



Government of Karnataka

# Physical Education Textbook

**9<sup>th</sup>**  
**Standard**

**(Revised)**

**Karnataka Textbook Society (R.)**

100 Ft. Ring Road, Banashankari  
3rd Stage, Bangalore -560085.

## PREFACE

“If education were identical with information, the libraries would be the greatest sages in the world and encyclopedias would be the rishis. We need life building , man making and character forming education ..... Our country needs men with nerves of steel, muscles of iron and gigantic will which nothing can resist, which can penetrate into the mysteries and secrets of the universe and will accomplish their purpose in any fashion even if it meant going down to the depths of the ocean, meeting death face to face.” \_ Swamy Vivekananda

Swamy Vivekananda’s concept of education could be realized only when the system of education provides opportunities for the learner to train his/her body on healthy lines, acquire useful knowledge and competence to translate this knowledge into producing useful goods and services and a strong spirit with the power of Dhi.

The first aspect of education is taken care of physical education, health education and yoga. All the three form part of the curriculum recently revised, based on the principles of NCF 2005 and KCF 2007. Physical education has been a part of the curriculum from class I to X. It is made formal from class VI.

Accordingly textbook committees have been formed with representation from universities, colleges and schools. The syllabus for each class includes physical exercises, sports, games and yoga. The textbooks provide practical suggestions to the learners about various physical activities, sports and games. “Learning by doing” has been the guiding principle in each of the activities provided.

It is for the first time that Physical Education has been made an examination subject and CCE is extended to this subject. Procedures of evaluation both summative and formative have been evolved. Teachers are going to be trained in these aspects.

The Textbook Society expresses grateful thanks to the Chairpersons, Members, Scrutinizers, Artists and the members of the State Editorial Board for helping the Textbook Society in producing these books. The Society also thanks the printers for bringing out the books in a very attractive form.

Date: 1.3.2013

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## CHAIRPERSON'S NOTE

Though it was accepted a century ago that physical education is integral part of education, it was implemented in Karnataka in 2009 only. In this context this curriculum and syllabus were revised in 2012 on the basis of NCF 2005 and KCF 2007, and present textbook is prepared on these lines. Though the short comings of previous syllabus and textbooks are addressed in this edition of textbook, this is not final. There is a need to translate the aims and objectives of physical education in the schools of the state. This is the responsibility of all physical education teachers.

Physical education is mainly associated with psychomotor domain and the objectives are realized through activities on the play field. Therefore the practical part is included in first part of the textbook and the theory related to practical activities is explained in part two. Practical part is divided into 4 divisions namely group games, athletics, yoga and rhythmic activities. Theoretical part is categorized as group games, athletics, yoga, health education and national integration.

In every lesson, basic minimum topics are discussed in detail and activities and project work are also suggested to understand the additional information. The children have not only to master the various skills explained in practical lessons, but they should apply these in practice while playing mentioned in theory lessons.

I express my gratitude to all the members of the committee who worked hard in preparation of this textbook. I thank personally and on behalf of committee, the Director, KTBS, Chief coordinator and officers for their cooperation in bringing out this textbook. I also thank all those who helped directly or indirectly in preparation of this book.

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## About the Review of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the New Textbooks from standard one to ten, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the Textbook experts should follow: “The Textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the production of the Textbooks from class one to tenth, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints, and analyses about the Textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and review if necessary. Afterwards, a new order was passed on 19-9-2015 which also give freedom even to re-write the Textbooks if necessary. In the same order, it was said that the completely reviewed Textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had send them to the Education Minister and to the ‘Textbook Society’. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education ‘Teacher Associations’. Questionnaires were administered among teachers to pool up opinions. Separate meeting were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meeting were held for discussions. Women associations

and science related organisation were also invited for discussions. Thus, on the basis of all inputs received from various sources, the textbooks have been reviewed where ever necessary.

Another very important thing has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a critical study of the text of science, mathematics and social science subjects of central schools (N.C.E.R.T), along with state textbooks. Thus, the state text books have been enriched basing on the critical analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central school. Besides, these textbooks have been examined along side with the textbooks of Andhra, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only review, it is not the total preparation of the textbooks. Therefore, the structure of already prepared textbooks have in no way been affected or distorted. They have only been reviewed in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been effected into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the 'Textbook Society' who sincerely worked hard in forming the committees and managed to see the task reach it's logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also due to the subject experts and to the associations who gave valuable suggestions.

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## CONTENT

### PRACTICAL

Sl. No.		Page No.	Periods
	<b>TEAM GAMES</b>		24
1	VOLLEYBALL	1	
2	HOCKEY	8	
3	HANDBALL	13	
4	BASKETBALL	19	
5	BADMINTON	23	
	<b>ATHLETICS</b>		12
6	TRIPLE JUMP	26	
7	JAVELIN THROW	29	
	<b>YOGA</b>		18
8	ASANAS	33	
9	PRANAYAMA	42	
	<b>RHYTHMIC ACTIVITIES</b>		05
10	N D S LEZIUM	44	
11	DRILL AND MARCHING	54	05
12	RECREATION GAMES	56	
13	NATIONAL INTEGRATION	61	02



## THEORY

Sl. No.		Page No.	Periods
1	DEVELOPMENT OF PHYSICAL EDUCATION IN INDIA AFTER INDEPENDENCE	63	01
	<b>TEAM GAMES</b>		18
2	VOLLEYBALL	69	
3	HOCKEY	76	
4	HANDBALL	84	
5	BASKETBALL	88	
6	BADMINTON	92	
	<b>ATHLETICS</b>		12
7	TRIPLE JUMP	97	
8	JAVELIN THROW	104	
	<b>YOGA</b>		12
9	YOGASANA	111	
	<b>HEALTH EDUCATION</b>		10
10	SOCIAL HEALTH	120	
11	USES OF A HEALTHY ENVIRONMENT	123	
12	IMPORTANCE AND USES OF RAW VEGETABLES	128	
13	FIRST AID	130	
	<b>NATIONAL INTEGRATION</b>		02
14	GUIDELINES OF NATIONAL FLAG AND COMMUNAL HARMONY	134	

## PRACTICAL TEAM GAMES

### Lesson -1

## VOLLEYBALL

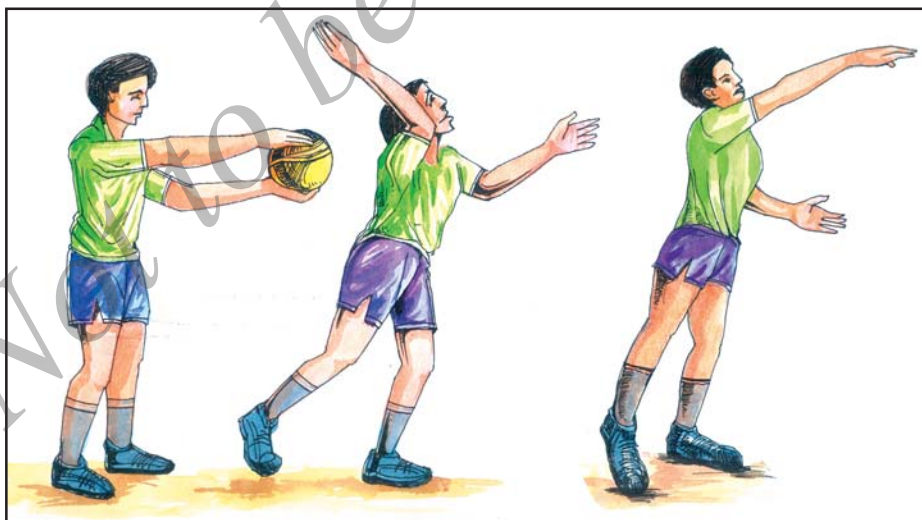
**You learn the following skills in this game.**

- Tennis serve
- Setting the ball (upperhand pass)
- Straight smash
- Receiving the ball and rolling

Volleyball is an international game. This game has its own importance in our country. It is followed in the rural areas as well as in the cities. This game can be played in a court which requires a small area. The students develop their physical fitness by playing this game.

### I. TENNIS SERVICE

This is a type of service which is very powerful. Since the movement of the hand hitting the ball is similar to the service in tennis, this skill is called 'Tennis service.'



**Figure 1.1 Tennis service**

**1. Stance :** The server places the ball on the palm of his left hand which is outstretched in front of his body. The player should stand behind the end line without touching the line and with his left leg forward. The right hand should be positioned above so as to hit the ball. (The above position is for the right handed players. The left handed players make the opposite movements).

**2. Execution :**

**(a) Toss and serving action :** The ball should be tossed about 1 to 1.5 feet in front of the forehead. The height of the toss depends on the personal capacity of the player. To make this service more effective, the player arches his upper body backwards with his knees bending a little. The right hand is raised to the shoulder level with the elbow slightly bent. As the ball drops down, the right hand should be withdrawn backwards and with a quick action, swung forward over the shoulder to hit the ball. The left hand is moved normally on the left to maintain balance and coordination. (The left handed players should move the opposite leg and hand).

**3. Contact :** The ball should be contacted at the back and centre, with the open palm. The bottom of the palm first contacts the ball and then the fingers contact the top of the ball to rotate it forward as it is hit.

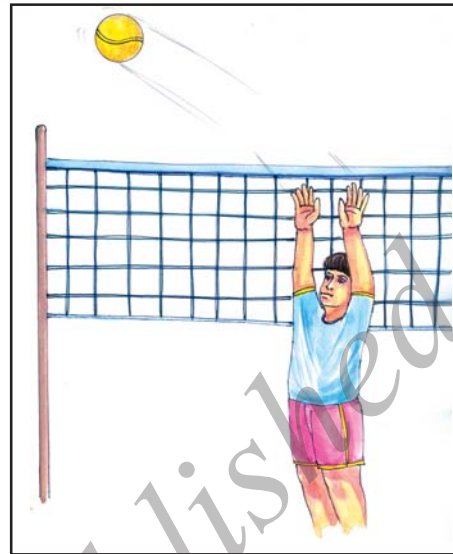
**4. Follow Through :** The movement of the serving hand decides the direction in which the ball travels. As the service is executed the non serving hand moves downward. As the ball is contacted, the body weight is transferred to the front leg and the rear leg moves forward. Immediately the player enters the court and takes part in the further proceedings of the game.

**II. SETTING THE BALL (OVERHEAD PASS)**

Setting the ball is a very important skill in volleyball. The success of the team depends on the intelligence and ability of the player setting the ball. This skill involves the eye hand coordination and requires a combination of timing and tactics to increase its effectiveness.

### 1) Stance

- Place one leg ahead in the direction of setting the ball.
- Keep the back straight with the hips and knees bent.
- The head should be lifted up and the eyes focussed on the ball.
- The shoulders should be parallel and in the direction of setting the ball.
- The hands should be above the level of the eyes, arms should be parallel to the ground and about  $45^{\circ}$  to the shoulders.
- The thumb and the fingers should be formed in the shape of a cup; the ball should be contacted about 10 cm. in front of the forehead and pushed forward and upward.



**Figure 1.2 Setting the ball**

### 2) Execution

- The following movements should be done while setting the ball. The legs, hips and hands should move in the direction of setting the ball.
- While setting the ball, the force should be generated from the wrist, palms, shoulder, trunk, knees and ankles together.

**3) Contact :** As the body moves towards the ball, the hands should move upward from the level of the eyes. The ball should be contacted with the thumb and fingers without making a double contact sound, without the ball resting on the fingers and without contacting the ball with the palms.

**4) Follow through :** After playing the ball decisively toward the target, the arms should be extended and hands should move toward the direction of the pass.

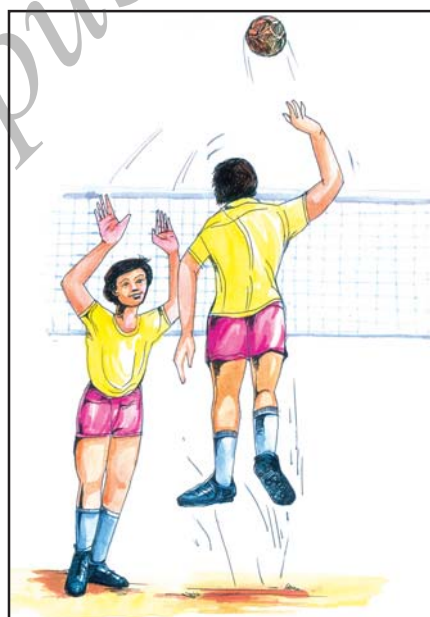
**Instructions :** After the students are well versed with the front pass, the other variations such as the back pass, the short pass, jump pass, one hand jump pass can be practised. The short, medium, high and wave pass can be learnt according to the situations.

### III. STRAIGHT SMASH

The straight smash skill is an exciting smashing skill which is very powerful, attacking and effective and that which is desired by every player.

**1) The Approach :** The attacker observes the movement of the ball and moves towards it. The attacker should take a minimum of three steps prior to the take off. The player should approach perpendicular to the centre line, the first step should be a small one, the second a little longer and the third still more longer. This movement will help him to jump high into the air easily.

**2) The Take off :** As the attacker takes his third step (The right handed player should place the right leg and the left handed player the left leg), the rear leg should join the front leg and be ready for the jump. At this moment the arms are swung downward and backward and the knees are bent, ready for the take off.



**Figure 1.3 Straight smash**

**3) The Jump :** The jump involves the coordination of all the body parts. The explosive action for the jump is generated by the powerful

upward swing of the arms upto the level of the shoulders and the extension of the hips, knees and ankles from a flexed position.

**4) The Hitting action :** The ball should be contacted at the highest point of take off and with the open palm should be hit downward and forward. The ball should be contacted slightly in front of the shoulders. The hitting hand should contact powerfully on top of the ball. The palm should be completely open. The attacker should arch his trunk backwards in the shape of a bow just before hitting the ball, so as to generate maximum force on the ball.

**5) Ball Contact :** The ball should be contacted with the palm initially followed by the fingers. Both these actions are completed with the help of the wrist.

**6) Follow through and Landing :** After hitting the ball, the hitting hand should independently come down. As you land the toes should contact the ground followed by bending of the knees. This prevents the knees from taking the full force of the body weight. By landing in a skilful manner injuries to the knee and ankle joints can be prevented.

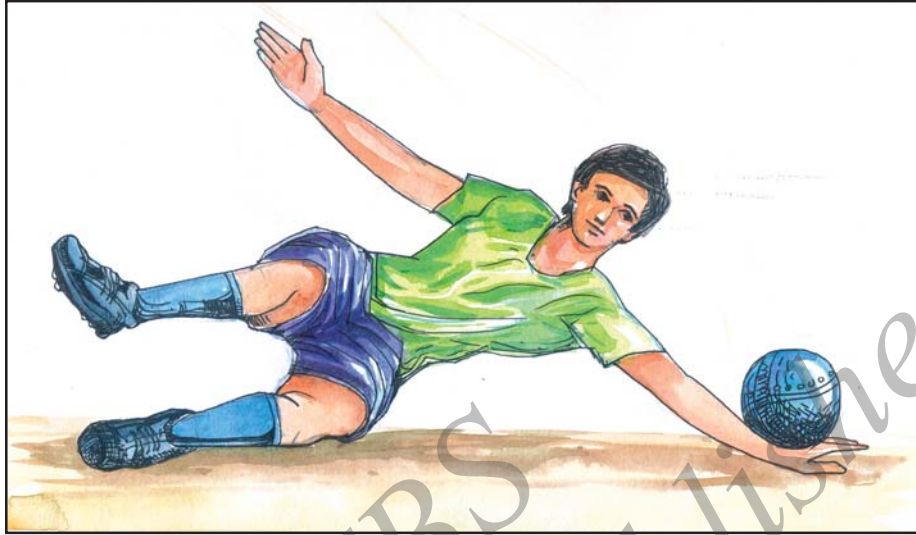
#### **IV. RECEIVING THE BALL AND ROLLING**

##### **1) Initial position :**

- The player stands with his feet in a parallel position and knees slightly bent. The upper body should be bent forward slightly.
- The bodyweight should be distributed equally on both feet. As the player observes the movement of the ball, he should come onto his toes.

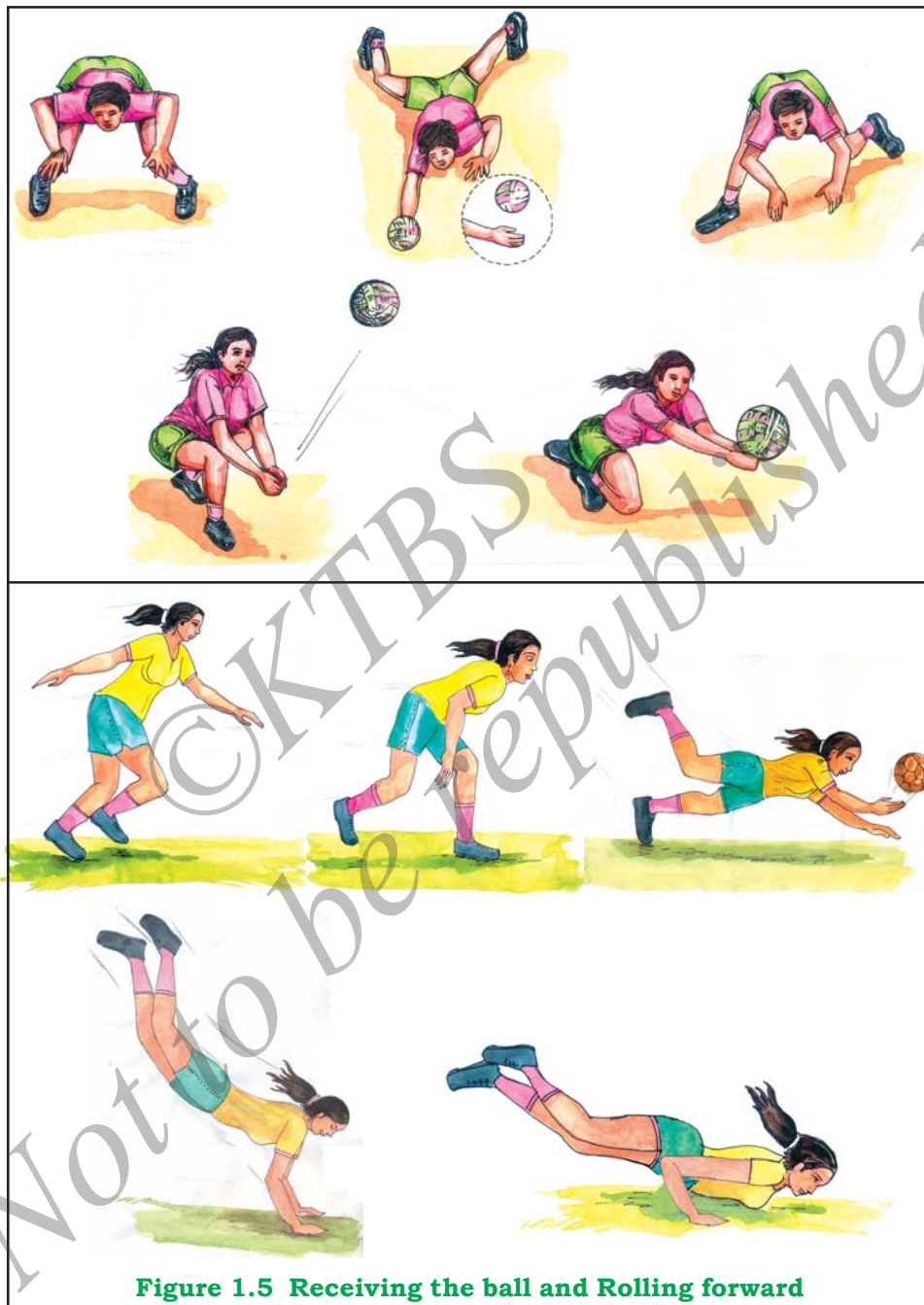
##### **2) Contact phase :**

- When the ball drops in front extend the power leg in the front as much as possible, when the ball drops to the right place the right leg to the right and as the ball drops to the left place the left leg to the left as much as possible.



**Figure 1.4 Receiving the ball and Rolling**

- The player should always be in an alert position and keep his hands close to the legs as he moves in the direction of the ball. The hand on the non playing side should be held normally beside the body to maintain balance.
- When the ball drops in front, the body weight should be more on the front leg, and when the ball drops to either side, the body weight is concentrated on the leg on the side in which the ball is approaching.
- The player should move quickly to bring his body below the level of the ball and play the ball with the wrist (underarm) or with the back of the wrist (the palm is facing the ground).
- The ball should be contacted underneath it and should be hit upwards.
- In order to avoid injury and to maintain balance, and according to the situation, the player may dive in the direction of the approaching ball (front, left or right).



**Figure 1.5 Receiving the ball and Rolling forward**

**Project :** With the help of your teacher, prepare lead-up activity to practise the skills of the game.



## Lesson -2

# HOCKEY

You learn the following skills in this game.

- Straight Hit
- Scoop
- Aerial stop
- Passing – Diagonal pass
- The Goalkeeper's stance

Hockey is our national game. Currently it is a very famous and popular game at the international level. It has got its own importance in India. By learning and practising the skills of this game, the students can develop their physical fitness.

### I. STRAIGHT HIT

- 1. Grip** : Hands together 2-3 inches below the top of the stick.
- 2. Placement of the ball** : Keep the ball in front of the left foot toe at a distance of 9" to 12" inches.
- 3. Body Position** : Left leg forward, right leg diagonally behind, body weight on the left leg, knees slightly bent, left shoulder pointing towards the target, forehead over the ball.
- 4. Execution** : Swing the stick back with the wrists bent, the stick head moving up to the shoulder level and with a forward movement of the stick - strike the middle of the ball with the middle of the blade.

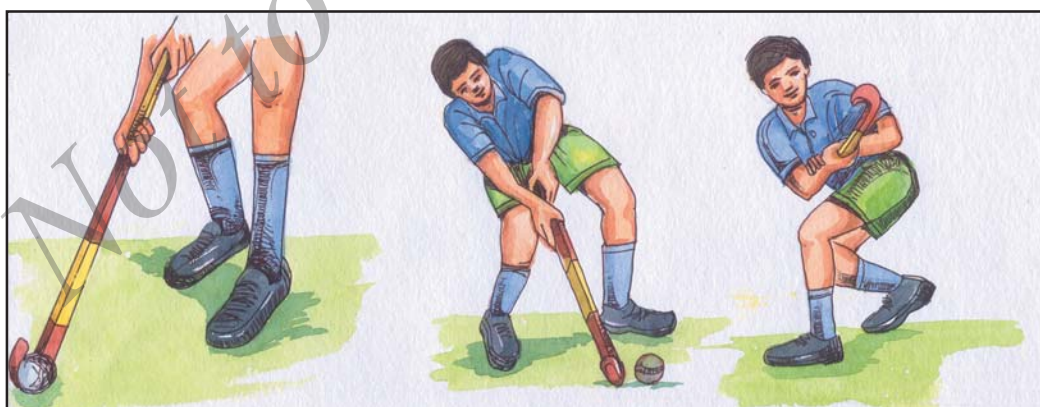


Figure 2.1 Straight hit

**5. Follow through :** After the contact of the ball the wing of the stick should be continued in the line of the ball movement. The weight is transferred to the front foot as the ball is contacted.

## II. SCOOP

- 1. Grip :** Two handed open grip. (Left hand at the top of the stick, right hand at the middle or little above the middle of the stick.)
- 2. Ball placement :** Keep the ball towards the right foot thumb in the line at the distance of 9" to 12".
- 3. Body position :** Left foot forward, left foot toe slightly turning towards right side, right foot behind instep of the right foot, face towards the left heel, body weight on the right foot, left shoulder raised, right shoulder down, body squarely towards the target
- 4. Execution :** Flat side of the stick blade should be under and behind the ball, body weight shifted from right foot to left foot with rotation of the trunk, body should be behind and under the ball with crouch position, raise the ball upward and forward
- 5. Follow through :** Move the stick in the direction of the scoop. Transfer the weight to the front (left) leg.



**Figure 2.2 Scoop**

### III. AERIAL STOP

- 1. Grip :** Two handed open grip. Left hand at the top and the right hand at the middle of the stick. The stick must be held up so that the stick head is approximately between the waist and the knees depending on the height of the ball.
- 2. Body position :** The body must be in line with the ball with the feet comfortably apart to maintain balance. The eyes must be focussed on the incoming aerial ball.
- 3. Execution :** Move in line with the ball so that you can stop the ball at or below the waist level. At the moment of stopping hold the stick firmly but loose enough to absorb the impact of the ball and let it drop at the feet. In case the ball is above the anticipated height, without lifting the stick above the shoulder height, hold it horizontally to stop the ball.
- 4. Follow through :** After control the ball bring down the stick which is in lefthand.



