

Physical EDUCATION

Class XI



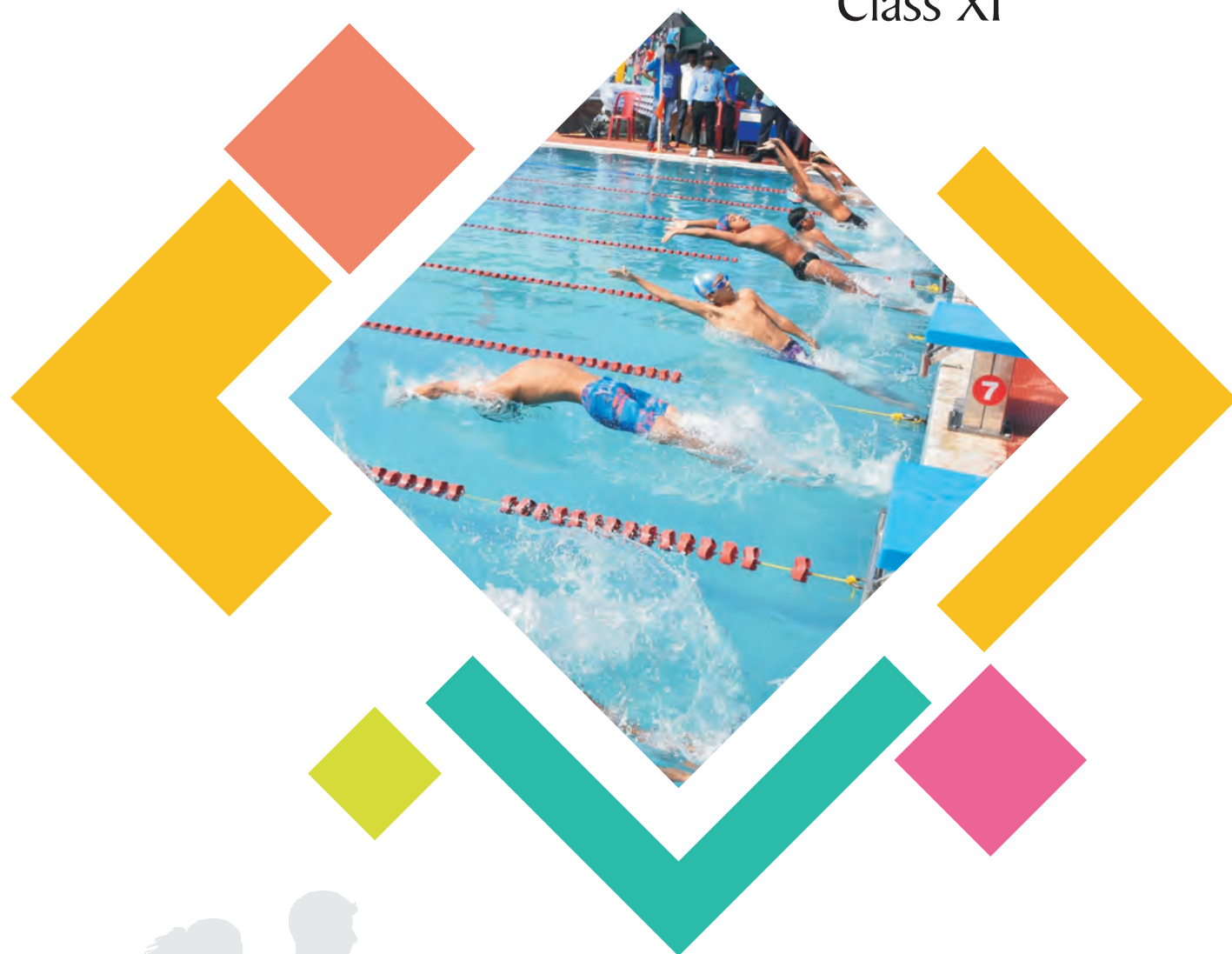
CENTRAL BOARD OF SECONDARY EDUCATION

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



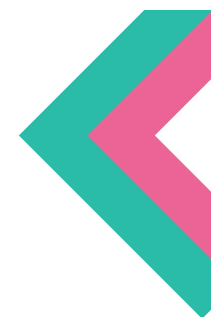
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THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

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

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

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

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

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

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

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

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण ¹प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

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

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

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

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

भाग 4 क

मूल कर्तव्य

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

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

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



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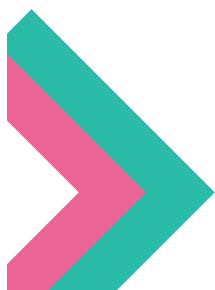
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PREFACE

Let us, at the outset, determine what Physical Education means. Physical Education refers to Education through physical activities “to achieve all round development of an individual”. And for achieving this aim, the objectives must include -

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

Physical Education has moved from being an extra-curricular part of school syllabus to being an integral part of the curriculum since UN convention on the rights of the child on May 1st 2012, brought in through article 31 “The child’s right to play”. In India, too, with the focus on “Swasth Bharat”, the primary thrust is on wellness, preventive health care and awareness. This makes it essential that physical fitness issues are addressed at different levels of schooling. With this objective, CBSE has made Physical Education compulsory in schools and is in the process of developing textbooks on Physical Education for Classes XI and XII to train children for a healthier lifestyle.

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

As an essential part of education, Physical Education helps the learners acquire skills that improve their performance, sharpens knowledge of strategy and tactics, and helps them to transfer knowledge from one context to another, including sport and recreational and outdoor activities. Participation in Sports and Games builds confidence, teaches the necessary knowledge and skills for working with and relating to others, and provides the learning opportunities to develop skills like qualities of leadership and teamwork skills. This learning is transferred to other learning areas, when, for example, students cooperate and work together in groups in other subjects in the school setting and in their lives outside school. As students learn ‘in, through, and about’ movement, they gain an understanding that movement is integral to human expression and can enhance their lives. By demonstrating the benefits of an active life style, they encourage others to participate in sports, dance, exercise, recreation, and adventure pursuits.

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

As a subject of study, this textbook of Physical Education highlights a holistic understanding of health, focussing on the importance of exercise, games and sports, nutrition and the environment. This book also discusses the psycho-social and mental



health related issues of not just sportspersons, but also children at large and collective responsibilities for healthy community living.

About the Book

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

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

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

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

Additional information has been given in a box in the **Do You Know** Section which provides some input, thereby encouraging students to research and acquire additional information.

The **Art Integration** Section suggests certain activities that will entice the students to construct knowledge, and explore novel ways at expressing their learning thereby developing their understanding and problem-solving abilities.

The **Extension Activities** and Activities in the **Art Integration** Section are suggestions. They could be modified or adapted to suit classroom situations and needs.

