrs Seethalakshmy

## Introduction

What a queer life we are leading! T S Eliot in his work "*The Wasteland*" criticized the modern life that is devoid of values and similar to '*death in life*'. The context where he maintains, '*London Bridge is falling down*' is quite apt to living condition of modern man who is suffering from restlessness, stress and isolation. Day by day, our existence is being encircled by many kinds of complexities and thus man is becoming increasingly busier with his day- to-day economic problems. Consequently, modern man can hardly spare any time in the maintenance and care of his body. In view of the extreme importance of our physical strength, the curriculum planners at CBSE made it compulsory for schools to practice physical education right from the primary classes till the Senior Secondary level.

## Physical Education in Educational Institutions

The prime aim of Physical Education is to equip students with the knowledge, skills, capacities and values along with the enthusiasm to maintain a healthy lifestyle into adulthood. Some schools are also taking Physical Education as a way to reduce obesity in their students. Activities included in this programme are designed to promote physical fitness, to develop motor skills, to instill knowledge and understanding of rules, concepts and strategies and to teach students to work as part of a team or as individuals in a wide variety of competitive activities.

## Objectives of Physical Education

In Physical Education and Sports apart from becoming physically fit, one also realizes the importance of team work and cooperation through games and sports. Physical Education also teaches us about the qualities of leadership and self discipline. It makes students acquainted with the importance of taking initiative in every field of life. It widens their social circle also. Physical Education and sports also teaches us the benefits of unity and integration and as evident from

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Principal, Sinhgad Public School, Lonavala, Pune, Maharashtra

international sports competitions this spirit of unity not remain confined to a country but spread over to entire world.

### **Physical Education – service to the nation**

Physical Education helps students in many ways .It also teaches students to learn from their failure and try again by practicing hard. It generates zeal among them to succeed. It fosters values such as good health, endurance, courage, confidence etc. A fit person is always ready to face any challenge that life poses his way. In order to be adaptable to the changing time, each and every individual ought to be strong enough both physically and mentally. It is a well built physique along with patriotic spirit and sacrifice that alone can make a nation strong and rich.

*Better to hunt in fields, for health unbought,  
Than fee the doctor for a nauseous draught,  
The wise, for cure, on exercise depend;  
God never made his work for man to mend.*

*John Dryden*