Figure 2.3 Aerial stop

### IV. PASSING – Diagonal pass

Dodging or beating an opponent by transferring the ball to a teammate is called passing. Diagonal passing is one method of passing the ball.

In this pass from a parallel position player 'B' runs to be diagonally ahead and to the left of 'A' and receives the ball pushed by 'A' on the reverse side of the stick. Player 'A' after pushing the ball runs ahead so he is diagonally in front of 'B' and receives it from 'B' on the forehand side. Maintain a horizontal distance of about 10 to 15 mts. This type of pass is useful while running ahead into open spaces thus increasing the speed of attack and beating the opponents.



Figure 2.4 Zig-Zag pass

#### V. THE GOALKEEPER'S STANCE

The knees should be slightly bent and the back crouched with the head forward, chin above the knees and the knees above the

toes. The feet are close so that there is no gap for the ball to pass through. The hands should be held to the side slightly away from the body and the elbows bent. The palms should be facing forwards. The stick is held in the right hand.



**Figure 2.5 Goalkeeper**

**Project :** With the help of your teacher, prepare lead-up activity to practise the skills of the game.

## Lesson -3

# HANDBALL

You learn the following skills in this game.

- Passing
- Catching the ball
- Shooting
- Dodging
- Goalkeeping

Handball is an international game. It is a game played in a small area and with less equipment. The students will develop their physical abilities by playing this game.

### I. PASSING (WRIST PASS) :

- 1. Ball holding and stance :** The ball should be held in the right hand near the waist.
- 2. Execution :** Lift the elbow and turn the palm to the right. The body weight should be on the right foot. Push the wrist forcefully and pass the ball to the right.
- 3. Follow through :** The right arm should be fully extended in the direction of the pass.

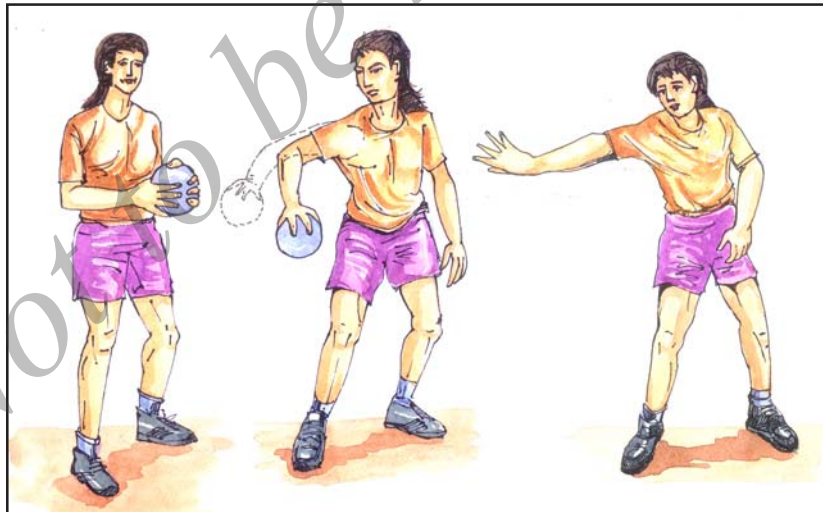


Figure 3.1 Wrist pass

## II. CATCHING THE BALL (BELOW THE KNEES)

- 1. Stance :** The knees and the trunk should be bent according to the height of the approaching ball. The hands should be extended forwards and downwards towards the ball. The fingers also should be extended forwards.
- 2. Execution :** As the ball is gathered with the help of the fingers, the body should be raised.
- 3. Follow through :** The player should keep his body erect and withdraw the ball towards the chest.

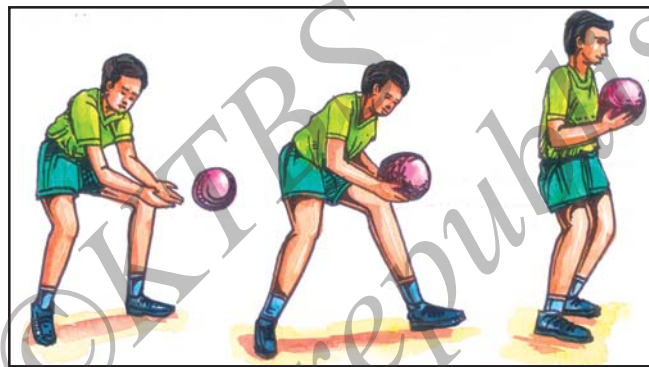


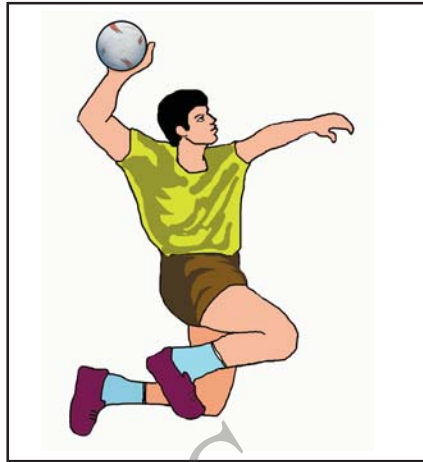
Figure 3.2 Receiving the ball below the knees

## III. SHOOTING

### A. Jump Shot

This is a shooting skill which is normally used by players with strong shoulders.

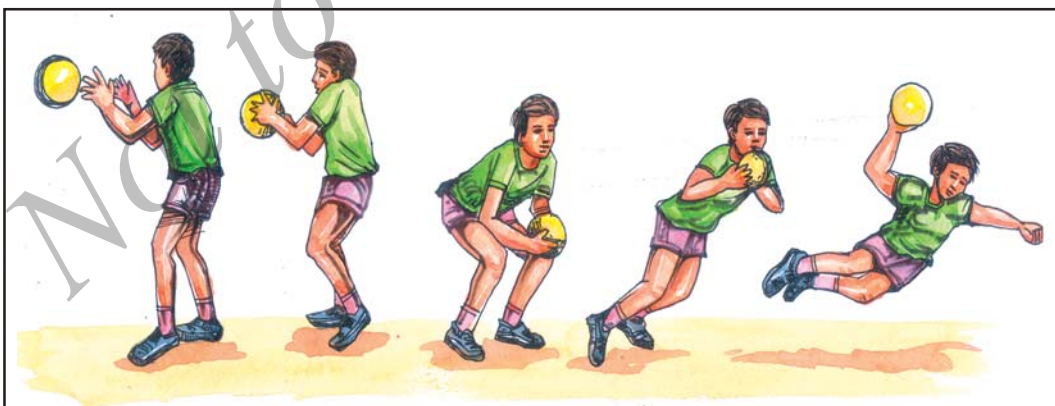
- 1. Stance :** As the player runs and takes possession of the ball, the left leg is in contact with the ground.
- 2. Execution :** Holding the ball firmly a long stride is taken with the right leg followed by another step with the left. The takeoff is taken from the left leg and the right hand is brought up above the head, The body is pushed forward in the air and the ball is released towards the goal.
- 3. Follow through :** After releasing the ball, the player lands on the right leg or both the feet together.



**Figure 3.3 Jump shot**

**B. Dive Shot :**

- 1. Stance :** The player should stand with his back to the goal. Hands should be extended forward.
- 2. Execution :** As the ball is received, the trunk should be bent forward. The left leg should be placed in front of the opponents left leg in a diagonal position. Turning to the left and facing the goal, the chest should be pushed forward. Immediately, taking off and diving forward, the ball should be released towards the goal with the right hand.
- 3. Follow through :** After releasing the ball, the player should land on his palms and feet simultaneously and roll on either side.



**Figure 3.4 Dive Shot**



#### IV. DODGE : Right and Left

##### A. Right Dodge :

- 1. Stance :** The player should receive the ball on his right foot when he is about 2 feet away from the defender.
- 2. Execution :** As soon as he receives the ball step forward with the left foot in front of the right shoulder of the defender. At the same time hold the ball with both hands and move to the left. When the defender sways to the left, immediately move the left foot to the outside of the left foot of the defender. Simultaneously move the ball to the right side and taking a decisive step with the left foot jump into the air and shoot or pass with the right hand.
- 3. Follow through :** After making the shot or pass, land on both feet, change direction and move forward to receive the ball.

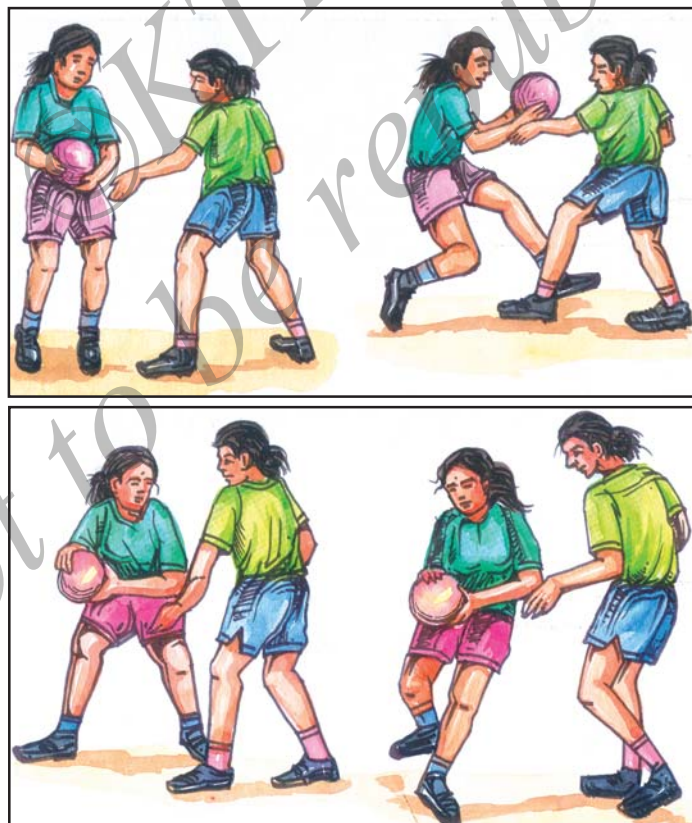


Figure 3.5 Right dodge

## B. Left Dodge :

1. **Stance :** The player should receive the ball when he is about 2 feet away from the defender.
2. **Execution :** As soon as he receives the ball step forward with the right foot on the outside of the left foot of the opponent. Hold the ball in both the hands and move it to the right. Keep the left leg in front of the defender's right leg and shift the ball to the left into the left hand, on the left side of the body. Take a step forward with the right leg, simultaneously taking the ball with the right hand; make a short pass by jumping into the air.
3. **Follow through :** After making the shot or pass, land on feet, change direction and move forward to receive the ball.

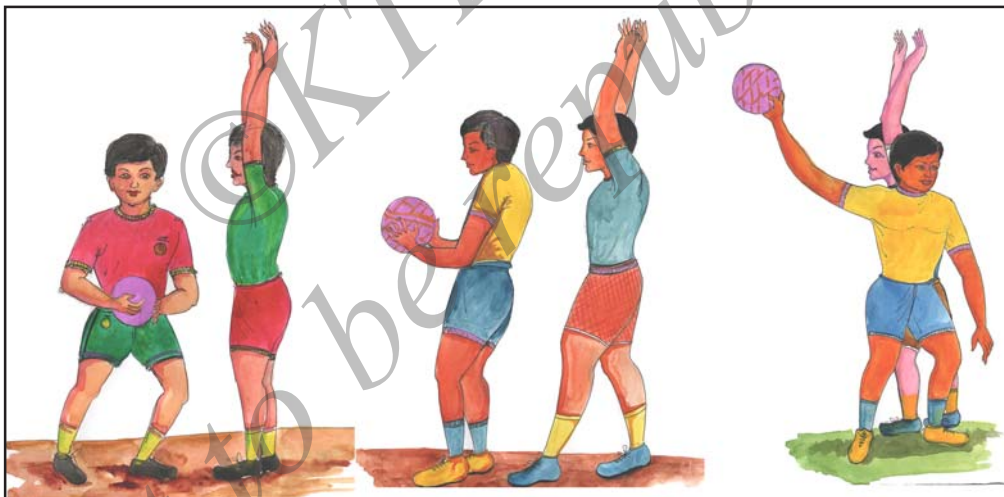


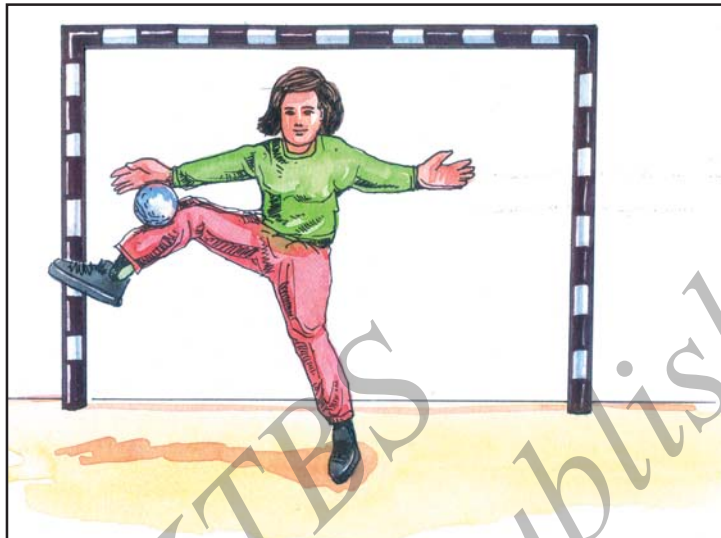
Figure 3.6 Left dodge

## V. GOALKEEPING

### Stopping the ball above the waist :

1. Step forward toward the direction of the ball.
2. To block the ball coming above the waist level, raise the hands to the height of the approaching ball.

3. Take possession of the ball after blocking it.



**Figure 3.7 Blocking a ball at waist level**

**Project :** With the help of your teacher, prepare lead-up activity to practise the skills of the game.

## Lesson -4

# BASKETBALL

### The following skills will be learn in this game

- Dribbling
- Overhead pass
- Shooting
- Jump shot
- Layup shot

Basketball is an international game. This game can be played indoors as well as outdoors. This game is popular in India.

By learning the skills of the game a student can develop his physical capacity, speed and endurance. This game is played in a court which requires a small area.

### I. DRIBBLING

Right handed players should stand in a diagonal position with the left foot forward. The knees should be bent slightly and the player should be looking up. The ball should be pressed downward towards the ground with the extension of the right elbow. As the ball comes up, it should be contacted with the base of the fingers of the right hand and once again pressed downward. The ball should be allowed to bounce to the level just above the knees and the sight should always be ahead.

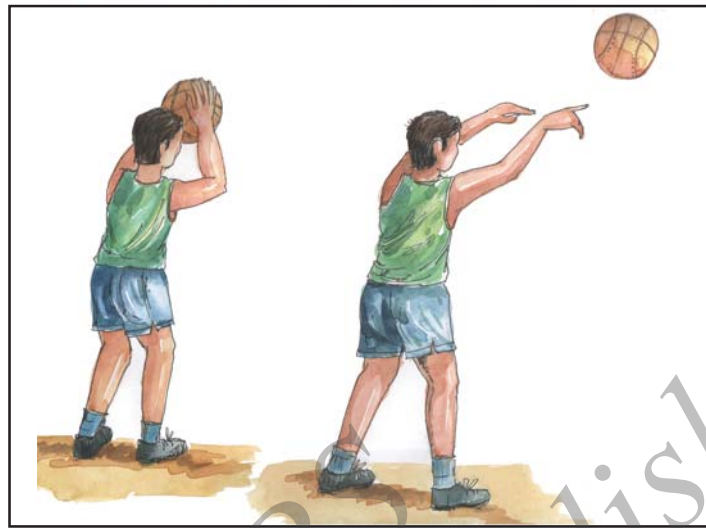
When moving ahead, the ball is bounced close to the body and the left hand is slightly held up in front of the ball to shield it from the opponents. The ball is bounced upto the knee level when the opponents are close. When the opponents are far away, the ball is bounced upto the waist level. While moving forward, the ball should be bounced ahead in the direction of movement and not on the spot.



Figure 4.1  
Dribbling

### II. Overhead pass

**1. Stance :** The ball should be held in both hands over the head and the feet in a diagonal position. The elbows should be pointed



**Figure 4.2 Overhead pass**

towards the direction of throw and the sight should be on the target.

**2. Execution :** Shifting the bodyweight from the rear leg to the front leg, the passer should extend his elbows and wrist and release the ball from over the head in a manner convenient to his teammate.

**3. Follow through :** After passing the ball, the body weight should shift to the front leg and the fingers pointed to the target. In this manner the rear leg is brought front to maintain balance after the pass.

**4. Receiving the ball :** To get the ball by co-players, move little in the direction of ball, touch the ball by extending hands. When the ball comes in contact with hands, slow down the ball by drawing it towards the body by folding elbows. Take control over the ball and decide on next move.

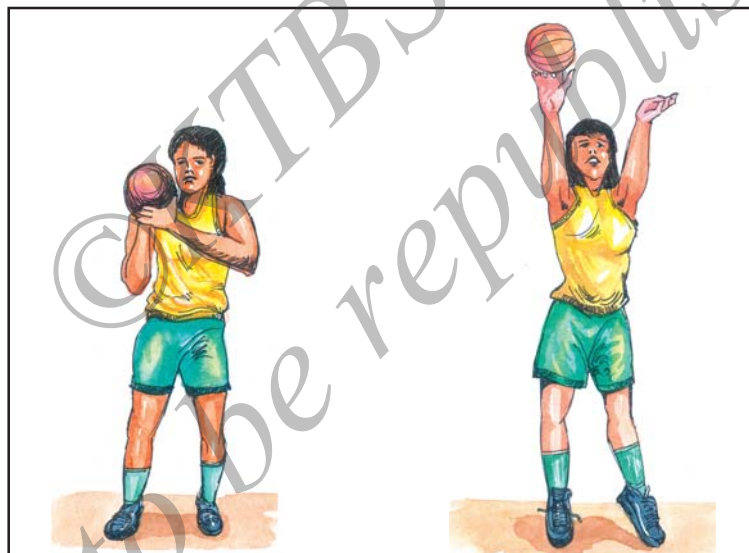
### **III. Shooting - One hand set shot**

**1. Stance :** Stand with the feet shoulder width apart and toes pointing forward. The knees should be bent slightly. The shoulders should be relaxed and ball is held in between the ears and the shoulder level. (as shown in the picture).

Right handed players should place the right hand behind and the left hand under the ball. Eyes should be focussed on the target. (as shown in the picture).

**2. Execution :** As the ball is released, legs, trunk, shoulders and wrist have to be extended in the same sequence. At the same time the wrist and the fingers of the right hand are flexed immediately on release. The ball should be released towards the ring. The ball thus released spins backwards as it travels in the air.

**3. Follow through :** The right hand is extended. The fingers of the right handed are pointed toward the target and the right palm is facing downwards. The shoulders should be touching the ears.



**Figure 4.3 One hand set shot**

#### **IV. Stopping - Jump Stop**

This is a technique of stopping with the ball. The player while dribbling or receiving the pass on the move holds the ball while in the air and comes to a stop with both his feet making contact on the ground simultaneously. In order to balance on his feet, he leans his body backwards on the heels and lowers his centre of gravity by bending his knees.

## V. Lay up Shot

This is a skill done in a series of dribbling, step stop and shooting. The right handed players dribble and come towards the back board. At an appropriate distance from the board, while stepping on the right foot the ball is gathered in both hands (or in one hand by more skilled players). The dribbling is stopped at a distance from the board which depends on the height and speed of the dribblers. After holding the ball on the right leg another smaller step is taken on the left. On this step, the left leg is slightly bent and the step is a bit smaller in preparation of the jump. As the player takes off his left leg towards the basket the right leg is bent and lifted upwards. The body, left knee, ankle and right hand holding the ball are extended as the ball is released toward the target. The ball is released in the same wrist and finger action as in shooting. After the release, the player should land on both of his feet together.

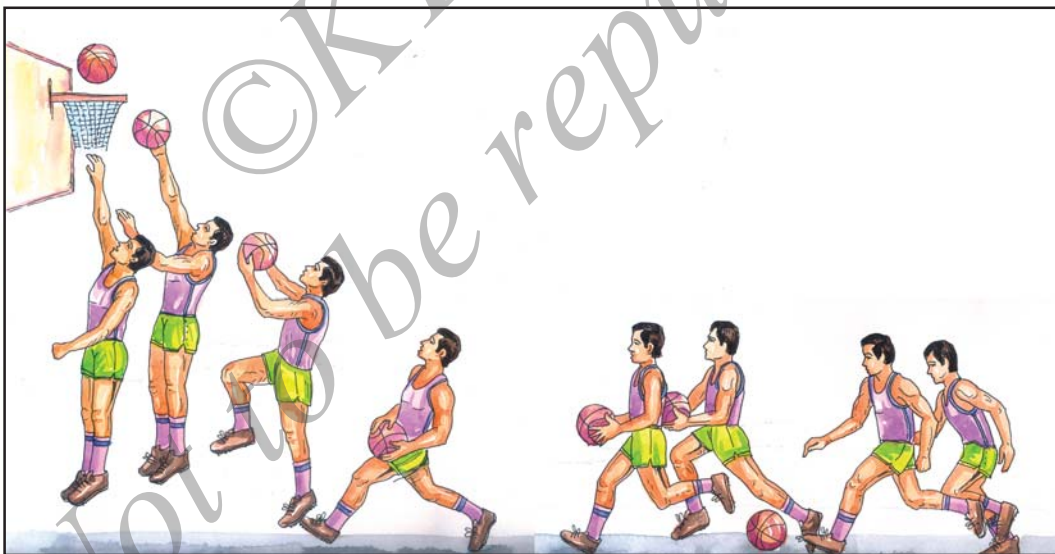


Figure 4.4 Lay up shot

**Project :** With the help of your teacher, prepare lead-up activity to practise the skills of the game.

## Lesson -5

# BADMINTON

### The following skills are learn in this event

- Placing
- Backhand service
- Backhand receive/return
- Overhead forehand return

Badminton is an international game. It is an indoor game. Badminton is very popular in India. By learning the skills of this game the students can improve their motor abilities like speed, coordination and agility.

### I. Placing

This is a tactic used by a player to gain a point especially when playing an equally matched opponent, by using appropriate tactics to deceive him and hitting the shuttle to an empty place on the court. In order to 'place' the shuttle cock, the player observes the speed of the shuttle sent by the opponent, either plays at the same pace or changes the speed of the stroke, and depending on which handed player his opponent is, uses deception to drop the shuttle cock in the opponent's court. This is a very important play in order to earn points and win the game. This also makes the game exciting. Importantly placing should result in earning a point against the opponent.

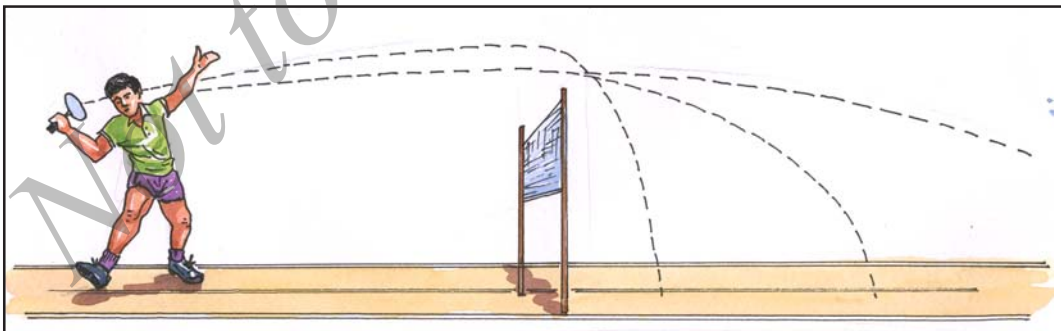


Figure 5.1 Placing



## II. Backhand service

- 1. Grip and Stance :** The right handed player should keep his left leg front, racket in the right hand, held across the body with the back of the hand facing the net. The shuttle cock is held in front of the racket head in the left hand.
- 2. Execution :** Release the shuttle from the left hand and hit it with the back of the racket so that it just sails over the net.
- 3. Follow through :** As soon as the shuttle is hit bring the left leg forward so that the legs are parallel, raise the racket head and get ready to receive the shuttle returned from the opponent's court.

## III. Backhand receive/return

- 1. Grip and Stance :** The right handed player holds the racket in front and middle of his body in his right hand, with the bodyweight distributed on both his feet.
- 2. Execution :** Stepping forward with his right leg or backward with his left leg, he should bring the racket to the left of the body and should hit the shuttle which is coming to his left with the back of the racket.

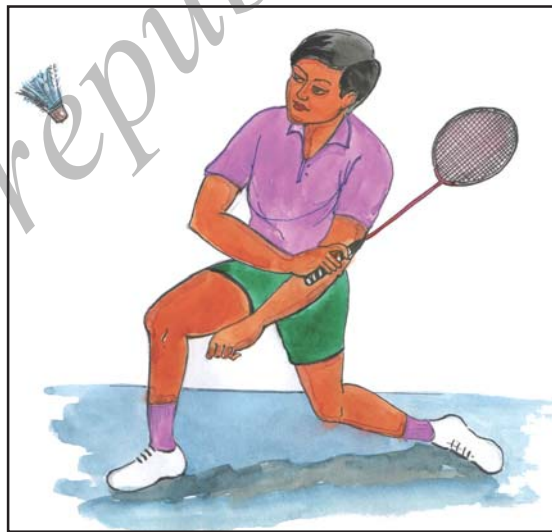


Figure 5.2 Backhand return

- 3. Follow through :** As soon as the shuttle is hit get the feet together and parallel, and get ready to receive the shuttle returned from the opponent's court.

#### IV. Overhead forehand return

This is a skill to return the shuttle which is coming high and over the player's head, back to the opponent's court.

- 1. Grip and Stance :** The right handed player keeps his left leg forward, holds the racket in his right hand over his head. The body weight is on his right leg and gets ready to receive the shuttle.
- 2. Execution :** He observes the shuttle coming over his head, and when it comes within his reach (above and slightly behind his head) hits it powerfully so that it crosses over the net to the opponent's court. As he hits the shuttle the body weight is transferred to his left leg.
- 3. Follow through :** He gets the right leg parallel to the left leg, gets the racket down in front of his body and gets ready to receive the shuttle returned from the opponent's court.

**Project :** With the help of your teacher, prepare lead-up activity to practise the skills of the game.

## ATHLETICS

### Lesson -6

## TRIPLE JUMP

### The following skills are learn in this event

- Marking the check mark
- Approach run and take off
- The first leap – Hop
- The second leap – step
- The third leap – jump
- Landing

There are many events in athletics. Triple jump and Javelin throw are two of the important events. Triple jump will be learnt in this lesson and javelin throw will be learnt in the next lesson. Triple jump is a special field event. It consists of three kinds of leaps – the hop, step and jump. One should keep in mind that this is an event where the hop, step and jump should be done in the proper sequence.

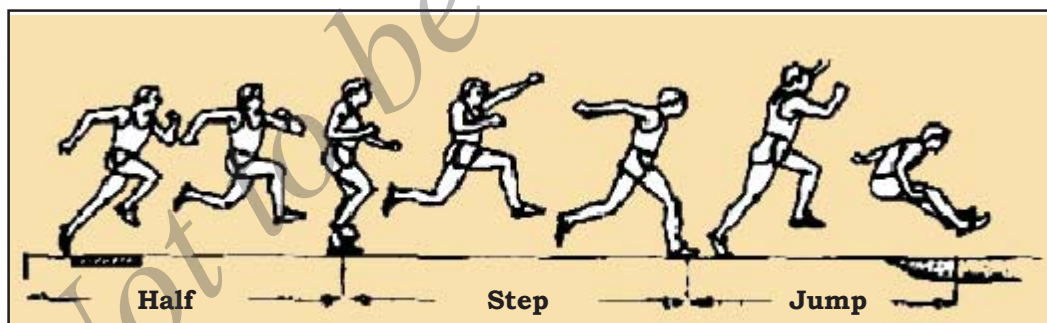
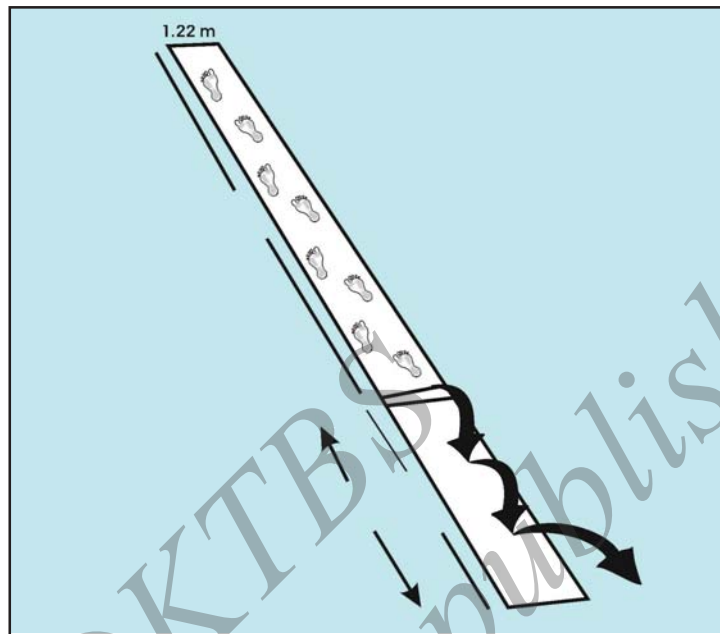


Figure 6.1 Method of jumping triple jump

### 1. Taking the check mark :

The athlete marks a specific spot (check mark) on the runway behind the board from where he starts his approach run.

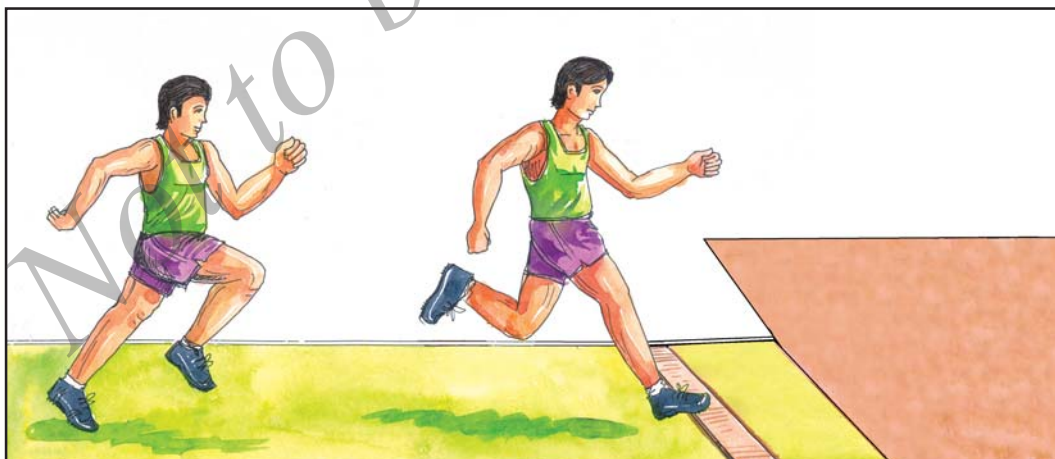
The jumpers mark the check mark on the basis of their ability and speed, for a specified number of strides.



**Figure 6.2 Check mark**

## **II. Approach run and take off:**

The jumper starts his run up from the check mark for a specified number of strides and gradually increases his speed as he approaches the take off board.



**Figure 6.3 Running towards takeoff board**

As he reaches his optimum speed at the take off board, he steps powerfully with his stronger leg on the board and takes off for the hop.

### III. The first leap – Hop

Taking off and landing on the same leg is called hopping. The jumper, after taking off lands on the same leg. The hand opposite to the take off leg is swung forward.

### IV The second leap – Step

After landing on the hop, he takes off once again from the same leg and lands on the other leg trying to gain as much distance as possible. This is step.

### V. The third leap – Jump

After landing on the step, with the same leg the jumper takes off once again towards the pit. The arms should move in coordination to the legs to maintain balance.

### VI. Landing

After taking off for the jump, the jumper lands in the pit. The arms are swung forward and upward and the legs are kept up in the air as much as possible to get maximum distance.



Figure 6.4 Landing

**Project :** With the help of your teacher, prepare lead-up activity to practise the skills of the game.

## Lesson -7

# JAVELIN THROW

### The following skills will be learn in this event

- Marking the check mark
- Grip
- Initial run and carrying the javelin
- Five step rhythm
- Follow through

Javelin throw is one of the field events in athletics. You will learn about the skill of throwing javelin in this lesson.

### Check mark (starting mark)

The Javelin thrower marking the distance of take off in runway by his force and speed.

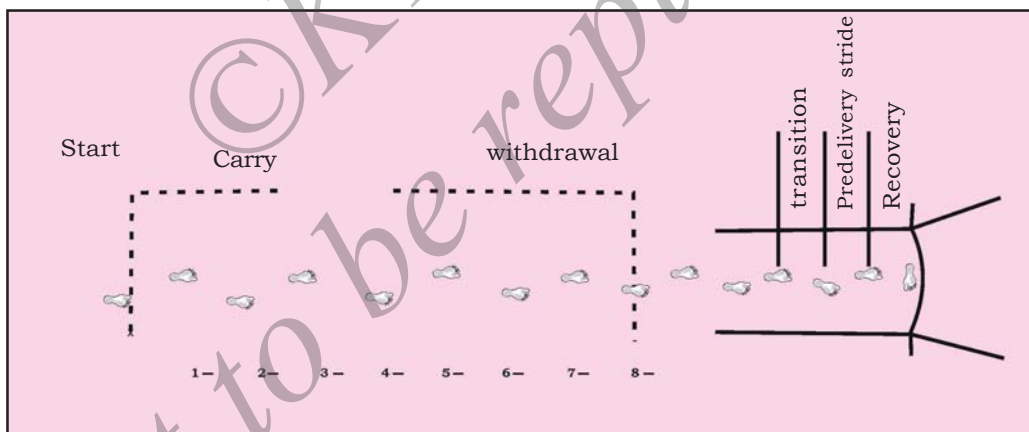


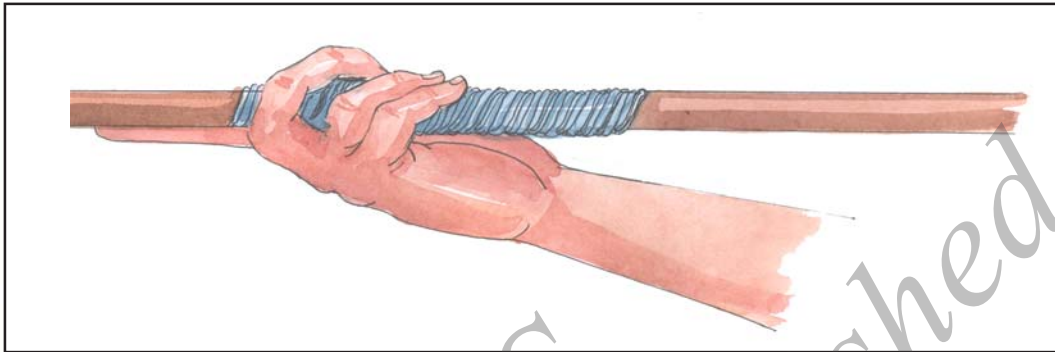
Figure 7.1 Check Mark

### I. Grip:

**There are three types of grips in javelin (holding the javelin)**

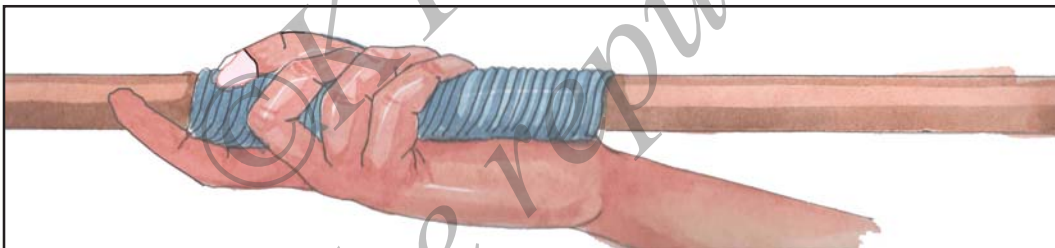
- (a) The grip with the middle finger
- (b) Fork grip

- 1) **The grip with the middle finger :** In this grip, the thumb and the index finger is placed behind the cord. The middle finger



**Figure 7.2 Carrying at the medium level**

- 2) **Fork grip :** The javelin is gripped by the thumb and the middle finger which is on the ledge formed by the cord.



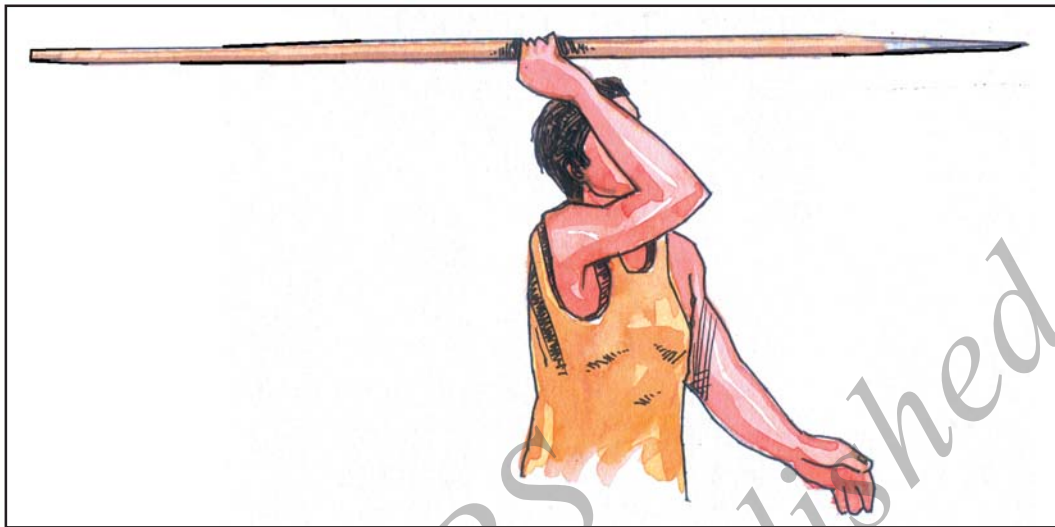
**Figure 7.3 Fork Grip**

## II. Carrying the javelin :

**Middle high:** Javelin is held at head level in this type of carry, the tip and tail of Javeline are parallel.

**Carrying the javellin:** There are three types of carrying the javelin

- 1) Below the level. 2) Middle high. 3) High.



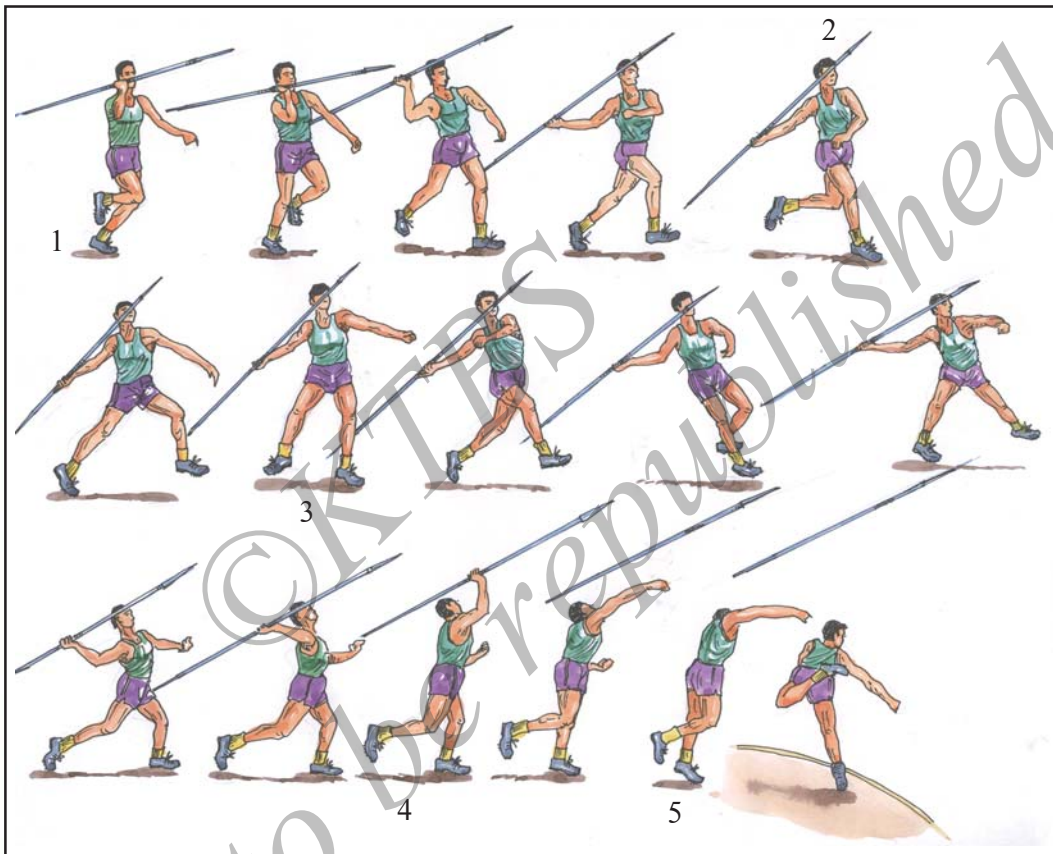
**Figure 7.4 Carrying the Javelin**

### **III. Five step rhythm :**

1. Start the run with javelin before 25-30 mts. After the initial 9-10 steps, the thrower steps on a check mark indicating the beginning of the 5 step rhythm, with his left foot.
2. On the second stride, landing on the right foot, move the throwing arm straight forward and then back to the rear, over the right shoulder, until the arm is fully stretched at shoulder height, with the palm of the throwing hand facing upwards.
3. On the third stride, cross the leg over the front leg.
4. The fourth step is a longer, flatter drive step of the right leg takes place after pushing off with the left leg. The trunk starts to lean back because of the long stride and this facilitates a long, final delivery pull of the throwing arm.
- 5) In the fifth stride, the left leg is brought forward to bring the body in the power position. The right leg drives forward and upwards while waiting for the left foot to come down. Do not force the left foot down, otherwise the centre of gravity will move to behind the right leg, losing the forward driving action.



**The Follow through :** After the throw, the right leg is quickly brought forward, immediately after the release of the javelin to maintain balance and to prevent fouling of the throw. Place the foot on the ground with the leg slightly bend to absorb the forward momentum.



**Figure 7.5 Five step rythm**

**Project :** With the help of your teacher, prepare lead-up activity to practise the skills of the game.

## YOGA

### Lesson – 8

## ASANAS

**In this lesson you learn the methods and rules related to yoga**

- Asanas in the standing position and the procedure.
- Asanas in the sitting position and the procedure.
- Asanas in the lying down position and the procedure.

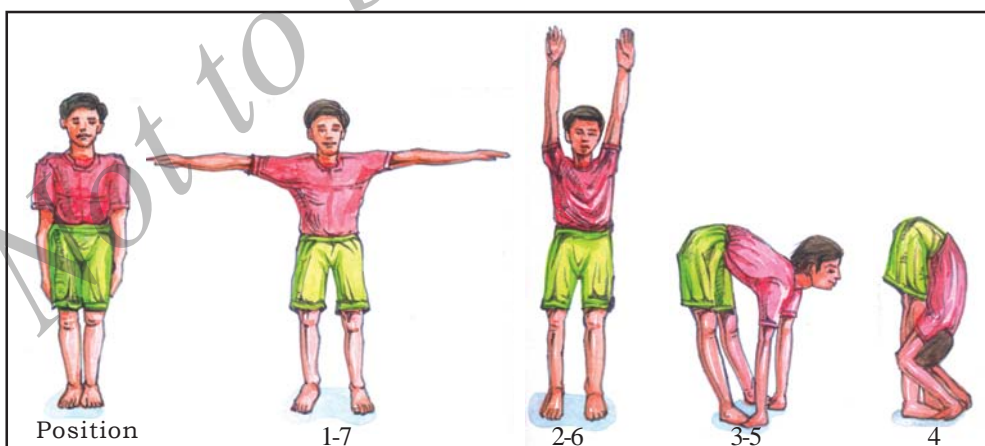
Yoga can be practiced in a simple manner. Yoga has got a significant place in India. The practice of Yoga can improve one's health.

### Asanas performed in the standing position

#### I. Hasthapadangushtasana :

**Procedure :** Starting position (stand just as in Tadasana).

1. Raise both arms to the sides to the shoulder level.
2. Raise both arms upward next to the ears.
3. Breathe out, relax the trunk, bend forward, hold the big toe of the the legs with the fingers and look forward.
4. Breathe out completely; touch the face to the legs, next in the same order come back to the starting position.



**Figure 8.1 Hasthapadangushtasana**

## II. Uthanasana

**Method :** Stand in the natural position.

1. As you breathe in raise your arms to the sides to the level of shoulders.
2. Continue breathing in, raise the arms upwards and bring them close to the ears. Palms should be facing forwards.
3. Breathing out, bend forward and place the palms next to the feet. Raise the head.
4. Completely breathe out and touch the head to the knees.

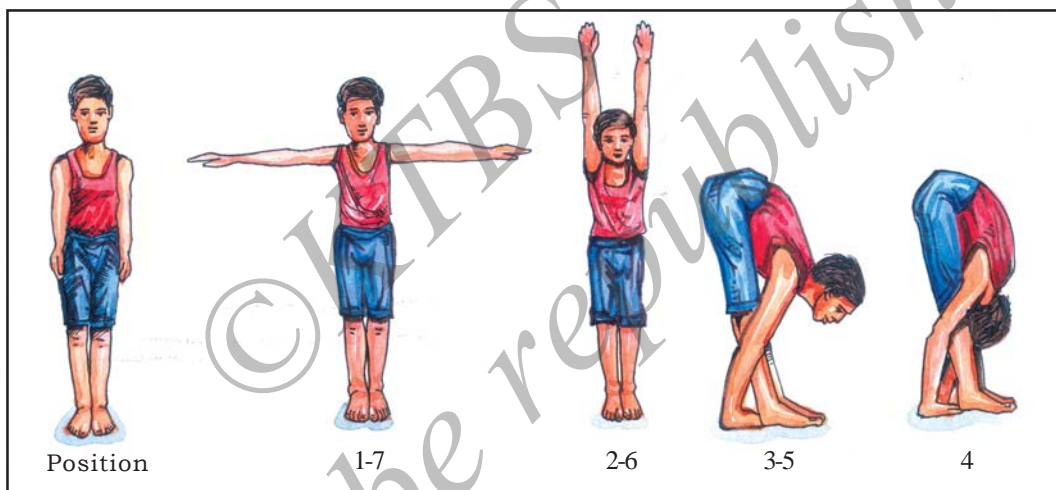


Figure 8.2 Uthanasana

## III. Urdhva hasthothanasana

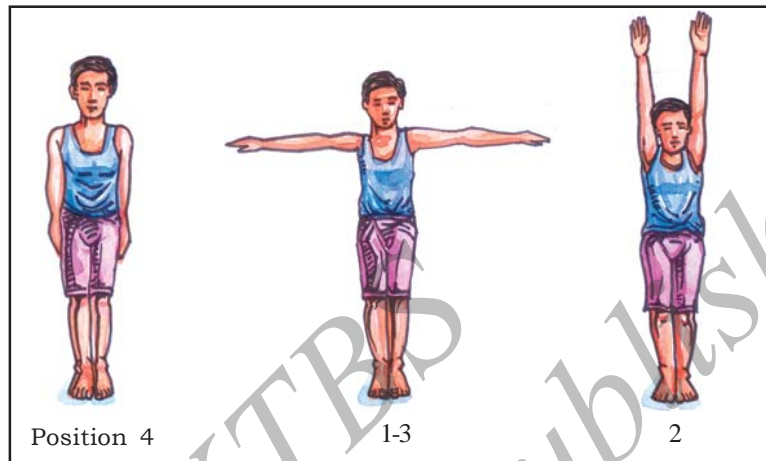
**Significance of the name :** Urdhva means above, hastha uthana means raising the hands. Hence this asana is called urdhva hasthothanasana.

**Method : Starting position :** Stand in the tadasana position.

1. As you breathe in raise your arms to the sides to the level of shoulders.
2. Continue breathing in, raise the arms upwards and touch them to the ears. Palms should be facing each other.
3. Breathing out, bring the hands down to shoulder level and extended forward.
4. Releasing the hands come to starting position.

**Caution! Points to be noted :**

- Be aware of the breathing
- Persons who have fractured their hands should not perform.

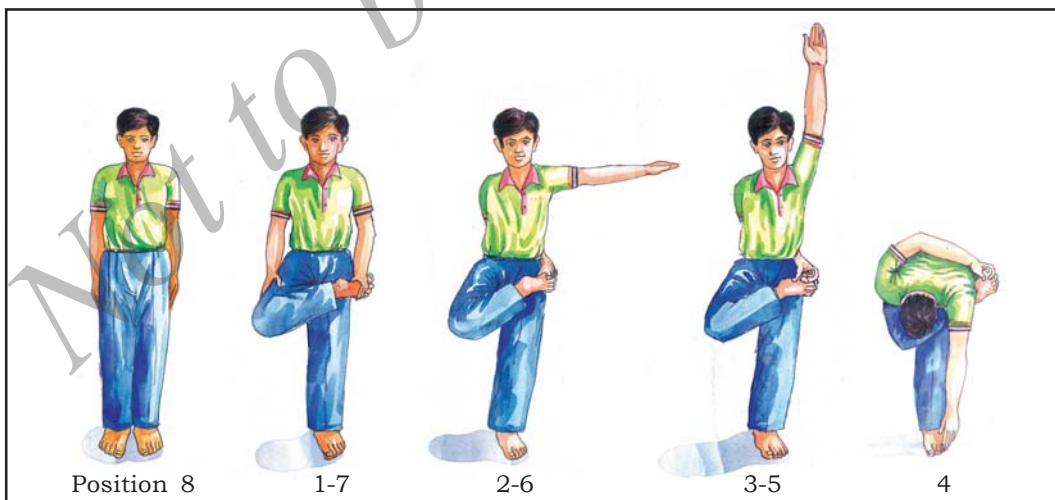


**Figure 8.3 Urdhva hasthothanasana**

**V. Uthitha ekapada badha padmasana**

**Method :** Stand in the neutral position.

1. Bend the right knee and place the right foot in front of the left thigh and hold it with the left hand.
2. Take the right hand behind the back and hold the big toe of the right leg, position the left thigh in line with the shoulders.



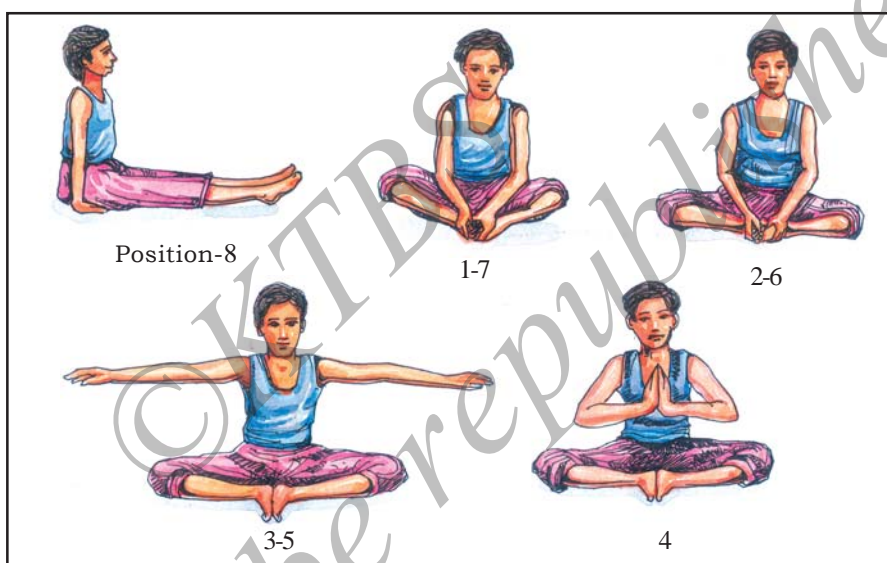
**Figure 8.4 Uthitha ekapada badha padmasana**

3. Next with a inhalation, position the left thigh in line with the ears.
4. Bending forward stretch the left hand towards the knee. Next come back to the starting position in proper sequence

### **Asanas performed in the sitting position**

#### **I. Badhakonasana**

**Position :** Long sitting position



**Figure 8.5 Badhakonasana**

#### **Method :**

1. Bend both knees outward so that both feet are touching each other and soles of the feet are facing each other.
2. Join both feet, enclose the toes with the hands, and pull both heels backward so that they are touching the body as much as possible.
3. Position both the knees in line with the groin, and join both hands in front of chest
4. to make a namaskara. Keep the back and neck erect. Slowly come back to the starting position in the same reverse sequence.

## II. Gorakshasana

**Significance of the name :** A famous yogi by name of guru Goraknatha achieved special performances by practising this asana. Therefore this asana is called gorakshasana.

### Method :

1. Join both the heels and feet together.
2. Bring both the heels closer to the perineal region. Join both the feet with the help of hands.
3. Place one palm over the other and pull the heels back toward the perineal region. The thumbs of both hands should be on the feet.
4. Breathe in deeply, straighten the back, press both the knees so that they touch the floor. Keep the hands pressing down on the knees and continue with the breathing.



Figure 8.6 Gorakshasana

## III. Kukkutasana

**1. Significance of the name :** Kukkuta means cock. The performer assumes the posture of a cock in his final position. Therefore this asana is called 'kukkutasana'.



Figure 8.7 Kukkutasana

**2. Method :** Position: Extend both legs forward and hands to the side.

1. Come to Padmasana position.
2. Put your hands in between your calves and thighs and push them and the arms through until the palms lie flat on the floor.
3. Slowly shift your weight to the arms and lift yourself up until your elbows.
4. Next slowly lower the body and come back to starting position.

### Points to be noted :

1. Care should be taken if there is knee pain.
2. Persons with elbow and wrist pain should not perform this asana.
3. In the final position, the back and neck should be erect.

### IV. Kurmasana

1. **Significance of the name :** Kurma means turtle. The performer assumes the posture of a turtle in his final position. Therefore this asana is called 'Kurmasana'.

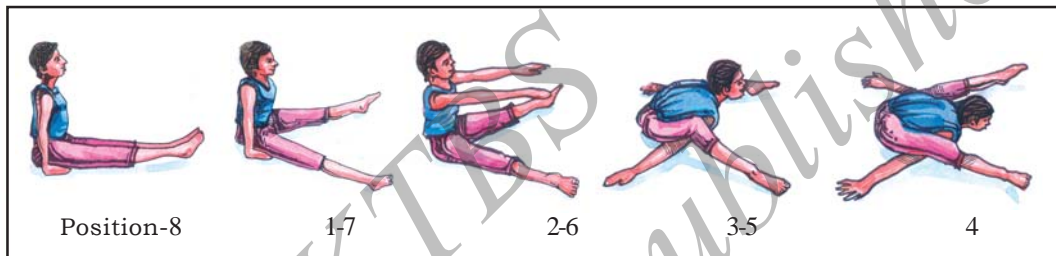


Figure 8.8 Kurmasana

2. **Method :** Position: Extend both legs forward and hands to the side.
  1. Both legs extended forwards and palms on the floor to the side. The legs should be spread wide.
  2. Stretch the hands forward at shoulder level, palms facing the floor.
  3. Bend the knees a little, insert the arms under the thighs such that the shoulders and under the thighs.
  4. The hands should be parallel to the sides, legs should be straight and the chest and chin should be touching the floor.

### Asanas performed in the lying down position

- I. **Halasana : Starting position:** Lie down in the supine position, legs together and neck erect.

#### Method :

1. Inhale and lift both the legs straight up in the air perpendicular to the ground.
2. Inhaling slowly raise the hips a little and bend the legs towards the head.

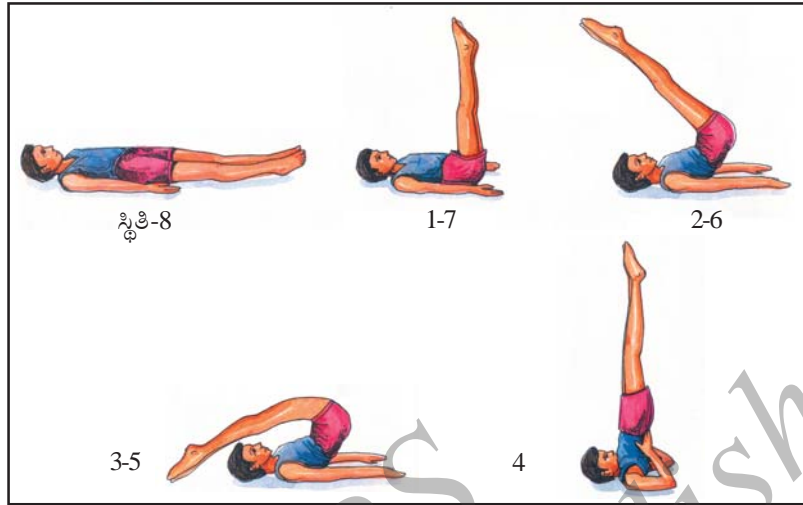


Figure 8.9 Halasana

3. Exhaling, relax the trunk bend the legs towards the head so that the toes touch the floor behind the head. The knees should be straight.
4. Bend both the elbows and supporting the hips with the hands, breathe normally for some time and then come back to the starting position.

**II. Ekaika pada halasana : Starting position :** Lie down in the supine position, legs together and neck erect.

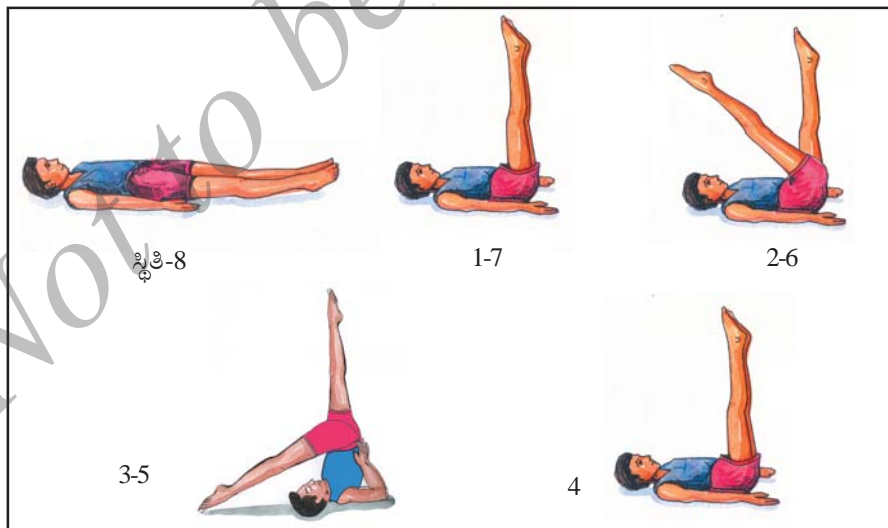


Figure 8.10 Ekaika pada halasana



1. Inhale and lift both the legs straight up in the air perpendicular to the ground.
2. Inhaling slowly raise the hips a little and bend one of the legs towards the head.
3. Exhaling, relax the trunk bend one of the legs towards the head so that the toes touch the floor behind the head. The other leg should be held straight perpendicular to the floor. The arms should be on the floor.
4. Bend both the elbows and supporting the hips with the hands, straighten the torso, with one leg touching the floor behind the head and the other straight up in the air. Repeat with the other leg. After some time come back slowly to the starting position.

### III. Navasana

**Starting position :** Same as for halasana



**Figure 8.11 Navasana**

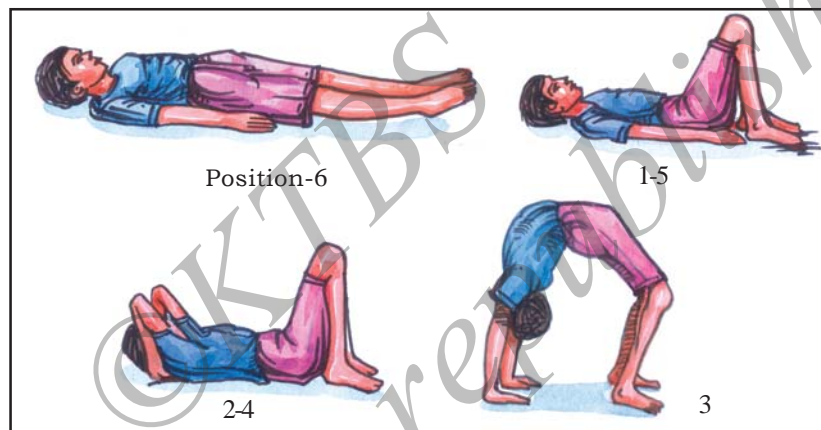
1. Inhale and lift your arms forward to the level of shoulders palms facing each other. Extend the legs forward.
2. Slowly bend your back and trunk backwards in the same sitting position.
3. Slowly inhaling, without bending the knees lift the left leg as high as possible.

4. Once again with inhalation raise the right leg and bring it alongside the left leg. After some time lower the legs and come back to starting position.

#### IV. Chakrasana

**Significance of the name :** Chakra means wheel. Since the performer assumes the round shape of a wheel in his final position, this asana is called 'Chakrasana'.

**Starting position :** Lying in a supine position, hands by the side and legs extended (shavasana position).



**Figure 8.12 Chakrasana**

1. Bend your knees and bring your feet close to your buttocks, placing their soles on the floor in a hip-wide distance of each other.
2. Lift your arms, bend your elbows and place your palms on the floor behind your head, your fingertips pointing towards your legs, elbows facing upwards.
3. With inhalation you now lift first your buttocks with the strength of the legs and then your torso with the power of your arms and shoulders.
4. Bending your head towards the back, pull your legs closer, straighten your knees and elbows and bring your pelvic area as much towards your hands as you can with the strength of your legs. Maintain this position for about 1 minute and then come back slowly to the starting position.

## Lesson – 9

# PRANAYAMA

### The following skills are learn in this Activity

- Chandrabhedana pranayama
- Suryabhedana pranayama
- Nadi Shodhana (Nadi cleansing) pranayama
- Ujjayi Pranayama

Pranayama is a part of Yoga. It plays an important role in improving the breathing process.

### 1. Chandrabhedana pranayama

\* Inhale through the left nostril and exhale through the right nostril.

#### Procedure :

1. Sit in the appropriate asana. The right hand should maintain the nasika mudra. Place the left hand on the left knee. The back should be straight and the face should be calm.
2. After a complete exhalation close the right nostril. Inhale through the left nostril.
3. Next close the left nostril and exhale through the right nostril.
4. Repeat this approximately 5 to 10 times.



Figure 9.1  
Chandrabhedana

### 2. Suryabhedana pranayama

\* Inhale through the right nostril and exhale through the left nostril.

#### Procedure :

1. Sit in the appropriate asana. The right hand should maintain the nasika mudra. The left hand should be in chinmudra and placed on the left knee. The back should be straight and the face should be calm.



Figure 9.2  
Suryabhedana

**Know :** In Pranayama Padmasana, Vajrasana and Sukhasana are to be used.

2. After a complete exhalation close the left nostril softly. Inhale through the right nostril.
3. Next close the right nostril and exhale through the left nostril.
4. Repeat this approximately 5 to 10 times.

### **3. Nadi Shodhana pranayama/ Nadi cleansing activity :**

#### **Procedure :**

1. Sit in the appropriate asana. The right hand should maintain the nasika mudra. The left hand should be in chinmudra and placed on the left knee.
2. Exhale for a moment, close the right nostril with the right thumb and slowly breathe in through the left nostril.
3. Close the left nostril with the ring finger, open the right nostril and slowly breathe out through it.
4. Next inhale through the right nostril itself, close the right nostril, open the left nostril and exhale through it. This completes one cycle. Repeat this cycle 5 to 10 times.

### **4. Ujjayi pranayama :**

#### **Procedure :**

1. Sit erect in Padmasana or Vajrasana, the hands in chinmudra and placed on the knees.
2. Exhale slowly through both nostrils. As you inhale slowly feel the breath in the upper palate of the mouth. Feel the sss... sound coming from the throat as you increase the pressure.
3. As you breathe out slowly through both the nostrils make a hissing sound as the tongue is pressed downwards. This is one cycle.
4. Repeat this cycle 5 to 10 times.

## RHYTHMIC ACTIVITIES

### Lesson – 10

## NDS LEZIUM

### The following skills are learn in this game

- Dahine baaye haath ki harkat
- Aage ki harkat
- Aage ki juknaa harkat
- Chakkar aur baitne-utne ki harkat
- Dahine baaye paav ki harkat
- Juknaa harkat
- Harkat bharat maatha

NDS lezium is an attractive rhythmic group exercise among all the rhythmic activities. This exercise can be performed in rhythm to songs. By practising this exercise the students can develop their neuro-muscular coordination and agility.

### NDS Lezium (National Discipline Scheme)

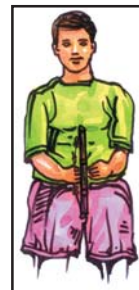
The word lezium is a Persian word. Lezium means “bow with a string made of iron”. In the ancient times lezium was used by archers as a preliminary exercise to develop the muscles of the hands and shoulders. Now it is used only for exercise. Since the lezium exercises are done to counts and beats, it helps to develop the ability to react to commands and agility. It is an excellent system which helps in developing neuro-muscular coordination. Lezium exercises can be used as a demonstration activity when done to the beats of band, instruments, songs and music.

#### I. Starting position : Hoshiyar position

Assume the attention position, hold the wooden handle with the left hand, the iron handle with the right touching each other. The lezium should be held perpendicular (90°) to the floor and in front of the chest without touching the body, and elbows bent, as if ready to start the activity.

#### II. Aaram position :

The iron handle should be held in the left hand with the wooden handle hanging down towards and parallel to the floor. Stand in the attention position.



## Lezium Exercises

### I. Dahine baaye haath ki harkat

**Starting position :** Hoshiyaar

#### Count 1 :

The legs are in attention position. Turn the upper body and head to the left, arms extended to the left at the shoulder level, lezium is opened in a vertical position.



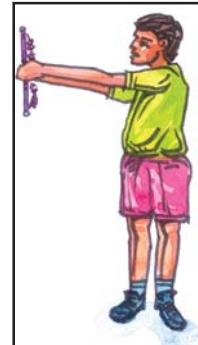
#### Count 2 :

Come back to the starting position.



#### Count 3 :

Turn the upper body and head to the right, arms extended to the right at the shoulder level, lezium is opened in a vertical position.



#### Count 4 :

Come back to the starting position.  
Repeat the same.



## II. Dahine baaye paav ki harkat

### Starting position :

Hoshiyar position while lifting the left leg with thigh parallel to floor.



### Count 1 :

Placing the left leg on the floor, turn the upper body and head to the left, arms extended to the left at the shoulder level, leziium is opened in a vertical position.



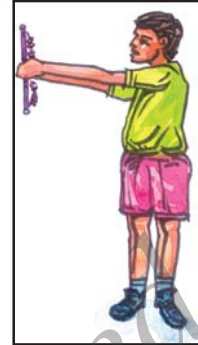
### Count 2 :

Come back to the starting position while lifting the right leg.



### Count 3 :

Placing the right leg on the floor, turn the upper body and head to the right, arms extended to the right at the shoulder level, lezium is opened in a vertical position.



### Count 4 :

Come back to the starting position while lifting the left leg and repeat the same.



### III. Aage ki harkat

**Starting position :** Start by lifting the left leg



### Count 1 :

Placing the left leg forward, bend forward and open the lezium in front of the left leg. The lezium should be parallel to the floor.





**Count 2 :**

Shifting the weight on the left leg, straighten up and come to the starting position while lifting the right leg.



**Count 3 :**

Next place the right leg forward, bend forward and open the lezium in front of the right leg. The lezium should be parallel to the floor.



**Count 4 :**

Shifting the weight on the right leg, straighten up and come to the starting position while lifting the left leg.

Repeat the same.



**IV. Juknaa harkat**

**Starting position :**

Bend forward, lift the left leg, hold the lezium in front of the left knee and perpendicular to the floor. The right leg should be slightly bent.



**Count 1 :**

Placing the left leg on the floor, swing the lezium to the left and open the lezium on the outside of the left foot.



**Count 2 :**

Come back to the starting position while lifting the right leg and the lezium is held in front of the right knee.



**Count 3 :**

Placing the right leg on the floor, swing the lezium to the right and open the lezium on the outside of the right foot.



**Count 4 :**

Come back to the starting position – lifting the left leg, bending forward and holding the closed lezium in front of the left knee.

Repeat the four counts.



## V. Aage ki juknaa harkat

**Starting Position :** Same as the initial position in the juknaa harkat.



### Count 1 :

Place the left leg in front of the right leg in the shape of scissors, turn the trunk to the left while swinging the lezium to the left and opening it.



### Count 2 :

Bring the body weight on left leg and left the right leg then come to the basic position.



### Count 3 :

Place the right leg in front of the left leg in the shape of scissors, turn the trunk to the right while swinging the lezium to the right and opening it.



### Count 4 :

Shift the weight to the right foot, lift the left foot and come to the initial position.

Repeat the four counts.



### VI. Harkat bharat maatha

**Starting Position :** (Hoshiyar)

Arms should be raised straight above the head, lezium should be closed and parallel to the ground.



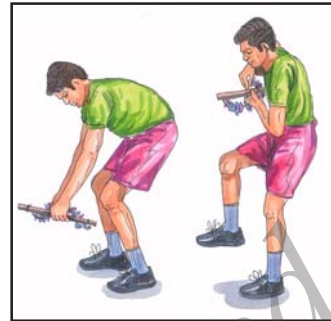
### Bharat matha ki jai

Before starting the exercise utter the words bharat matha ki and lift the right leg 90° up. Tell Jai after a pause and keep the right leg front and hop on it, turn the lezium in the anticlockwise direction and open it over the head. Turn slightly to the left and lift the left leg.



**Count 1 :**

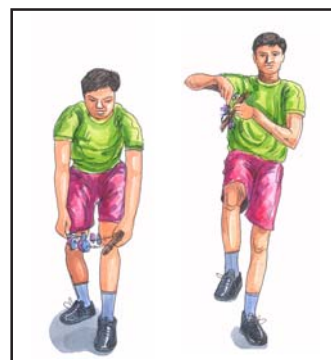
Plant the right leg in the basic position, bend the body and knees slightly, open the lezium in between the legs and parallel to the ground. Hop on the left leg and raising the right leg, join the lezium near the right hip and turn to the original direction.

**Count 2 :**

Turn to the right, place the right leg back, bend the knees slightly open the lezium in between the legs parallel to the ground. Hopping on the right leg, lift the left leg join the lezium near the left hip turn to the original direction.

**Count 3 :**

Place the left leg in front, bend the body and knees a little, open the lezium in between the legs and parallel to the ground. Simultaneously hop on the left leg, lift the right leg, join the lezium near the right hip and turn to the starting direction.

**Count 4 :**

Shift the weight to the right foot, lift the left foot and come to the initial position.

(Repeat the four counts.)



## VII. Chakkar aur baitne-utne ki harkat :

**Starting position :** Same position as in Harkat bharatmatha

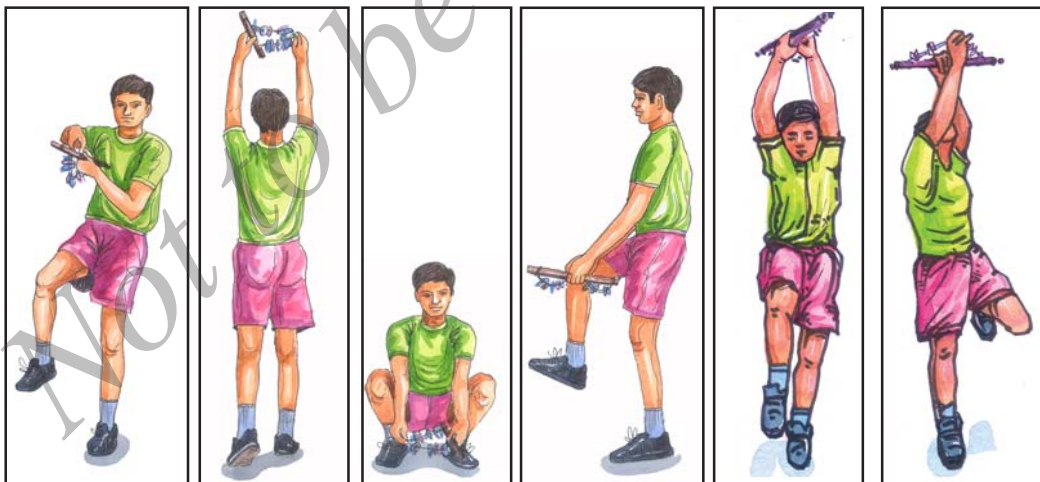
**Count 1 and 2 :** Same as the first two counts of harkat bharath matha.

**Count 3 :** Just as in count 3 of harkat bharat matha, step forward with the left leg, and turn back from the right with a hop. Open the lezium from the left (waist level) swaying to the right join the lezium near the armpit on the right.

**Count 4 :** Keep the right leg in the opposite direction, open the lezium over the head and hopping on the right leg turn from the right to the front to the original direction. Join the lezium near the arm pit on the left.

**Count 5 :** Keep the left leg on the ground and sit down on both legs. Open the lezium down parallel to the ground. Swaying the lezium to the right, joining it near the right arm pit jump on the left leg and stand straight.

**Count 6, 7 and 8 :** Same as in harkat bharath matha.



## Lesson – 11

### DRILL AND MARCHING

**In drill and marching the following movements are learn**

- Quick march in threes
- Right turn in quick march
- About turn in quick march
- Change in step
- Left turn in quick march
- Right salute

Drill and marching inculcates discipline and improves posture in the students. You have already learnt division of lines, attention, stand at ease, left turn, right turn, about turn in drill and marching.

**1) Quick march in threes :** When the students are assembled in three lines and are ready for the march past the command – class from the right (or from the left) quick march. As soon this command is given, the students start marching by starting with the left leg, the hands are swung straight forward, the body is kept erect. This should be continued till the next command is given.

Note : The marching should be continued straight ahead in the same three lines.

(back, front and side)

**2) Change step :** While marching only if the students miss the step, i.e. if right leg is moved for count 1 and left leg for count 2, this command is given. At this command, the students , after placing the left leg forward, the right leg is banged on the ground just behind the left leg and once again the left leg is brought forward (next to the right leg) the steps are rectified.

**3) Right turn in quick march :** While marching, the command 'Right' is said on the left step, paused on the right leg and again 'Turn' command is given on the left step. The students say 'check' on the right step, the left step is placed across the right leg in the shape of a T and 'One' count is taken. Next the students turn right and the right leg is placed forward for count 'Two' and marching is continued in that direction.

**4) Left turn in quick march :** While marching, the command 'Left' is said on the left step, paused on the right leg and again 'Turn' command is given on the left step. The students place the right leg in the shape of a T across the left leg and say 'Check'. The left leg is turned left on count 'One'. Marching is continued in that direction.

**5) About turn in quick march :** While marching, the command 'About' is said on the left step, paused on the right leg and again 'Turn' command is given on the left step. The students place the right leg by saying 'check', The left leg is brought across the right leg in the shape of a T for count 'One', The right is turned to the right such that the heels of both the legs form an 'L' on count 'Two', the left leg is again turned right for count 'Three' forming the letter 'V', on count 'Four' the right leg is slightly placed forward and the marching continues.

**6) Right Salute :** (This command is given during march past while showing respect to the guest). 'Right salute class salute' command is given when the guest is to the right of the march past. During march past as soon as this command is given, the face should be turned to the right, the right hand is completely extended to the right, elbow is bent and respect is accorded. The palm should be facing forward, the fingers should be placed about one inch above the right eyebrow. The fingers of the right hand should be close together. The left arm should be fixed in alignment and touching the body on the left side.

On the command 'Eyes front' the march past should be continued as before.

**Points to remember :**

Observe and learn more by watching the march past on your televisions during the Independence Day and Republic day celebrations which is held every year.



## Lesson – 12

### RECREATIONAL GAMES

#### You will learn the following recreational game

- Locking the chain and unloking it
- War of the walls
- Shoulder lock
- Multiples
- Sum of jumps
- Potao race
- Race in pairs
- Steal the flag
- Chess
- Khayenge
- Kangaroo relay
- Dodge ball

Recreational games have academic importance. These games relieve the students of physical and mental stress and provide enjoyment. These games help us to develop our cognitive ability. These games help in learning the subject matter related to the text through the medium of games. Since recreational games help in learning directly through physical activities it is easy to remember the learning points. Therefore let us learn many recreational games.

#### Game 1 : Locking the chain and unlocking it

The players make two lines, each line facing the other. The players in each line hold hands of each other. As soon as the teacher blows the whistle, the last person in each line without letting go the hands, goes underneath the hands of the 1<sup>st</sup> and 2<sup>nd</sup> person in his line. The others follow him. After all the students go underneath, the first and second person and turn facing backwards. Now the last person once again slips underneath the hands of the 2<sup>nd</sup> and 3<sup>rd</sup> person and the rest do the same. The same is repeated again until all the students finish and they turn and face backwards. This is the locked position.

Unlocking is done in this manner : At first the last person will go underneath the hands of the two persons next to him. Next the last two persons will slip underneath the hands of the two persons next to them. This is repeated and the team which unlocks the chain and stands in the starting position first is the winner. While locking and unlocking the chain, the students should not let go of the hands at any time during the competition.

**Instructions :** If students are more divide the groups with 5 to 8 students in each group.

### **Game 2 : War of the walls**

The students are divided into two teams. These teams stand facing the opposite direction with their backs to each other. The members of each team lock their elbows in each other's and forming a wall stand near the centre line. When the teacher blows the whistle, the teams push each other backwards towards another deciding line. The team which pushes the opponent's team over this line is the winner.

### **Game 3 : Shoulder lock**

The students are divided into two teams and positioned in such a way that each person of a team faces an opponent in a single line. One group is required to stand as strong shoulders. For this each person of that team has to bend his right hand and hold it firmly behind the head. As soon as the whistle is blown, the opposing team's members will try to unlock the hand of the opponent with whom he is paired. The team scores points equal to the shoulders unlocked. Next the other team takes its turn in locking the shoulders. The team which unlocks the most number of opponents in the stipulated 2 minutes is the winner.

### **Game 4 : multiples (har har bam bam)**

All the students form a circle. Starting from one student, all the students will tell the numbers in sequence eg: one, two, three etc. The student whose turn is to tell number three and multiples of three are required to utter the words "har har". The student whose turn is to tell number five and multiples of five are required to utter the words "bam bam". The persons whose turn it is to tell the multiples of both three and five have to utter "har har bam bam". If the student instead of uttering the words tells the number, he is eliminated. The last three remaining students are winners.

### **Game 5 : Sum of jumps**

Two groups will be standing in a file behind a starting line. The first student of each group will jump from this line and make a mark. The second student will jump from this mark and the third student will jump from the mark made by the second. This will continue until the last student of each group has completed his jump and the distance is measured from the starting line to the mark made by the last jumper. The team which covers the most distance will be declared the winner.

### **Game 6 : Potato race**

Two equal teams are made and they assemble one behind the other, behind the starting line. Three circles are drawn in front of each team at a distance of 5 mts. each from the starting line. Two dumbbells are placed in the first circle. At the starting whistle, the first runner places the dumbbells from the first circle to the second and third circle one by one and gives a pass to his teammate in the line. This runner gets back the dumbbells to the first circle one by one and gives pass to his teammate who continues to place the dumbbells in the other circles. This way the team whose all members finish first is the winner.

### **Game 7 : Race in pairs**

The students are divided into two groups. Two each from each group form a pair with their one legs tied together with a handkerchief or similar cloth. On the whistle, one pair from each group start from the starting line and after touching another line some distance away return back to touch the hands of the next pair from their group. The group of which all the pairs finish the race first in the winner.

### **Game 8 : Steal the flag**

The students are divided into two teams. At a distance of about 35 yards from the centre line a flag on either side will be planted. Each team will take their place on each of the flags. On the whistle, each team will try to steal the flag of the other and bring it to their

side. At the same time, they should protect their own flag. The team which succeeds in entering the opponents area and steal the flag is the winner.

Note: A circle shall be drawn around the flag. When a player enters it no one should stop him.

### **Game 9 : Chess**

The students stand around a square. They are made to join in order with both their legs joined anywhere inside the square. The objective is to jump and touch the nearest standing person to eliminate him from the game. The student while jumping on his turn should avoid jumping close enough to persons to avoid being eliminated at the same time should jump to make other persons out while jumping on his turn. This way the game continues and the last student standing will be declared the winner.

### **Game 10 : Khayenge (we will eat)**

The students are arranged in a semi circle. The teacher calls out the name of eatables and the students have to reply with the word 'Khayenge' (we will eat). In between the teacher calls out the name of things which cannot be eaten. Those who say Kahyenge to these items are eliminated from the game. The game continues and the last person standing is declared the winner and the rest of the students clap for him.

### **Game 11 : Kangaroo relay**

Each team is made to stand one behind another, behind the starting line. A cone or a marker will be placed some distance in front of each team. All the team members spread out their legs with the first member having a football. At the whistle, the first player sends the ball back between the legs of the players. The last player in the line will hold the ball in between his legs and hops to the object placed in front of his team, circles it, and takes his place in front of his team and sends the ball back between his teammates

legs. The player standing last does the same as the previous player that is, fixes the ball in between his legs, circles the object and hops back to this group. This continues and the team whose members finish first are declared winners.

### **Game 12 : Dodge ball**

The students are divided into two teams. One team stands inside a circle and the other teams spreads out on the circle. The team on the circle is given a football or a similar ball. At the whistle, the team on the circle ball starts hitting the players inside the circle with the ball. The ball should hit the players below the waist on the full. Each hit will earn a point for the throwing team. A pitched ball hitting the players or a player on the circle entering and throwing a ball does not draw a point. Each team will get its turn to throw the ball and then to dodge the ball. Each team will get 3 minutes to target its opponents. The team with more points is the winner.

## NATIONAL INTEGRATION

### Lesson – 13

#### NITHYOTSAVA

We learn the scale and rhythm of singing the song 'Nithyotsava' composed by Prof. K S Nisar Ahmed

Promoting National integration is academically important. Singing songs of national integration inculcates a spirit of national integration among the students.

#### Song – Nithyotsava

Jogada siri belakinalli, thungeya thene balukinalli  
Sahyadriya lohadadira uttungada nilukinalli  
Nithyahari dhvarna vanada thega gandha tharugalalli  
Nithyotsava, thaayi nithyotsava ninage .....

Ithihaasada himadallina simhasanada maaleyalli  
Gatha saahasa saarutiruva shaasanagala saalinalli  
Olegariya sirigalalli, degulagala bhithigalali  
Nithyotsava, thaayi nithyotsava ninage .....

Halavennada hirimeya, kulavennada garimeye  
Sadvikaalasheela nudiya, lokaamrutha seemeye,  
Ee matsara nirmatsara manadudaara mahimeye  
Nithyotsava, thaayi nithyotsava

**Prof. K S Nisar Ahmed**

### **Prof. K S Nisar Ahmed**

Prof. K S Nisar Ahmed was the president of the 73<sup>rd</sup> All India Kannada Sahitya Sammelana. He is a poet, analyst and a litterateur. He was born in Devanahalli district of Bangalore on 05.02.1936. His full name is Kokkare Hosahalli Sheik Hyder Nisar Ahmed.



**Prof. K.S. Nisar Ahmed**

He praised the natural beauty of the Sahyadri hills with his famous song “Jogada siri belakinalli thaaye ninage nithyothsava”. He was the first person to release ‘Nithyothsava’ a cassette of regional patriotic songs and thereby was successful in creating interest in the minds of the kannadigas.

He has received the post graduate degree in Geology. He was worked in Mysore, Gulbarga and Chitradurga. He has worked as the professor in Geology in the Central college in Bangalore.

## THEORY

### Lesson -1

## DEVELOPMENT OF PHYSICAL EDUCATION IN INDIA AFTER INDEPENDENCE

### The following points are learn in this lesson

- Development of Physical Education during the post independence period
- Appointment of various committees for the development of physical education
- Recommendations and policies of various committees

The development of physical education has got its own history in India. Let us learn the developments in Physical Education in the pre independence and post independence period and its status at present.

Before Independence till 1857, due to Lord McCauley's biased educational policies, new schools especially, missionary schools were established. As a result gradually games and sports of Indian origin were neglected and Indian educational system was westernised.

After Independence, in 1948 the central government constituted the Tarachand committee and Dr. Radhakrishnan commission to improve the status of physical education in high schools and colleges respectively. The Tarachand committee made recommendations such as establishing a central college to award degrees in physical education, establishing teacher trainee colleges in physical education, publishing literature related to sports training and recreation, streamline examinations in physical education, evaluation and training and system of supervision in the lines of those existing in Madras, Bombay and West Bengal, opening of Akhadas, gymnasiums, sports clubs and so on. Dr. Radhakrishnan commission in addition to acceptance of the recommendations of the Tarachand committee also recommended a minimum of two years of compulsory physical education in colleges.

In 1954 the Central government formed the 'Central Advisory Board for Physical Education and Recreation' Committee. This



committee after making a complete review of the physical education and recreation activities in the country came out with a report in 1956, 'National Plan for Physical Education and Recreation'. This report laid out the procedures for curriculum, evaluation in physical education and also recommended starting of college of physical education having a physical education course for three years. In 1957, under the leadership of Dr. P M Joseph, a national college of physical education to provide a three year graduate degree in physical education was started in Gwalior in the state of Madhya Pradesh. Thereafter one year teacher training centres in physical education were started in all the states.

In the course of this, a plan involving the preparation of a physical fitness qualification exam known as the Central Advisory Board for Physical Education and Recreation National Physical Education Drive (NPED) was prepared and it came into force in 1959-60. The Rajkumari Amrit Kaur Sports Coaching Scheme which was started in 1958 was later changed to National Institute of Sports (NIS) in 1961, based on the recommendations of Central Advisory Board for Physical Education and Recreation.

After Independence, to reduce the problems of indiscipline and lack of cultural following caused by the displacement, and on the advice of Pandit Jawarlal Nehru, Retired major general G. K. Bhosle introduced drill and marching, folk songs and some minor games programmes. This programme was later known as National Discipline Scheme (NDS), and became a compulsory physical education curriculum in all the schools of the country.

The introduction of activities like NCC (National cadet corps), ACC (Auxiliary cadet corps) Scouts and Guides in 1957 caused confusion in the high school physical education curriculum. To correct this confusion, in 1959 the Hridayanath Kunzru Committee was appointed which submitted its report in 1963. On the basis of the recommendations of this committee the high school curriculum was reconstructed. This new curriculum was called the National Fitness Corps (NFC) and just as in the case of NDS, this curriculum was made compulsory in all the schools in 1965-66. But it is clear that there was less importance given to games in this curriculum.

In 1967, in order to bring about a balance in physical education and sports activities a committee was formed under the chairmanship of Dr. Deshmukh. The main recommendation of this committee was “All schools, colleges and universities should give importance to physical education and yoga should progress. Conferences concerning Yogasanas and Pranayama should be conducted in physical education programmes.

In 1992 the Central government in its new National Education Policy confirmed Physical Education as an integral part of total education. In 1993 a committee under the chairmanship of Sri. K P Singh Dev was constituted to take measures to make physical education involving Yoga compulsory at all levels of school education, motivate the teachers and students to involve in physical activities and sports and games and for schools to develop low cost facilities for physical education and sports and games activities. This committee in addition to reaffirming the recommendations of the previous committees put forth several more recommendations. Some of the important recommendations are:

1. All the students and teachers should compulsory by take physical education examination and compulsorily pass them.
2. Schools should provide a 40 minute period for physical education and sports activities, which would be conducted by a trained physical education teacher.
3. Yoga should be included in the physical education programme and should be made compulsory in all schools.
4. Students participating in competitions in sports should be given leave and arrangements should be made to conduct alternate exams.
5. Sportspersons participating in competitions should be given opportunities in higher education and should be considered for jobs.

Lastly, this committee recommended that a text book in physical education be prepared for classes 1 to 12 and all states should adopt it.

In 2001-02, after studying the report of the K P Singh dev committee and after taking into consideration the state of affairs of Karnataka, Sri. B T Pemmaiah of the Karnataka state government strongly recommended the implementation of the recommendations of K P Singh dev committee.

Following that in 2003-04 a committee under the chairmanship of the minister for education, Law and parliamentary affairs honourable Sri. B S Horatti, and keeping the recommendations of the Sri. B T Pemmaiah as the base, strongly recommended the introduction of physical education as a compulsory subject in high schools.

In 2006 the government of Karnataka constituted a committee under the chairmanship of Prof. L R Vaidyanathan, to implement a common physical education syllabus at all levels for primary and secondary school education. This committee after studying the status of physical education in schools made many recommendations in its report. As a result of this from 2009-10 onwards in primary and high schools upto ninth standard physical education was made a compulsory exam subject.

During June 20 to 22, 2011 an international workshop was organised in Simla to take measures to encourage physical education and sports in schools. In this workshop a blue print of physical education text book was prepared for primary (1 to 5), higher primary (6 to 8), Secondary (9-10) and high school (11-12) levels. It was also recommended to prepare a textbook at the national level for all classes.

### Exercises

#### I. Fill in the blanks with suitable words.

- 1) The national University of Physical education was established under the leadership of \_\_\_\_\_
- 2) Physical education is an integral part of the learning process was recommended by \_\_\_\_\_ committee.

- 3) Dr. Radhakrishnan Committee was constituted in \_\_\_\_\_.
- 4) National Institute of Sports (NIS) was started in \_\_\_\_\_ place.

## II. Choose the correct answer and fill the blanks

- 1) Before independence the missionary schools were started as a result of academic discrimination by \_\_\_\_\_.  
(a) Lord William Benting      (b) John Wright  
(c) Lord McCauley              (d) William G Morgan
- 2) \_\_\_\_\_ committee recommended the merger of Yogasana and Pranayama in the physical education programmes.  
(a) G Bhosle                      (b) Deshmukh  
(c) Prof. L R Vaidyanathan      (d) Tarachand
- 3) The name recommended for the sports coaching programme is \_\_\_\_\_.  
(a) Sri. Hridayanath Kunzru      (b) Smt. Rajkumari Amrit Kaur  
(c) Dr. Radhakrishnan              (d) Sri. K P Singhdev
- 4) To implement the recommendations of the Sr. K P Singhdev committee in Karnataka, a committee was constituted under the leadership of \_\_\_\_\_.  
(a) Sri. B S Horatti                  (b) Sri. B G Pemmaiah  
(c) Prof. L R Vaidyanathan      (d) Sri. Tarachand

## III. Match the years given in the A column with the committees given in the B column.

- 1) 1948 - a) Sri. K P Singhdev committee
- 2) 1959 - b) Sri. Tarachand Committee
- 3) 1967 - c) Sri. Hridayanath Kunzru Committee
- 4) 1992 - d) Sri. Dr. Deshmukh Committee

**IV. Answer the following questions in two to three sentences.**

1. Which committee did the central government form in the year 1948 to develop physical education? Write their recommendations.
2. Name the programmes undertaken to remove the issues of indiscipline and lack of culture caused by the problem of displacement of people.
3. The addition of which activities caused the confusion in the physical education syllabus in schools? What were the measures taken to solve this confusion?

**V. Activity :**

- 1) Collect information from your elder sisters/brothers about the physical education studied in their period and write a report.

## TEAM GAMES

### Lesson – 2

## VOLLEYBALL

**The following points are learn from this lesson.**

- Some tactics in volleyball
- The achievements of the state in Volleyball at the national level.
- The achievements in Volleyball at the international level.
- Performance in Asian games and awards.

Volleyball is a simple and active game which has earned a special place in the field of sports. This game has its own specialities. Already we have learnt a few points connected with volleyball. Let us learn more features of this game.

### **Some tactics in Volleyball**

In order to overcome and win over the opponents depending on the situation a few common tactics can be employed.

#### **1. Service :**

While servicing plan tactics after identifying the strong and weak points of the opponents.

- i) A powerful service has to be made after spotting an opponent having a weak defense, a player not able to give a good first pass and after recognising the change of places of the passer.
- ii) Identify an empty spot in the court and serve to that area. (Employ any one skill depending on the situation in the court).

#### **2. Setting the ball :**

- i) Before setting (passing) the ball, the setter should be aware of the position and ability of his front zone players and also should identify the position and ability of the opponent blockers, spot the unmarked zones. Based on this the passer should give front, back, medium, high, short or wave passes.

#### **Do it yourself :**

*Collect information about the teams which your school volleyball team has played at the taluk and district level in the last two years.*

- ii) Vary the speed of the pass according to the situation and at times when there is a vacant spot in the court skilfully place the ball in that area.
- iii) If the lifter (passer) is a front zone player, and the ball is approaching from the opponent court close to the net, instead of giving a pass, he should jump up before the opponent blocker can react, and hit the ball himself into the opponent court and gain a point.
- iv) If the front court players are not successful in gaining a point, then the setter should give the ball to the back court players for a hit.

### **3. Smash (Attack hit)**

- i) Before executing the attack hit, observe the positions of the opponents and hit the ball from above the reach of the blocking opponents. Identify the weaker defense players of the opponents and the vacant spots to place the smash.
- ii) As per the requirements vary the speed of the ball and use a variety of shots.
- iii) If the opponent blockers are skilful and have a greater reach, try to get a touch out or place the ball to gain a point.

During a game if the opponents are gaining points rapidly, decrease the speed of the game. According to the situation take time outs, substitutions and vary the speed of the game.

#### **Essential qualities of a volleyball player**

1. Tall players can easily perform skills like smash and block over the net.
2. Agility is required to move around the court and play the ball.
3. Higher explosiveness will give advantage to players over their opponents in performing skills that involve jumping.
4. Playing the ball with extended arms and legs require flexibility.
5. Speed is decisive for reaching the ball on time and perform a particular skill.
6. Good reaction ability will help players to react quickly to the ball and perform appropriate skill.

### Volleyball Competitions, Prizes and Awards

1. National Junior volleyball championships.
2. National sub-junior volleyball championships for boys and girls.
3. National mini volleyball championships
4. National super league competitions.
5. Federation cup for men and women.
6. Senior volleyball championships for men and women.
7. National super league competitions.
8. Asian Junior volleyball championships for boys and girls conducted once in two years.
9. Senior international volleyball tournament for men and women conducted once in four years.
10. International Volleyball youth championships conducted for under 19 boys and girls once in two years.
11. World cup in volleyball for men and women conducted once in four years.
12. International league for men and International grand prix competitions for women.
13. Sirivanti Aditnar Gold cup International invitational tournament.
14. Rashid International invitational tournament.
15. Arjuna and Ekalavya awards given to outstanding players in volleyball and Dronacharya award for outstanding coaches.

#### Activity

Collect the photo's of International volleyball players and prepare a album.



## EXERCISES

### I. Fill in the Blanks with Suitable words.

- 1) \_\_\_\_\_ players can easily perform skills over the net like smash and block.
- 2) \_\_\_\_\_ is decisive for reaching a ball travelling with high speed.
- 3) Good \_\_\_\_\_ ability will help in reaching quickly to a ball.
- 4) \_\_\_\_\_ is required to effectively move around the court.

### II. Fill in the blanks with correct answer.

- 1) Opponent's ability and \_\_\_\_\_ has to be identified while structuring serving tactics.  
(a) Strength (b) Weakness (c) Speed (d) time
- 2) If opponents are quickly scoring points, the game should be \_\_\_\_\_  
(a) Slowed (b) Speed (c) Substitution (d) Fail
- 3) \_\_\_\_\_ is required to sketch hand and play the ball inside court.  
(a) Speed (b) Skill (c) Flexibility (d) Agility
- 4) \_\_\_\_\_ Space without opponents should be served  
(a) Empty (b) Back (c) Front (d) Side

### III. Answer the following questions.

1. Write any two tactics that should be adopted while serving in Volleyball?
2. How to perform smash in Volleyball? Explain.
3. Write the essential qualities of a volleyball player.
4. Which is the award given to outstanding coaches?
5. Name any three national volleyball championships.

## Lesson - 3

# HOCKEY

**The following points are learn from this lesson.**

- Tactics in hockey.
- State and National level achievements in hockey.
- Tournaments and awardees.

Hockey is a very active game. It occupies a place of prominence in India. Already you have learnt some aspects of this game in the previous classes. In this lesson you will learn some theoretical points of this game.

### **Tactics in hockey**

Hockey and other team games have zonal play as one of the important tactical aspects. If a player keeps in mind the tactical points, his path towards victory can be easier.

One of the important tactical aspects is 'Outnumbering' or the number of offensive players should be more than the number of defensive players while attacking the opponents goal. This means the offensive players should attack the opponent's goal at the same time. Each player's role is important till the end of the game. All the players (forwards, midfielders and full backs) will be moving towards the ball.

### **Activity**

Listout the Indian Olympics players who were participated in recent Olympics games, collect the picture of captan of the team.

In a competition importantly the ball will be travelling in the field. The players should pass the ball to teammates by pushing, hitting, running, changing directions to the right and left and dodging the opponents. In these situations the flick, scoop, push or hit should be executed quickly.

### **Essential qualities of a hockey player**

1. Endurace is essential to move throughout hockey playfield and play effectively.

2. Agility is required to change direction as per the movements of opponents.
3. Eye-hand and leg coordination is essential to keep the ball in control.
4. Accuracy is required to pass the ball appropriately.
5. Speed is a pre-requisite to receive pass from teammates and dodge the opponents. Speed is also required to grab the ball from opponents.
6. Flexibility is required to stop the ball by stretching the stick and perform a skill effectively.
7. Hockey Player requires reaction ability.

### **Hockey Tournaments**

There are many tournaments in hockey. Some of the international tournaments are

**1) Hockey World Cup :** Considered as the World Hockey Championship, the Hockey World Cup is organised by the International Hockey Federation (FIH). The tournament was started in 1971. It is held every four years in between two Olympics.

**2) Olympics :** Hockey was introduced at the 1908 Olympic Games in London as a men's competition. Hockey was removed from the Olympics at the 1924 Paris Games due to the lack of an international structure. In reply to this, in the same year, the International Hockey Federation (FIH, Fédération Internationale de Hockey) was founded in Paris. Men's hockey became a permanent fixture at the next Olympic Games, the 1928 Games in Amsterdam.

The first women's Olympic hockey competition was at the 1980 Moscow Games. Olympic field hockey games were first played on artificial turf at the 1976 Montreal Games.

**3) Champions Trophy :** The Hockey Champions Trophy was founded by the Pakistan Air Marshal Nur Khan in 1978 for men. In 1987 the first women's tournament took place. Six teams qualify for the championship, though the first edition had five teams, the second had seven and in 1987 there were eight teams. In the year following the Olympics or a World Cup, the six teams were included.

- 1) The host
- 2) The defending champion
- 3) The next highest ranked teams from either the most recent World Cup or Olympic Games.
- 4) The world champion

**4) Sultan Azlan Shah Cup :** The Sultan Azlan Shah Cup is an annual field hockey tournament held in Malaysia. It began in 1983 as a biennial contest. After this tournament gained in popularity it was conducted annually since 1998. The tournament is named after the ninth King of Malaysia, Sultan Azlan Shah who is an avid fan of field hockey.

**5) Asian Games :** Hockey is an Asian Games event since 1958 in Tokyo. Women's competition was held for the first time at the 1982 Asian Games in New Delhi.

**Know this :**

Name of the Arjun awardees in Womens hockey national team - Suraj Latha Devi, Mamatha Kharab, Helen Veara, Varsha Soni, Preetham Ranisivach, N. Omana Kumara.

**6) Junior Hockey World Cup :** The Junior Hockey World Cup is organized by the International Hockey Federation (FIH). The players participating in this tournament should be under 21 years of age as at December 31 of the year before the tournament. This tournament is held every four years. The women's junior world cup started in the year 1989.

### **National Hockey Tournaments**

1. All India Beighton Cup Hockey Tournament, Kolkata[W.B]
2. All India MCC Murugappa Gold Cup Hockey Tournament, Chennai[T.N.]

3. All India Gurmeet Memorial Hockey Tournament, Chandigarh[Punjab]
4. All India Surmeet Memorial Hockey Tournament, Jalandhar[Punjab]
5. All India Chhatrapati Shivaji Hockey Tournament, Delhi
6. All India Agha Khan Hockey Tournament, Mumbai[Maharashtra]
7. All India Bombay Gold Cup Hockey Tournament, Mumbai[Maharashtra]
8. All India Obaidullah Khan Gold Cup Hockey Tournament, Bhopal[M.P.]
9. All India Jawaharlal Nehru Hockey Tournament, Delhi
10. All India Lal Bahadur Shastri Hockey Tournament, Delhi
11. All India Sanjay Hockey Tournament, Delhi

**Know this :**



In this picture we know the materials which are used during the playing hockey.

12. All India Indira Gold Cup Hockey Tournament, Jammu [J & K]
13. All India G.P.Kuppuswami Naidu Hockey Tournament, Kovilpatti[T.N.]
14. Senior National Hockey Tournament
15. Junior National Hockey Tournament
16. Sub-junior National Hockey Tournament

### EXERCISES

#### I. Fill in the blanks with suitable words.

- 1) In the game of hockey there are \_\_\_\_\_ and \_\_\_\_\_ players.
- 2) \_\_\_\_\_ is essential to change direction with ball as per the movement of defenders.
- 3) \_\_\_\_\_ is required to appropriately pass the ball and score a goal.
- 4) \_\_\_\_\_ speed is essential for a hockey players.

#### II. Choose the correct answer from the options given below.

- 1) Hockey is the national game of \_\_\_\_\_ country.  
(a) Brazil    (b) Australia    (c) India    (d) Japan
- 2) There are total \_\_\_\_\_ number of players in hockey.  
(a) 10    (b) 14    (c) 15    (d) 16
- 3) In order to have control over the ball eye-hand and leg \_\_\_\_\_ is essential.  
(a) Speed    (b) Agility    (c) Coordination    (d) Flexibility
- 4) Hitting ball from left to right with control is called\_\_\_\_\_  
(a) Hit    (b) Flick    (c) Dribble    (d) Scoop

**III. Match the following.**

- |                             |   |         |
|-----------------------------|---|---------|
| 1) World Cup                | - | a) 1908 |
| 2) Men's Olympics           | - | b) 1983 |
| 3) Women's Champions trophy | - | c) 1971 |
| 4) Sultan Azlan Shah        | - | d) 1989 |
|                             |   | e) 1987 |

**IV. Answer the following questions,**

- 1) Explain the tactics in hockey ?
- 2) Explain the need for speed and agility in hockey game.
- 3) Write about accuracy and endurance in hockey game.
- 4) Write the essential qualities of a hockey player.

**V. Activity.**

- 1) Collect the pictures and biodata of hockey players of Karnataka who have played at the national and international level and prepare a album.
- 2) Preparation of a model – Hockey stick – wooden or a thermaeol.

## Lesson - 4

# HANDBALL

### You learn the following points from this lesson

- Tactics in Handball
- Performance at the state and national level.
- Tournaments and awardees.

Handball has gained popularity in recent years. To achieve success in this game, we have to learn the tactics to be adopted. Our state has made achievements in this game.

### Tactics of Handball

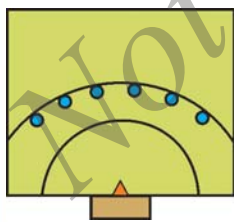
- 1) Defensive system
- 2) Attacking system

#### I. Defensive tactics

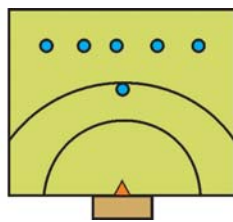
There are three methods.

During a game several methods can be created to save the goal from an opponent.

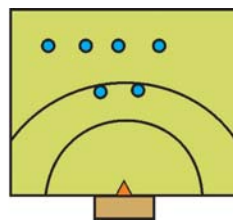
- 1) All the defending players can block the opponent with the ball.
- 2) Some defenders like those in the middle or to the side only try to block the attacker.
- 3) Blocking the opponent from his own position without leaving the zone.



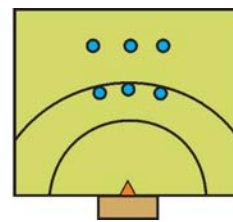
1) 6 : 0



2) 5 : 1



3) 4 : 2



4) 3 : 3



### Essential qualities for handball players

- 1) Handball player needs endurance for offence and defence in the entire court.
- 2) Agility is essential for changing direction as per the movement of opponents.
- 3) Eye-hand coordination is essential for appropriate control of the ball and scoring the goal.
- 4) Accuracy is required to successfully pass the ball and score goals.
- 5) Speed is required to gain control of the ball from opponent and score goals.
- 6) Receiving the ball and scoring goals against opponents requires flexibility.
- 7) Explosiveness in shoulder is required to forcefully throw the ball and score goals.

#### You should know

##### Karnataka Handball Association

The Karnataka Handball Association was established in 1975-76. During the national handball championships held at Secunderbad in 1974, the then secretary of the Indian Handball Federation Ibrahim Khan proposed the formation of the Karnataka handball association. Due to the efforts of Sri. Ramamurthy/ Sri. B S Nagaraj and Sri. M K Nagendra the Handball Association came into existence in Karnataka.

#### Awards

##### I. State award winners (for achievements in dasara games)

- |                         |                   |
|-------------------------|-------------------|
| 1. Sri. Sadanand Samuel | 2. Sri. Ravikumar |
| 3. Smt. Kausalya Kumari | 4. Sri. Premnath  |

##### II. Ekalavya award winners

- |                         |                  |
|-------------------------|------------------|
| 1. Sri. Raja Reddy      | 2. Sri. Amal Raj |
| 3. Smt. Kausalya Kumari | 4. Sr Premnath   |

### Indian representatives in Asian championships

1. Sri. Raja Reddy
2. Sri. Arun Kumar
3. Sri. Somashekar
4. Sri. Suresh
5. Sri. Arunachalam
6. Sri. Balasubramaniam
7. Sri. Srinivasaram

### Indian representatives in Commonwealth games

1. Sri. S. Amalraj
2. Smt. D. Hemalatha

The state men and women and many junior players have attended the national camps.

#### You should know

Sri. N K Prasad of Karnataka was selected as an international referee to officiate in the Asian games in 1988 at Seoul, South Korea.

### EXERCISES

#### I. Fill in the blanks

- 1) For speedily throwing the ball to score goals \_\_\_\_\_ is essential in shoulders.
- 2) To score goals and pass the ball appropriately \_\_\_\_\_ is essential
- 3) For scoring goals and appropriately passing the ball \_\_\_\_\_ is essential
- 4) The act of deceiving the defenders and scoring goals is called \_\_\_\_\_.

#### II. Match the following

- |                                      |                           |
|--------------------------------------|---------------------------|
| 1) For playing entire court          | 1) Accuracy is essential  |
| 2) For successful passing            | 2) Agility is essential   |
| 3) For grabbing the ball and scoring | 3) Endurance is essential |
| 4) For rapidly changing movement     | 4) Speed is essential     |
| 5) Players in handball               | 5) 12 players             |

#### III. Answer the following

- 1) Mention the defensive faction in handball.
- 2) Write about the need of endurance for handball players.
- 3) Mention the need of accuracy and agility.
- 4) Write the essential quality of handball player.

#### IV. Activity.

Collect information about the players who have participated in taluk and district handball competitions.

## Lesson - 5

# BASKETBALL

### You learn the following points in this lesson

- Tactics in Basketball
- Performances in basketball

Basketball is a very unique game and is popular in India. In this lesson you will learn more rules about basketball in addition to the knowledge already got in the earlier class.

### Tactics

#### 1. Offensive tactics

**i) Screening :** A screen is a tactic where the offensive player blocks a defensive player by standing beside or behind him, so that his teammate is made free to shoot, receive a pass, or drive in to score.

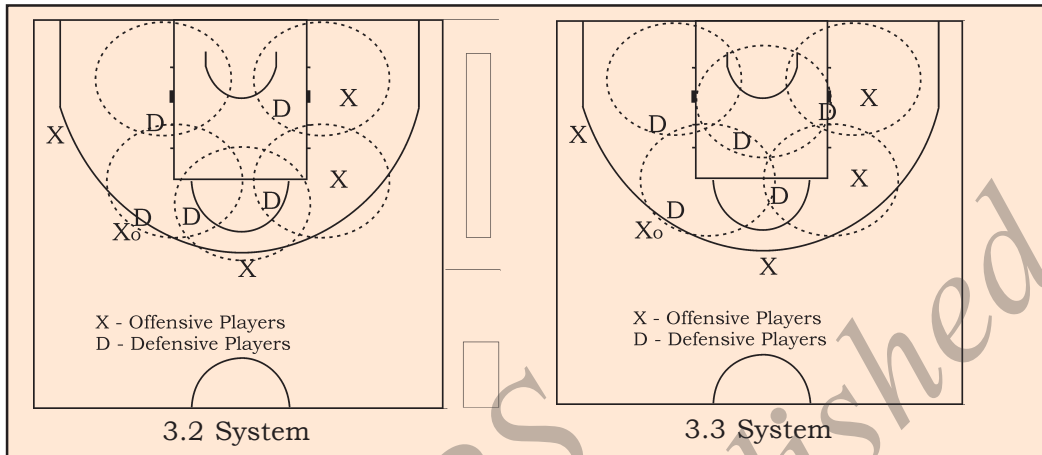
**ii) Post play :** Stationing oneself at the top of the restricted area, deceiving the opponents and giving effective passes to teammates to shoot a basket is high post play. The player specialised in high post play can give a pass in either direction. Giving passes from the end of the restricted area near the board is called low post play. This is very effective in shooting baskets. In unavoidable circumstances the players making these plays himself shoots the baskets. This player should be intelligent enough to read the opponents' movements and make the passes.

**iii) Fast break :** When the attacking team is playing in the opponents court and have lost possession of the ball, the defensive team who have gained possession attack the opponent basket before they have time to take their defensive position. This is called fast break. This tactic is especially useful when the opponents are using man to man tactics.

#### 2. Defensive tactics

**i) Zonal defence :** The defensive players pay more attention to the area in which the ball is played rather than the player playing the ball. Each player is assigned an area of the court called a zone in which he has to take a defensive position.

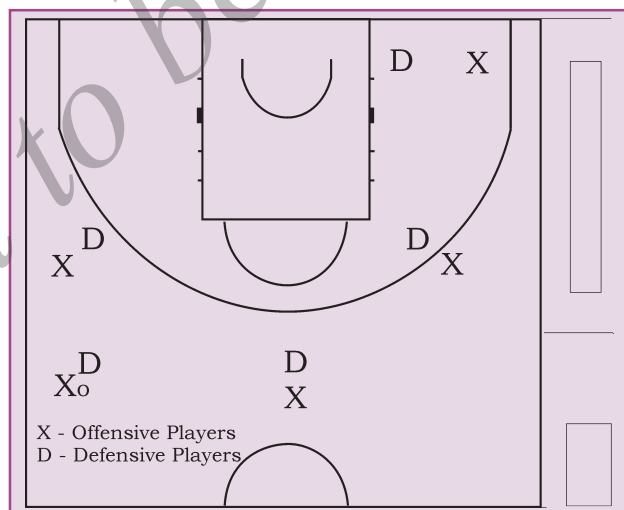
Asper below picture different types of zonal system used for defence.



Types of Zone Defence

**ii) Man to man defence :** In this defensive tactics, each opponent player is assigned to each of the players for marking. This will improve the individual defensive ability of the players. There are two aspects of man to man defence that is, full court press and half court press. The players assigned to each player have to be restricted from scoring till the end of the match or till the tactics is applied.

The players can play in any area or zone of the court. But these are some of the commonly used tactics.



Men to Men defence

### **Prizes and competitions in basketball**

Government of India confers Arjuna award to Basketball players for their significant contribution at National and International. Highest contributor in Basketball will be conferred Rajiv Gandhi Khel Ratna as in any other sport. Government of Karnataka confers Ekalavya award to Basketball players of the State for successful players. Following are the popular competitions in Basketball:

- 1) FIBA Basketball world cup.
- 2) FIBA women's world championship.
- 3) Olympic basketball tournament.
- 4) Under 19 years World Championship.
- 5) Under 17 years World Championship
- 6) Continental cups.
- 7) Senior Basketball Championship for men and women (National).
- 8) Junior (under 18) National Basketball Championship for boys and girls.
- 9) Youth (under 16) National Basketball championship for boys and girls.
- 10) Sub junior or mini (under 13) National Basketball Championship for Boys and girls
- 11) Federation cup for men and women.

### **Essential qualities of a Basketball player**

- 1) Tall players will find it easy to put the ball into the basket or to obtain rebound if unsuccessful.
- 2) Explosiveness is essential for jumping in most situations.
- 3) Agility is essential for defending the ball as per the movements of opponents, and to pass as well as shoot the ball.
- 4) In order to speedily cover distance of the court length speed is essential.

- 5) For receiving the pass and giving the pass by stretching the body flexibility is essential.
- 6) Eye-hand coordination is essential for players to successfully put the ball into basket.
- 7) Accuracy is needed to successfully put the ball into basket.

### EXERCISES

#### I. Fill in the blanks

- 1) Screening means standing \_\_\_\_\_ to player's movement.
- 2) The player observes \_\_\_\_\_ and plays in his specified zone.
- 3) Eye-hand \_\_\_\_\_ is required to successfully put the ball into basket and score points.
- 4) \_\_\_\_\_ is required for successfully putting the ball into basket.

#### II. Fill in the blanks with suitable answers given in the options

- 1) \_\_\_\_\_ players are essential for basketball.  
(tall, short, fat, slim)
- 2) \_\_\_\_\_ is required to cover the distance of court in short time.
- 3) Standing on the restricted area and giving pass for scoring basket by deceiving opponent is \_\_\_\_\_
- 4) Carrying the ball forward by an opponent before opponents getting set is called \_\_\_\_\_  
(Fast break, Low post, high post, zone defence)

#### III. Answer the following questions.

- 1) How many types of tactics are there in basketball?
- 2) What is post play?
- 3) What is fast break?
- 4) Write the essential qualities of basketball player.

#### IV. Activity.

Collect the photos and information of national and international basketball players.

## Lesson - 6

# BADMINTON

### The following points are learn in this lesson

- Tactics of badminton
- Achievements at the state, national and international level.
- Competitions and awards

We halve already learnt some points about badminton. In addition to it we will a few more aspects of the games in this lesson.

### Tactics

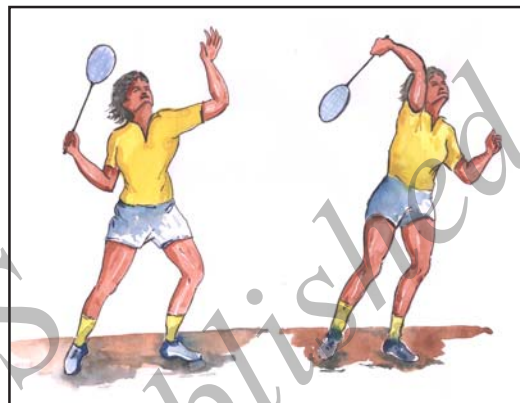
1. Short service and long service
2. High service and floating service
3. Dropping
4. Receiving
5. Smashing
6. Back hand receiving

**1. Short service and long service :** This is the method of starting a rally by holding the shuttle in the hand and hitting it to the opponent's court. Short service means sending the shuttle near the front or the middle part of the court. Long service means sending the shuttle near the back line or to the rear end of the court. These two kinds of services are done during the game depending on the position and the ability of the opponent. While servicing normally servicing to the left of the opponent is more effective.

**2. High service and floating service :** High service is the service done in such a way that the shuttle goes high into the opponent's court. When the shuttle is sent over medium height and it floats and changes direction in the air, it is called floating service. While doing the service, it is a good tactic for the player to observe the movement of the air and see that the shuttle is sent over the left shoulder of the opponent.

**3. Dropping :** During a rally, when the opponent is at the back of the court, the art of skilfully placing the shuttle near the front of the court in such a way that it drops suddenly to the floor, is called dropping.

**4. Receiving :** When the shuttle is sent from the opponent's court, sending it back in an effective manner is receiving. While receiving the player should observe the speed of the shuttle and the position of the opponent before sending back the shuttle. It is a good tactic to send the shuttle to the weak side of the opponent which is normally the left side, and also near the side lines.



**Dropping**

**5. Smashing :** When the cock is approaching over the head and to the right side, hitting it powerfully so that it moves swiftly in a downward trajectory to the opponent's court is called smashing. Left handed players hit the shuttle coming on their left side.



**Smashing**

**6. Backhand receiving :** This skill is used to send the cock coming to the left of the player, into the opponent's court. When the shuttle



is sent from the opponent's court to the left of the right handed player, he turns his body to the left by extending his right hand to the left and turning the racket so that the back of his palm is facing the net, and hits the shuttle back into the opponent's court. The left handed player plays the same when the shuttle is coming to his right side.

### **Essential qualities of badminton players**

1. Eye hand coordination is essential for correct contact of shuttle with racket.
2. Higher strength and endurance in legs is required for effective foot movement.
3. The shuttle can be effectively sent throughout the opponents court and smash performed when there is higher strength in shoulders.
4. Flexibility is essential for receiving and returning the shuttle.
5. Accuracy is required to send the shuttle in the empty space of opponents court.
6. Good reaction ability will be helpful for effectively reacting to the shuttle coming from opponent.

### **Sports awards**

Indian badminton players have not only been awarded the Arjuna and Rajiv Gandhi Khel Ratna award. Additionally participation in tournaments like the Syed Modi cup, Thomas cup, Uber cup, Pune cup, All England championships, Asian championships world championships, Olympic competitions help in the development of the game. The Indian Badminton Association is very helpful in this respect. The Indian badminton players have won prizes in the commonwealth games and also participated in the Olympics.

#### **Activity**

Collect the pictures and information from newspapers concern to Sina Nehwal playing the badminton.

Prakash Padukone received India's prestigious sports award 'the Arjuna award' in 1972. George Thomas was awarded the same in 1980 and Aparna Popat got the same in 1999. After Prakash Padukone won the All England championship, Pullela Gopichand achieved the same feat. In the women's section the performance of Saina Nehwal is commendable.

### EXERCISES

#### I. Fill in the blanks with suitable words.

- 1) \_\_\_\_\_ is used in the game of Badminton.
- 2) \_\_\_\_\_ is required for correct contact of shuttle with racket.
- 3) Hitting a shuttlecock powerfully to earn a point is called \_\_\_\_\_.
- 4) Sending the cock to the backside of opponent court is called \_\_\_\_\_.

#### II. Choose the correct answer from the four options given below.

- 1) The service in which the shuttle floats and changes direction is called \_\_\_\_\_
  - a) High service
  - b) Floating service
  - c) Short service
  - d) Long service.
- 2) Hitting the shuttle hard over the head into the opponent court is called \_\_\_\_\_
  - a) Receiving
  - b) Dropping
  - c) Smashing
  - d) Receiving
- 3) When the opponent is in the back court, suddenly placing the ball near the net in an empty space is called \_\_\_\_\_.
  - (a) Receiving
  - (b) Smashing
  - (c) Dropping
  - (d) Floating

**III. Answer the following questions.**

- 1) What is 'short service' in 'Badminton'?
- 2) What is 'underhand receive' in 'Badminton'?
- 3) What is 'smash' in 'Badminton'?
- 4) What is 'dropping' in 'Badminton'?
- 5) Write the essential qualities of a Basket ball players.

**IV. Activity.**

- 1) Collect information about the players who have won medals in national and international tournaments including the Olympics.
- 2) Prepare a list of players who have won various awards and prizes.

## TRACK AND FIELD

### Lesson – 7

## TRIPLE JUMP

### The following aspects are learn in this lesson

- History of Triple Jump
- Jumping arena and measurements
- Rules of triple jump
- Records in triple jump and athletes

Triple jump is one of the important jumping events in athletics. In relation to the aspects of triple jump already learnt let us learn more about it.

Triple jump is an event in athletics where the athlete performs the skill using his neuro muscular coordination and explosive power of the legs.

The triple jump consists of three types of leaps (hop, step and jump). In this event the athlete takes off with a leg and performs a hop (landing on the same leg) followed by a step (landing with the other leg) and finally jumping into the pit (jump). This means if the jumper takes off with the left leg, he lands on the left leg for the hop, and taking off with that leg takes a step or lands on the right leg and once again takes off with the right and lands with both legs in the pit.

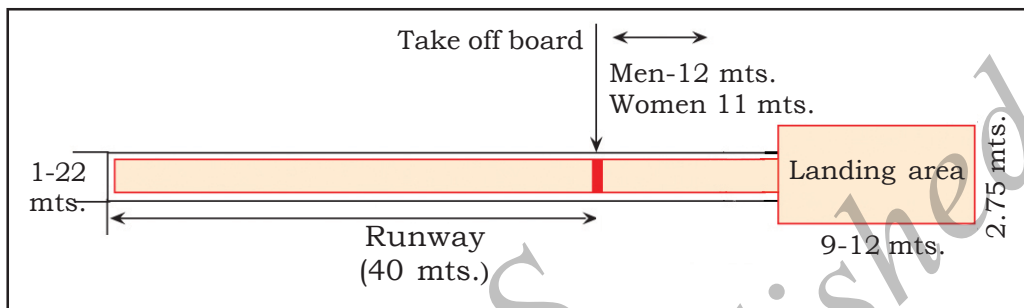
After take off when taking off or landing, the sleeping leg (non taking off or landing leg) should not touch the ground.

### Construction of the Triple jump arena.

#### 1) Runway

- i) Length – 40 mts.  
Width – 1.22 mts.

- ii) The runway should be firm and level.
- iii) The runway should be marked with white lines 5 cms. in width.



### Triple Jump Court

#### 2) Landing area

- i) Length – 9mts. to 12 mts.
- ii) Width – 2.75 mts.to 3 mts.
- iii) The jumping pit should be filled with soft and wet sand and should be level with the runway and the take off board.
- iv) As far as possible the centre of the take off board should be in line with the centre of the jumping pit.

#### 3) Take off board :

- i) From the board to the beginning of the pit  
 Length: for women – 11 mts. For men: 13 mts.  
 For juniors 9 mts. To 11 mts.
- ii) There should be a minimum distance of 21 mts. from the take off board to the far end of the pit.

#### 4) Construction of the take off board :

- i) Length 1.22 mts. to 1.25 width – 20 cms., thickness – 10 cms.

to - 1.25 m

- ii) The take off board should be painted white.
- iii) The take off board is of a rectangular shape and made of wood.

### Basic Rules

- 1) The triple jump should be done in the same order of hop, step and jump.
- 2) The runway should be used for take off.
- 3) The lines of the runway should be stepped on and the take off should be done by stepping on the take off board within the lane.
- 4) In the qualifying round all the jumpers will be given three trials, out of which best eight will be selected who will be given three more attempts.

### Fouls

- 1) If the order of jumps, (hop, step and jump) is not according to order then that jump is not valid.
- 2) The runway lines should not be stepped upon.
- 3) Takeoff cannot be taken outside on either side of the take off board.
- 4) The jump should be done into the pit.
- 5) After landing into the pit, the jumper should not walk backwards in the pit.

### Records (Upto to July 2012)

Level of Competition	Name	MEN		
		Country	Distance (meters)	Year
World	Jonathan Edwards	Germany	18.29 mts.	1995
Olympics	Kenny Harrison	USA	18.09 mts.	1996
National	Renjith Maheshwari	India	17.07 mts.	2010

State Satheeshan - 15.44 mts. 2000

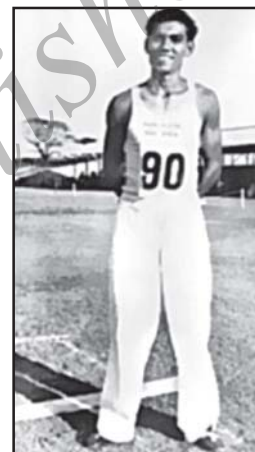
WOMEN				
Level of Competition	Name	Country	Distance (meters)	Year
World	Inessa Kravets	Ukraine	15.50 mts.	1995
Olympics	Francoise Mbango Etone	Cameroon	15.39 mts.	2008
National	Mayookha Johny	India	14.11 mts.	2011

State Shilpa Sequeira - 12.56 mts. 2000

(Information upto 2012 July)

### State Athletes

**Henry Rebello** : Henry Rebello is a world famous triple jumper. He participated in the first Olympics after India got independence in London in 1948. Henry was born on 17-11-1928. Initially he was not interested in sports. His family moved from Lucknow and settled in Bangalore. Henry joined the Baldwin boys high school. One had to compulsorily participate in sports activities. Henry participated in inter school athletics at the age of 16. Thus his sports career got off to a good start. In 1946 he won the gold in the All India Olympics sports in Bangalore. In 1948 he came to be known as the national triple jumper. In the All India Meet at Lucknow he jumper to a distance of 15.29 mts. and created a national record. This record was the best jump for the year.



Henry Rebello

In the London Olympics he was the centre of attraction. He retired as the team captain of Indian Navy in 1980. Later during 1984 to 1988 he served as the first director of Sports Authority of India.

### National Athletes

**1. Mayookha Johny** : Mayookha was born on 04-09-1988 in Kerala. She is an excellent long jumper and triple jumper and participated in the London Olympics in 2012.



Mayookha Johny

She surpassed the Olympics 'B' qualifying mark of 14.10 mts. by jumping to a distance of 14.11 mts. in the final leg of the Asian athletics grand prix held at Kobe (Japan) on 09-07-2011. She has the distinction of being the first Indian woman triple jumper to have crossed the 14 metre mark in triple jump. She has participated in several competitions and won many awards.

**2. Suresh Babu :** Born in Kollam in Kerala on 10 February 1953, Suresh Babu was a science graduate who was good in athletics. held the national titles in the long, triple, and high jump events, in addition to the decathlon.



**Suresh Babu**

He excelled as an athlete in Infant Jesus High School and the Fatima Mata College in Kollam. His first appearance at the national level -was as a junior at Jalandhar in 1969. Three years later he won the national championship in high jump, a title he was to claim for six more years. Switching from one pit to another, he won the national championship in long jump for may years.

The Munich Olympics of 1972 he had his first exposure of international athletics, but it was in the Tehran Asian Games won his first medal. This was a Bronze in the decathlon., He won Gold medal in the Asian Championships at Seoul the following year.

In between he was the captain of the Indian University's athletics team during the World Universities Games at Moscow. Suresh Babu led the Indian athletics team to the Commonwealth Games at Edmonton in Canada and won a Bronze medal for long jump. He then went on to win the Gold medal at the Asian Games in Bangkok. His next target was the Asian Athletics Meet in Tokyo where he won a Silver medal, During his seven years as an active athlete Suresh Babu also won medals for India at competitions in Ceylon, Lahore and the Philippines and was the captain of the Indian team for the World Athletics Meet at Montreal in 1979. He was presented with the Arjuna award by the Governement of India for his achievements in Athletics in 1978-79.

Suresh was employed as a Sports Officer with Kerala Sports Council, Suresh Babu had earlier served as Special Officer for Sports



and Games, on the Kerala State Electricity Board. He was a member of the Technical Committee of the All India Electricity Sports Control Board and a coach at the Sports Authority of India (Southern Centre) in Bangalore.

### International Athletes

**Jonathan Edwards** : Jonathon David Edwards is an international triple jumper from Britain, was born on 10-05-1966 in London. He has participated in Olympics, Commonwealth games, World championships, European championships, European cup, World Indoor championships, European Indoor championships and won many prizes and awards. He created the world record of 18.29 mts. in triple jump in 1995. He has a personal best of 10.48 sec. in 100mts. and 7.41 mts. in long jump.



**Jonathan Edwards**

Following his retirement, Edwards pursued a media career as a television presenter mainly working for the BBC as a sports commentator. He is a member of the London Organising Committee of the Olympic and Paralympic Games, representing athletes in the organisation of the 2012 Summer Olympics. He is a graduate in physics and was conferred a honorary doctorate of the university (DUniv) at the winter graduation ceremony of the University of Ulster.

### EXERCISES

#### I. Fill in the blanks with suitable words.

1. Triple jump means \_\_\_\_\_ jumps.
2. The length of the triple jump pit is \_\_\_\_\_.
3. \_\_\_\_\_ route should be used for triple jump.
4. While jumping the take off \_\_\_\_\_ should not be stepped upon.

#### II. Choose the correct answer from the following four choices.

- 1) Hop in triple jump means \_\_\_\_\_

- (1) standing (2) running (3) jumping (4) flying
- 2) The national record of state athlete Henry Rebello is  
(1) 16.29 mts. (2) 15.29 mts. (3) 18.29 mts. (4) 15.49 mts.
- 3) Mayookha Johny is from \_\_\_\_\_ state  
(1) Karnataka (2) Tamil Nadu  
(3) Kerala (4) Andhra Pradesh

**III. Answer the following in one sentence.**

1. How should the triple jump runway be constructed?
2. Which colour is painted on the triple jump take off board?
3. What is the shape of the triple jump take off board?
4. What is the width of the triple jump runway?

**IV. Answer the following in three to four sentences.**

1. Write any three rules of triple jump.
2. Write any three fouls in triple jump.
3. Draw the triple jump arena and write the measurements.

**V. Activity.**

1. Construct a triple jump pit using sand on a thermacol.
2. Make a list of the names, year, country, state and national awards of the triple jumpers who have achieved the highest sports awards.

## Lesson - 8

### JAVELIN THROW

#### The following aspects are learn in this lesson

- History of Javelin throw
- The rules of Javelin throw sector
- Fouls and weight in javelin
- Famous javelin throwers

Javelin throw competition is an important throwing event in athletics and has got its own importance. History tells us that in ancient times man used to fix a sharp stone to the tip of a long stick and use it as a weapon to hunt animals and thus started the beginning of javelin throw. In ancient Greece, the Greeks used to have a javelin as a weapon during wars, and it was a light pointed stick, which was convenient to throw.

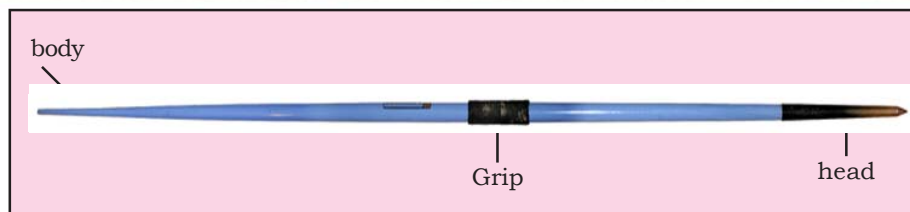
The modern javelin has seen many changes in weight and length. There were many changes to the rules of the event and at the Olympics, Asian games, national level and state level, it has become a very important event among the throwing events in athletics.

#### Olympic history

Javelin throw was an event in the ancient Olympics, later was added to the modern Olympics for the men in 1908 and for the women in 1932. Javelin throw in Olympics has made itself an interesting event to watch. Earlier javelin was used to hunt for food and now javelin is thrown to hunt medals.

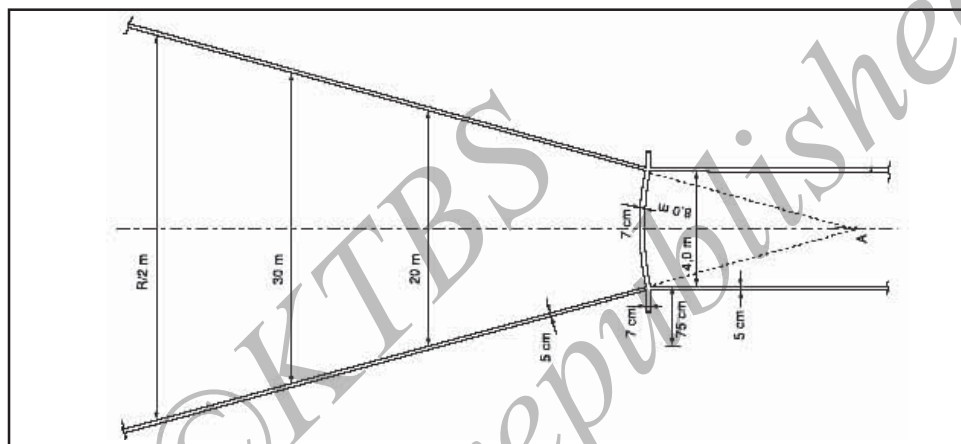
#### Construction of a javelin

A javelin has three parts namely the head, body and the grip. The head of the javelin is pointed and is covered with a metal cover. The grip of the javelin will be located on its center of gravity.



**Javelin**

**Construction of the sector**



**Javelin throw sector**

**Measurements :**

- 1) The runway of the javelin throw should be from a minimum of 30 mts. To 36.5 mts. Long.
- 2) The width of the runway should be 4 mts.
- 3) The lines of the runway should be 7 cms. wide and white in colour.
- 4) At one end of the runway, a line perpendicular to it and on either side 75 cms. long and 7 cms. wide called the scratch line should be marked. This should be in white.

**Basic rules of the competition**

- 1) The javelin should be thrown from within the runway.
- 2) The javelin should be compulsorily held at the grip so that the palm is facing upward.
- 3) The javelin should be held above the shoulder and thrown. The elbow should be extended forward.

- 4) When the javelin is thrown the metal tip should contact the ground first, then the body of the javelin can touch the ground.
- 5) The javelin thrower should not turn his back to the direction of the throw till the javelin has landed.
- 6) The mark of the javelin point should be within the lines of the sector.
- 7) Until the javelin lands the thrower may not leave the runway.
- 8) After the javelin is thrown the thrower should leave the runway without touching the white scratch line and should step out from behind it.
- 9) In the javelin competition the throwers are given three attempts in the first round out of which the best eight will be selected. These eight throwers will be given three more throws.

**Warning :** When learning or teaching to throw the javelin, the students should stand behind the sector or far away from it. This is because, the javelin might accidentally slip out of the thrower's hand and there are chances of it injuring the students standing outside the sector.

**Fouls :**

1. The thrower cannot start running from outside the runway.
2. If the javelin is thrown without the appropriate technique.
3. If the javelin point makes a mark of the sector line or outside it.
4. If the thrower touches the boundary of the runway after he has started running.
5. If the thrower leaves the runway after the javelin is thrown and before it touches the ground.



**Length of Javelin**

### Various weights of Javelin

Javelin	Women/ Girls/ Junior boys	Youths/ Boys	Men
Minimum weight to create a record	600 grams	700 grams	800 grams
Length of the javelin Minimum	2.20 mts.	2.30 mts.	2.30 mts.
Maximum	2.40 mts.	2.60 mts.	2.70 mts.

#### State Athletes

**Kashinath Naik :** Kashinath Naik hails from Sirsi. He secured the gold medal in the senior international athletic championship after throwing the javelin to a distance of 73.77 mts. He bagged the bronze medal in the 19<sup>th</sup> commonwealth games held at Deloхи in 2012. He is training at the Army Sports institute and is a subedar in the Armoury 69 regiment.



**Kashinath Naik**

#### National athletes :

**Sabir Ali :** He is the former javelin thrower of India. He secured the silver medal in the South Asian Federation games held at Kathmandu in 1984. He participated at different levels of competition and gave excellent performances. For his excellent achievements the government of India honoured him with the Arjuna award in 1981. He is from Maharashtra.

#### International athletes

**Hostetler :** Hostetler was born on 08-08-1986. He threw the javelin to a distance of 83.16 mts at the PAC-10 championships and secured the gold medal. This is his personal best. He received his training from Christina Sterwin. He created a record in the Oregon university. He has won medals in USA championship, NCAA



**Hostetler**

championship and the 2011 Toronto international track and field championship. He has participated in the 2012 London Olympics. He stood 17<sup>th</sup> in the qualifying rounds of the 2008 London Olympics.

He is a graduate in science and is a professional in website and graphics designing. He worked in the project management of the 2012 IS Olympic track and field trials.

**Leslie Copeland :** He is a citizen of Fiji. He is the second javelin thrower from Fiji to participate in Olympics. He participated in the 2012 London Olympics. He was living on an island in which there was only one stadium. This stadium was used for playing rugby and soccer. Because of this it was very difficult for him to practice javelin. This place was technically and infrastructure wise less developed which made it difficult for him to compete with athletes coming from well developed countries.



**Leslie Copeland**

At present he is being coached by James and the Red bull company is sponsoring his participation in competitions and for providing facilities. He has received the international 'Olympic council scholarship'. His best throw is 80 mts. He has left his job and has dedicated full time in practising javelin throw.

**Andreas Thorkildsen :** He is from Norway and secured his second Olympic gold medal at the 2008 Olympics. He threw to a distance of 84.74 in his first throw, 87.93 in his second throw to secure the gold medal. But his throw of 90.57 mts. in his fifth throw bettered the Olympic record for the event. His personal best is 91.59 mts. In 2009 he was ranked 9<sup>th</sup> among the 10 best javelin throwers of the world. The world's best throw is 91.28 mts.



**Andreas Thorkildsen**

He was born on 01-04-1982. His father a former javelin thrower was his first coach. Tom's best throw was 71.64 mts. Thorkildsen's mother Bente Amundsen was a national medallist in the 100 mts. hurdles in 1972. Upto 1999 he was coached by his father and was seventh in the European junior championship. In 2000 he was placed second in the Norwegian championship and world junior championship. He started coaching under Asmund Martinsen. In the 1994 Norwegian championship he secured the bronze medal.

## EXERCISES

### I. Fill in the blanks with suitable words.

1. In the ancient times a sharp \_\_\_\_\_ was attached to the end of a light pole and used.
2. The javelin competition for men in the Olympics was introduced in \_\_\_\_\_.
3. Javelin has got \_\_\_\_\_ parts.
4. The width of the Javelin runway is \_\_\_\_\_.

### II. Choose the correct answer from the following four choices.

- 1) In the ancient times the javelin was used for  
(1) Food (2) Hunting (3) Protection (4) to dig
- 2) Distance thrown by state athlete Kashinath Naik in the 19<sup>th</sup> Commonwealth games is  
(1) 76.29 mts. (2) 73.28 mts. (3) 74.29 mts. (4) 73.77 mts.
- 3) The personal best of international athlete Andreas Thorkildsen is  
(1) 91.59 mts. (2) 90.57 mts. (3) 91.28 mts. (4) 84.74 mts.
- 4) The year in which national athlete Sabir Ali received the Arjuna award is  
(1) 1980 mts. (2) 1981 mts. (3) 1984 mts. (4) 1985 mts.

### III. Match the following.

- | A                          | B                 |
|----------------------------|-------------------|
| 1. Ancient Greeks          | 1. Hunting medals |
| 2. Modern Olympics         | 2. From Sirsi     |
| 3. Weight of women javelin | 3. 800 grams      |
| 4. Weight of men javelin   | 4. War            |
|                            | 5. 600 grams      |



**IV. Answer the following questions.**

1. Write the year in which the javelin event was introduced for women in the Olympics.
2. Write the rules of the javelin competition.
3. Write the minimum length of the javelin for men.
4. In whose name does the record for javelin throw for women in Karnataka stand?
5. Write the fouls of javelin competition.

**V. Activity.**

1. Draw a picture of the javelin.
2. Collect the pictures of the javelin technique during stages of the throw.
3. List the various prestigious sports awards given by the government of India and explain.

## YOGA

### Lesson – 9

## YOGASANA

#### The following points are learn in this lesson

- Meaning of Ashtanga yoga and its importance
- Benefits of yoga practice
- Types of Pranayama
- Kapalabhati

We will learn the importance of yoga, types of pranayama and kapalabhati activities.

Yoga consists of simple and activity oriented asanas. Yoga finds a place of pride in our daily life. Yoga is important in improving ones health. In recent times yoga has become popular as a means of improving the health of a person.

#### Meaning of ashtanga yoga and its importance :

Calming the mind, integrating the mind and body is the aim of yoga. There are many ways of achieving this aim. The Propounder of yoga science sage Patanjali in his book ‘Yoga sutra’ has referred to four important ways. They are called ‘yoga patha’. They are (1) Jnana yoga (2) Bhakthi yoga (3) Karma yoga (4) Raja yoga.

In order to involve fully and develop mind control, one has to travel these paths step by step. For this purpose one has to achieve control over mind and breathing which is the basic controlling factor of man’s behaviour and habits. This will result in man reaching his goal, which is taught by ‘Raja Yoga’.

Sage Patanjali has indicated eight steps in Rajayoga and called them ‘Ashtanga Yoga’ or ‘Path of Ashtanga’. These eight steps are referred to as yama, niyama, asana, pranayama, prathyahaara, dharana, dhyana, Samadhi.

**1. Yama :** In order to become a socially acceptable person we have to cultivate good habits. They are called ‘yama panchaka’. They are

- (1) **Ahimsa (non violence) :** One should not cause harm to anyone in whatever way possible.
  - (2) **Satye (truth) :** Telling common occurrences and subject in a direct manner is called satye.
  - (3) **Astheya :** To abstain from stealing is astheya. It means not to desire things or objects which do not belong to us.
  - (4) **Brahmacharya :** Taking control of physical, mental and senses is called brahmacharya.
  - (5) **Aparigraha :** Not accumulating or receiving more than necessary is called aparigraha.
- 2. Niyama :** Niyama refers to the rules and regulations which determine the personal behaviour of an individual. It consists of five principles which are also called the “five senses of niyama”.
- 1) **Shaucha (Cleanliness) :** Keeping the body and environment clean is called shaucha. In addition to it we should also keep our mind pure.
  - 2) **Santhosha (Happiness) :** Santhosha means happiness, joy and contentment. If the yoga practitioner does not desire anything naturally he will be self satisfied and happy.
  - 3) **Thapassu (Meditation) :** Continuous attempt towards devotion is meditation. It is important to see that the mind does not go astray.
  - 4) **Swadhyaha (self study) :** Being aware of oneself is swadhyaya. One can call this self study or introspection. We should introspect ourself quite often.
  - 5) **Ishwara pranidaana (offering one’s life to god) :** Offering oneself to god is ishwara pranidaana. It means having faith in any one principle, subject, individual or power.
- 3. Asana :** The third step of Rajayoga is asana. Body postures are called asanas. It is important to practise asanas in order to keep the body in one position still, without pain and for a long period. We will learn more about asanas separately.
- 4. Pranayama :** “Prana” means life, breath, vital energy and “ayama” means control. It is the phase where breath which is the link

between the mind and body is regulated. In this step various breathing exercises can be practiced.

5. **Pratyahara** : It means the withdrawal of senses. The mind observes the external happenings with the help of the sense organs. To focus this mind within ourselves is pratyahara.
6. **Dharana** : Dharana means to concentrate. It means an individual focuses his mind on one subject or object without being distracted. This activity helps in unwavering focus of the mind.
7. **Dhyana** : Uninterrupted meditation without any particular object is dhyana. The procedure of controlling the mind and the senses concentrating on the almighty is dhyana.
8. **Samadhi** : The eighth step of ashtanga yoga is Samadhi. It is a continuation of dhyana. In this stage the individual becomes immersed in the object or he himself becomes the object. He enjoys absolute bliss.

**Sage Vyasa** has said Yoga=Samadhi. It means yoga Samadhi or Samadhi is yoga.

As sage Patanjali has explained in his “Yoga Sutras” continuous dhyana becomes one with an indefinite object and loses his existence is the real Samadhi. In this state, body, mind, intelligence all become one, and thoughts such as I, mine are eliminated. At this moment the practitioner is relaxed in a sleeping state, and his mind and intelligence are activated. “The joy of the soul that we see in all the corners of our life is Samadhi”.

### **Importance of yoga**

Body is the basic cause of performance of religion. For man to reach his life's goal it is important for him to have a healthy body. Just as the saying 'health is wealth' goes it is better to live a short but healthy life rather than live a long but a life of sickness. Therefore we should possess good health throughout our lives.

In recent years due to increased comforts caused by industrialisation and automatisations, participation in physical activities has decreased. Mental stress, sleeplessness, worries, luxurious life, intake of processed food has increased leading to a decrease in immunity, leading to an increase in diseases. Questions like Is there a solution for this? How do you get relief from these

ailments? arise in ones mind. The solution to this is yoga or regular practice of yoga.

Since yoga has got enough beneficial effects to cause all round development in man, yoga has become important for man. Yoga affects the mind and body with more beneficial effects than any other form of exercise or sports activities.

### **Beneficial effects of yoga**

- Leads to total health of the body.
- Calms the mind.
- Improves mental strength and perception.
- Increases concentration.
- Several asanas increase the strength of many muscles and improve the efficiency of all the organs and brain.
- The blood vessels get cleansed through pranyama, mental stability increases. It plays an important role in keeping the respiratory system healthy.
- Relaxing kriyas relax the body and mind and help to keep them calm.
- Helps in making good thoughts and taking good decisions.
- Practice of meditation helps us to reach the peak of spirituality and also has a positive influence on intelligence.
- Better the immunity system and keeps the body healthy.
- Helps in the allround development by leaving its stamp of influence on the physical, mental, emotional spiritual and spiritual aspects of man.

This way practice of yoga creates a fountain of knowledge in us. It makes the development of personality an interesting aspect. If a child has to grow into a man only education is not sufficient. Here intelligence is required twice as much as education.

Like the saying “Knowledge is food”, knowledge is the food for mind. Practice of yoga makes us knowledgeable persons and thereby makes us intelligent human beings.

To gain intelligence, increase immunity, avoid diseases, to have presence of mind and to live as good citizens in the society, it is important to make yoga a part of our life.

### Types of pranayama

#### Pranayama :

To get the benefits of deep breathing, practice of breathing in a systematic manner is called Pranayama. There are many types of pranayama. They are

1. Anuloma – viloma pranayama
2. Chandranuloma – viloma pranayama
3. Suryanuloma – viloma pranayama
4. Chandrabhedana pranayama
5. Suryabhedana pranayama
6. Nadi shodhana or nadi cleansing pranayama
7. Sheetalī, sheetkari and sadantha
8. Brahmari
9. Ujjayi
10. Bhastrika
11. Plavini
12. Murcha

Our body has got five pranas.

- Prana
- Aapaana
- Udaana
- Samaana
- Vyana

Gaining control over these five pranas through breathing is called pranayama.

Pranayama

- Control of breathing
- Cleansing of blood vessels
- Control over five pranas
- Control of mind.

### Pictures of mudras used in pranayama:



1. Nasika mudra



2. Chinmudra



3. Chinmaya mudra



4. Brahma mudra



5. Mrigi mudra

**Anuloma viloma pranayama :** Practice of breathing through both nostrils. Sit in any of the meditation asanas, Being in the chinmudra breathe in soundlessly through both nostrils for 4 counts and breathe out for the same counts.

**Chandranuloma – viloma pranayama :** Breathe in and out through the left nostril only. Sit in a meditational asana, make the nasika mudra with the right hand, close the right nostril gently with the thumb, breathe in and out uniformly through the left nostril only.

**Suryanuloma – viloma pranayama :** Breathe in and out through the right nostril only. Sit in a meditational asana, make the nasika mudra with the left hand, close the left nostril gently with the thumb, breathe in and out uniformly through the right nostril only.

**Chandrabhedana pranayama :** Breathe in through the left nostril and breathe out through the right nostril. Sit in a meditational posture, with the nasika mudra close the right nostril, breathe in

slowly through the left nostril. Closing the Chandra nadi (left nostril) breathe out through the surya nadi (right nostril).

**Suryabhedana pranayama :** Breathe in through the right nostril and breathe out through the left nostril. Sit in a meditational posture, with the nasika mudra close the left nostril, breathe in slowly through the right nostril. Closing the Surya nadi (right nostril) breathe out through the Chandra nadi (left nostril).

**Nadi Shodhana or cleansing the nadis pranayama :** This is the combination of chandrabhedana and suryabhedana pranayamas. This is the practice of cleansing the nadis. Breathe in through the left nostril and breathe out through the right nostril, next breathe in through the right nostril and breathe out through the left nostril. Here the puraka and rechaka is done and on its completion kumbaka is begun. It is suited to practice the antherkumbaka and bahyakumbaka. This is the basis of pranayama. This is practised to bring about a balance between Ida (mental force) and pingalanadi (vital force) and to correct the heating and cooling mechanism of the body. Explanation of puraka, rechaka and kumbaka is given in the previous class.

**Ujjayi :** As you breathe in s s s... sound should come from the throat.

**Sheethali :** Roll the tongue and breathe in.

**Sheethkari :** Fold the tip of the tongue backwards, making a s s s .. sound breathe in through the openings formed at the side of the tongue.

**Brahmari :** Brahmara means bee. While breathing out make a sound like a female bee and loudly make a 'hmm...' humming noise.

**Bhastrika :** The combination of bhastrika kriya and suryabhedana pranayama is called bhastrika pranayama.

**Murcha :** Make the shanmukhi mudra with both hands, hold the breath as long as possible.

**Plavini :** Inhale and rub the stomach vigorously sideways, upwards and downwards. Next slowly breathe out.

**Sadanta :** Pranayama made with the help of the teeth.



## Kapalabhati

This is done as a preparation for the practice of pranayama.

**Meaning :** Kapala means forehead. Bhati means shining.

**Definition :** “Kapalam bhati ithi kapalabhati” means adding shine to the forehead. This procedure stimulates the brain and the blood vessels and improves their functioning.

In a quick and active breathing activity, the exhalation is forcefully done while the Inhalation takes place normally. The cells of the brain are activated from this activity, the forehead becomes bright. Therefore this activity is called kapalabhati.

**Procedure :** Keep the back and neck erect and sit in vajrasana position. Voluntarily pull the abdomen muscles inside, while breathe out forcefully and explosively. Once inhalation is done, breathe out forcefully as many times as possible. Afterwards come back to normal breathing and relax. Later continue the practice. Practice 2 to 3 times.

In kapalabhati since the breathing out is done explosively, the breathing in takes place by itself. You do not require to strive to breathe in.

**Note :** Persons with weak heart, neck pain, discharge from the ears, extreme weakness, fever should not do this practice.

### Exercises

#### I. Fill in the blanks with suitable words.

1. The great propounder of yoga \_\_\_\_\_.
2. There are \_\_\_\_\_ steps in Ashtanga yoga.
3. By doing \_\_\_\_\_ the blood vessels get purified and improves mental stability.
4. Pulling the breath in is called \_\_\_\_\_.

#### II. Choose the correct answer from the following four choices.

- 1) Ashtanga yoga comes in  
(1) Bhakti yoga (2) Jnana yoga (3) Karma yoga (4) Raja yoga

- 2) In yama panchaka \_\_\_\_\_ is one.  
(1) Niyama (2) Asana (3) Pranayama (4) Truth
- 3) The benefit gained due to yoga practice is \_\_\_\_\_  
(1) Body weight decreases (2) Concentration improves  
(3) body weight increases (4) creates unity
- 4) The pranayama performed with the help of teeth is called \_\_\_\_  
1) Sadanta (2) Sheethali (3) Sheethkari (4) Brahmari

**III. Answer the following questions.**

1. What is the main aim of yoga?
2. What is 'Niyama'?
3. Write the literal meaning of the word 'kapalabhathi'.
4. Write any two types of pranayama.

**IV. Answer the following questions in two -three sentences.**

1. Write the eight steps of ashtanga yoga
2. How many yama panchakas are there? Which are they?
3. What is pranayama

**V. Activity.**

Except the sitting, standing and lying down asanas of the 9<sup>th</sup> standard, collect information about one sitting asana, standing asana and lying down asana and write their uses.

## HEALTH EDUCATION

### Lesson – 10

## SOCIAL HEALTH

### The following points are learn in this lesson

- Meaning of social health and its importance

Health Education being academically important, social health deals with creating a healthy environment and protecting social values in public places, about which we will learn in this lesson.

To create a healthy society, it is necessary for every citizen to have adequate knowledge about health. To learn about social health it is essential to have knowledge about health. Health education and social health are like the two faces of the same coin.

To protect social health the cooperation of every member of the society is very important. To achieve this they should have appropriate knowledge, habits and attitudes. Health education is the medium through which these can be gained.

According to Dr. Vin Slo “The well organised efforts of the society to prevent diseases by creating a good healthy and clean environment, making arrangements for their appropriate medical treatment, giving guidance to individuals about their personal health through a scientific approach is social health.”

In the opinion of Dr. Brokingine “a collection of knowledge and the method of its execution is social health.”

Social health can be said to be the collective efforts to protect the society from common diseases and to improve its health and creating a healthy environment for citizens to enjoy by preventing adulteration of food, pollution of water and air.

It is the duty of every citizen to protect social health.

To possess good social health it is important to adopt the following measures:

1. Spitting, sneezing and dirtying in public places should be avoided.
2. The waste organic products should be disposed of only in places meant for their disposal.
3. To create a clean environment by destroying agents of diseases such as mosquitoes, bed bugs etc.
4. To maintain cleanliness in public toilets.
5. To urinate and defecate only in public toilets.
6. It is important to avoid water, sound and air pollution from industries and vehicles.
7. To report the outbreak of social diseases to the related authorities.

#### **Activity**

Make a list of social health activities which you have conducted in your class and school.

#### **Necessity of social health**

1. To improve and maintain the health of every member of the society.
2. To create a society free of diseases.
3. To develop peace, love, confidence and cooperation in the society.
4. To help lead a happy and healthy life.

#### **EXERCISES**

##### **I. Fill in the blanks with suitable words.**

1. It is necessary for every citizen to have a knowledge of \_\_\_\_\_ to create a healthy society.
2. To maintain social health the \_\_\_\_\_ of every member of society is very important.
3. Collection of knowledge and the \_\_\_\_\_ of its execution is called social health.

**II. Answer the following questions in a sentence.**

1. What is social health according to Dr. Brokingine.
2. Write any two measures to develop good social health.
3. Write any two necessities of social health.

**III. Match the following.**

**A**

1. Disease free
2. Peace, love and faith
3. Urination
4. About health

**B**

1. Everyone should know
2. Use of public toilets
3. Should be developed.
4. Aim of creation of society

**IV. Activity.**

In view of maintaining cleanliness of social places

1. Skits or street plays
2. Debates
3. Writing slogans about maintaining cleanliness
4. Preparing placards to create awareness among public.

## USES OF HEALTHY ENVIRONMENT

**The following points are learnt in this lesson**

- Health is wealth – How?
- Exercise in open environment
- Gymnasiums
- Swimming pool and sports training centres

Health education being an important academic issue, in relation to it, it is important to know about the places and environment which contributes to healthy living and how they can be made more useful to the society.

### **Health is Wealth**

The home, school and the surrounding environment plays an important role in influencing the health status of a child. Therefore it is every individual's duty to create and maintain a healthful environment.

The following are the uses of a healthy environment

1. Improves the health status of every individual.
2. It makes it possible for every person to perform his daily work in an effective manner.
3. It contributes to the growth of social harmony.
4. It contributes to the creation of a self sufficient society and nation.
5. It can prevent several serious diseases.

### **1. Open air activity**

Walking and spending time in the arms of nature especially during sunrise and sunset is called open air activities.

Selecting spots where the human or vehicle population is less and going for walks or running results in the following uses.

1. The body receives adequate oxygen.
2. Provides peace of mind. The stress caused by continuous work is relieved.
3. Supply of adequate quantities of vitamin D for the skin.
4. Improves blood circulation
5. Relieves the stiffness in joints.
6. Overall it improves the health of the person who indulges in open air walks and exercises.

## **2. Gymnasiums :**

Normally gymnasiums mean places where systematic and special training is given to various parts of the body either with or without the use of specialised equipment.

‘Adequately equipped places or schools where various exercises with or without equipment are implemented in a scientific manner in order to achieve good health are called gymnasiums.’

### **Uses of gymnasiums**

1. Physical abilities such as speed, strength, endurance, agility, coordination can be improved.
2. Since exercise can be controlled in gymnasiums physical fitness can be improved.
3. Exercise can be given in a scientific and systematic manner to all the parts of the body.
4. Helps in achieving good posture.
5. In addition to improving immunity, helps in achieving good health.
6. Helps in preventing unwanted behaviour and habits.
7. Overall helps in the all-round development of children.
8. Helps in improvement of physical, mental and social behaviour.

## **3. Aerobic centres**

Aerobic activities are those activities done continuously for at least 15-20 minutes. They include cycling, swimming, walking,

running, aerobic dance etc. “Places where aerobic type of exercises is done are called aerobic centres”. Normally in aerobic centres the aerobic activities include aerobic dance or such other exercises to music. Aerobic dance or exercise to music are exercises done in a rhythmic manner to counts or beats of music. In these activities in addition to exercising one also gets entertainment. These activities are called aerobic activities because they are done while consuming sufficient oxygen.

#### Uses

- 1) It improves flexibility, endurance and agility.
- 2) Develops the cardio vascular system.
- 3) Improves neuro muscular coordination
- 4) May improve the dancing ability of the children.
- 5) It provides entertainment along with exercise.

#### 4. Swimming pool

The ability to float and move in the swimming pool is called swimming. Swimming pool is a facility where a artificial enclosure as per predetermined specifications is constructed in the ground and clean water is stored in it for the purpose of swimming.

#### Uses

- 1) Provides exercise to all parts of the body.
- 2) Improves the neuro muscular coordination.
- 3) Develops the motor abilities like endurance, strength, flexibility, speed, agility.
- 4) Improves the cardio vascular system.
- 5) Helps in achieving good posture.
- 6) Swimming provides opportunities for competitive swimming and successful swimmers are provided opportunities to get respect and honor in the society.
- 7) Suitable for all age groups

Along with individual achievements, various competitions can be organised in the swimming pool.



## 5. Sports training centres :

Sports training centres are centres created for the purpose of helping the state and national athletes train and achieve good performances at the state, national and international levels.

For example the Sports Authority of Karnataka and Sports Authority of India has opened several well equipped sports hostels and training centres in many districts. Similarly many private trusts and institutions also are running many sports training centres. These training centres being residential ones, offer all the facilities necessary for improving sports performances. The main purpose of these centres is to create the atmosphere and provide facilities for achieving notable performances in different games and sports at the national and international levels.

### Uses

- 1) High level of training is provided in various games.
- 2) It is possible to achieve excellent performances at the national and international levels.
- 3) Helps in developing qualities of self confidence, courage and social qualities in children.
- 4) Makes it possible for children to adopt sports as a career.
- 5) Helps a person to achieve a place of respect and pride in the society.

### Exercises

#### I. Fill in the blanks with suitable words.

1. By having good healthy environment the level of \_\_\_\_\_ of every individual improves.
2. Indulging in open air activity provides \_\_\_\_\_ which is essential for the human body.
3. Optimum participation in aerobic activities develops \_\_\_\_\_ ability.
4. Swimming regularly contributes to the development of good \_\_\_\_\_ .

**II. Answer the following questions.**

1. Which are the two main benefits of participating in limited open air activity.
2. Write any two benefits derive from using the gymnasiums.
3. What are aerobic centres?
4. What is swimming?

**III. Activity.**

Open air activity, gymnasiums, aerobic centres, swimming pool, sports training centres – write an essay on their uses and maintenance.

## IMPORTANCE AND USES OF RAW VEGETABLES

### The following points are learn in this lesson

- Uses and importance of raw vegetables
- Nutritious qualities of fruits, tubers and roots.

As the saying goes 'Health is Wealth', health is very important. Each one's health has to be properly protected. Good food is important to maintain good health. The food stuffs that are used in the diet are important, and including raw vegetables in the diet provides us with good nutrition.

Diseases occur because of absence of nutrition in food. Fresh food stuffs such as raw vegetables, fruits, roots and sprouted grains contain various nutrients. As such they are also called live foods. All the nutrition required for development, maintenance and purification of the body is contained in these live foods in adequate quantities.

Green leafy vegetables, lime (calcium), contain iron content and have more vitamin A than any other food stuffs. Leafy vegetables have vitamin B and C in large quantities and therefore promote health. Therefore leafy vegetables can be used effectively as medicines.

### Uses :

- 1) Use of coriander, curry leaves, sacred basil, bilva, neem, muruga and ajwain leaves can relieve many ailments and improve health.
- 2) Use if bitter gourd can control allergies, chest pain, diabetes, blood pressure etc.
- 3) Saffron, red, green coloured fruits and raw vegetables, tubers, raw vegetables contain vitamin A. Consumption of these can improve immunity, health of the eyes, health of the skin, growth in children and health of aged people.
- 4) All leafy vegetables have the power to cleanse the body and cure diseases and help in improving digestion.

### Vegetables which can be eaten raw :

Sweet potato, carrot, radish, yam, beetroot, cucumber, ladies finger, lentils, gurkins, tender ridge gourd, fenugreek leaves.

### Exercises

#### I. Fill in the blanks with suitable words.

1. Leafy vegetables are \_\_\_\_\_ for the health.
2. Sacred Basil and \_\_\_\_\_ are \_\_\_\_\_ plants.
3. Bitter gourd is good for \_\_\_\_\_ disease.
4. Beetroot is called \_\_\_\_\_

#### II. Choose the correct form the four options given below.

- 1) Vegetables which are available in the neighbourhood.  
(1) Peanuts (2) Jackfruit (3) Fenugreek leaves
- 2) Vegetable which can be raw \_\_\_\_\_  
(1) Drumstick (2) custard apple (3) Radish
- 3) \_\_\_\_\_ is found in lime.  
(1) Sodium. (2) Calcium (3) Potassium (4) Magnesium
- 4) Vitamins are found more in \_\_\_\_\_  
(1) Raw vegetables (2) Dried vegetables  
(3) Rotten vegetables (4) Preserved vegetables

#### III. Answer the following questions in one sentence.

1. What kind of vegetables provide good nutrition.
2. What are the nutrients present in green leafy vegetables?

#### IV. Activity.

- 1) Exhibition of green vegetables
  - Give information about the names and uses of raw vegetables.
  - Cut the raw vegetables in various shapes and exhibit them.

## Lesson – 13

### FIRST AID

We learn about health education and first aid in this lesson

First aid is an essential part of health education and is very important. In this lesson we will learn about the procedures of giving first aid in different situations.

#### First aid :

- 1) Snake Bite
- 2) Drowning
- 3) Animal bite

#### Applying bandages in different situations

When an accident occurs, administering treatment on the spot before the arrival of a doctor is First Aid. It is the treatment given to prevent the injury from worsening and to save life.

#### I. First Aid:

We have learnt the meaning and importance of first aid in the previous class. In this lesson let us learn the nature of accidents and the first aid to be given for those situations. We will learn about the method of administering different first aid procedures.

#### 1) Snake Bite :

##### Awareness about snake bite :

Snake is a reptile. There are many varieties of snakes. Only a few snakes have poison in them which might lead to death on being bitten by them. The method of preventing death – first calm the person being bitten by snake, the nature of the bite and the teeth, which part is bitten, the blood vessels in the region of the bite should be understood.

##### Symptoms :

- The teeth marks of the snake can be seen.
- If there are more than two teeth marks then such a snake is not poisonous.

- There is pain in the area of the bite.
- The person being bitten will have tremor in his arms and legs and will not be able to stand.
- There will be spit and foam coming from the mouth.
- The tongue will be stretched out and there will be stammering.
- There will be the possibility of nausea or vomiting.
- There will be drooping of eyelids and difficulty in breathing.
- The body will be stiff, cold and there will be profuse sweating.

**Treatment :**

- Call the doctor immediately.
- Prevent the casualty from becoming unconscious.
- Tie a tourniquet above the bite. (Tourniquet is a strap tied tightly so that the flow in the veins is restricted and thereby bleeding is stopped).
- Make an attempt to bring out the poison with the blood by making a cut in the skin with a knife or blade.
- Calm the casualty and see that he/she is not anxious.
- Bring him to consciousness if he becomes unconscious.
- In a conscious state, give him hot milk, tea or coffee to drink.

**2) First Aid for drowning :**

When a person is drowning, a person who knows swimming should get into the water and try to pull the drowning person out of the water. Since a drowning person will be desperate to get out and might grab at you and pull you in along with him, the rescuer should be careful to grab him by the hair or clothes from behind. If there is no swimmer around, then other objects lying around like, rope, pole etc. can be used to help the casualty to grab and pull him out.

The casualty must be made to lie on his side and the water to drain out of his mouth. The stomach should not be pressed to bring out the water as he may choke on his own vomit.

The pulse should be checked, and if absent artificial respiration should be started. The casualty should be calmed down and rested.

### 3) First aid for animal bite :

‘Man is basically a social animal’ – he leads a higher level of life than other animals. There are circumstances when he might be attacked by other pet animals or wild animals. For example –

#### Dog bite :

First one has to find out if the dog which has bitten you is a stray dog, a pet dog or a rabid dog. Any animal bite should be cleaned with antiseptic lotion such as dettol, betadine or hydrogen peroxide and properly dressed to prevent bleeding and infection. Later the casualty should be immediately shifted to a doctor for further treatment as is necessary.

## II. Bandages used for different situations :

A common first aid procedure is to apply bandages to any wound or laceration or in cases of sprains. Some of the bandages are:

**Bandage for finger tips :** This is applied to an wound to the fingers

**Bandage for small joints :** This is used for injuries to fingers, hands and legs.

**Gauze :** This is used to prevent infections and to heal the wound.

**Pressure bandage :** This is a thin bandage made of cotton, helps in keeping the injured part stable and without movement.

**Sterilised pad rolls :** This can be used for different wounds. It comes in the sizes of 2" x 2", 8" 3", and 9" x 5" or still larger.

**Triangular bandage :** The triangular bandage, made from a piece of muslin cloth, has several uses. It can

#### Activity :

Visit the nearest primary health centre, observe the various bandages and dressings applied by the doctor and collect information about them.

be used as an arm sling for avoiding unnecessary movement of the injured arm. Besides, by folding the triangular bandage at least twice, it makes an ideal bandage for immobilizing the joint in case of a sprained ankle.

**Joint stabilising bandage :** This bandage has the qualities of firmness and elasticity, keeps the joint stable as well as allow restricted movement. It has got clips to hold the bandage in place and it restricts bleeding by applying uniform pressure on the joint.

### Exercises

#### I. Answer the following questions in a sentence.

1. How would you identify a poisonous snake?
2. Which are the circumstances in which the triangular bandage should be used?
3. Why should first aid be done?
4. When is the gauze used?

#### II. Answer the following questions in the Two-Three sentences.

1. How would you treat a casualty saved from drowning?
2. How would you treat a person bitten by an animal?
3. Name the bandages used in different situations.

#### III. Match the following.

##### A

1. First aid
2. Snake
3. Artificial breathing
4. Use of dettol

##### B

1. Drowning
2. To prevent infection
3. To save from danger to life.
4. To clean a wound
5. Reptile

#### IV. Activity.

1. Stage street plays or skits showing the various first aid procedures for different situations.



## NATIONAL INTEGRATION

### Lesson – 14

## GUIDELINES OF NATIONAL FLAG AND COMMUNAL HARMONY

We learn about national integration, our national flag and communal harmony in this lesson.

National integration is academically important and therefore has a special place of interest to us. In this lesson let us learn various aspects of national integration.

### **National flag and guidelines**

Every country has got its own special national flag. National flag is one of the national symbols. It has got a place of honour. It is the duty of every citizen to honour and protect it. Our country's national flag has got three colours and is known as 'Tricolour' or 'Tiranga'. Our national flag was approved on July 22, 1947 at the 'Rajyanga' assembly which was constituted for the purpose of creation of the national flag.

Our national flag has got three colours namely saffron, white and green respectively from top. On the white strip in the middle there is a sky blue coloured 'Ashoka Chakra'. There are 24 spokes on this chakra which indicates the 24 hours of the day.

Saffron colours denotes courage, devotion and sacrifice, white denotes truth and peace and green denotes prosperity. Ashoka chakra represents the icon of 'progress' which fulfils the aspirations of the common people. This chakra is a symbol of Dharma and travels ever onwards without stopping. For this reason this chakra has been included in the national flag of independent India. This chakra has been chosen from the Ashoka pillar in Saranath.

The national flag has to be stitched from Khadi which is prepared from raw cotton. The length and width of the national flag should be in the ratio of 3:2 (3 length x 2 width). As soon as the national flag is hoisted, national anthem has to be sung to honour the flag.

### **The proper procedure of hoisting the flag**

- The flag has to be flown in a place visible to everyone and should occupy a place of honour.
- When the flag is hoisted it has to be done in a quick manner and when lowered it has to be done slowly with respect.
- It has to be flown in such a way that the saffron colour is always on the top and green colour is on the bottom.
- When the flag is displayed near the seat of the president of India, it has to be hoisted to his right. When the president stands the flag should be exhibited in such a way that it is in line with his head.

### **Points to be noted while displaying the national flag**

- Flag which is torn, dirty and whose colours have faded should not be displayed.
- No decorative flags should be displayed near or above the national flag.
- The national flag should not be used for bunting or decorations.
- The flag should not be displayed upside down.
- The national flag should not form a part of any dress or uniform.
- The flag should not be touched to the ground.
- There should not be any writings on the flag.
- The flag should not be used for advertisements.

### **Occasions of flag display**

- On national festivals.
- Prescribed dates published by the government of India.

### **Half mast display**

On the day when personalities of national importance expire or

when the regional government declares a day of mourning, the flag shall be lowered to half of the flag pole.

**Note :** When the flag is hoisted half mast, first it has to be hoisted fully, before lowering it to half mast. Before it is lowered from half mast also, the flag has to be hoisted fully before lowering it with respect.

### **Communal Harmony**

The culture of India reflects unity in diversity. To make this possible our ancestors showed the way by strengthening the belief that in every living thing there is the almighty. If we believe in this there will be many changes in our life. We will ignore the differences in caste, creed, language, religion etc. and start respecting people. This will result in there being a real meaning to life. It will create a desire in everyone to be more cultured and tolerant.

Our country is India, The feeling that we all are 'Indians' indicates our respect for our nation. Here, family, society, city, state and finally nation, these are all the steps leading to development. As we climb these steps systematically, it enables us to see the real picture of a unified nation. From this point of view every citizen should respect his country and also have pride in being called its citizens.

In today's society we can see a variety of religions, culture, language, dressing and so on. To combine all these differences in a nation is called integration. To view all these in a secular manner is called national integration.

With regards to integration, to bring together people of different communities can be called 'National integration'. In the national educational sector various circumstances, experiences and activities should help us in developing a feeling of brotherhood.

### **Programmes to develop national integration**

- National festivals and celebrations
- Special programmes to inculcate national pride. (Air shows, Presentation of historical and ancient famous events etc.)

- Fairs which reflect different cultures.
- Encouraging shows, dialogues and skits reflecting songs of bravery etc.
- Processions decorated with banners of bravery, exhibitions of costumes and still pictures.
- Folk songs of a particular region or community – identifying group action songs, musicals, dance shows etc. as well as organising such programmes.
- Singing in groups as well as enacting regional songs, patriotic songs, folk songs etc.
- Singing the national song together with respect, pride in a clear and loud voice.

### EXERCISES

#### I. Fill in the blanks with suitable words.

1. Our national flag is famously known as \_\_\_\_\_.
2. Ashoka chakra represents the icon of \_\_\_\_\_ which fulfils the aspirations of the common people
3. The national flag was approved in the \_\_\_\_\_ assembly.
4. The proportion of the national flag is \_\_\_\_\_.

#### II. Choose the correct answer form the given choices.

- 1) Number of colours in the national flag \_\_\_\_\_  
 (1) 4            (2) 6            (3) 3            (4) 2
- 2) The date and year of approval of the national flag \_\_\_\_\_  
 (1) 1947, August 15            (2) 1947, July 22  
 (3) 1947, October 2            (4) 1947, January 26.

