

2045

a national plan



of **Physical Education**

and



Recreation



MINISTRY OF EDUCATION 1956 GOVT. OF INDIA

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A National Plan of Physical Education and Recreation

Prepared by
**THE CENTRAL ADVISORY BOARD OF PHYSICAL-
EDUCATION AND RECREATION**



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Errata List to the Report on the Continuance of Protection to the Electric Motor Industry

1. Page 18, Para 8.4.3, in line 9, for "4.2" read "4.3".
2. Page 19, Para 8.4.4, in line 7, insert "to" after "like".
3. Page 25, Para 10.1.3, in line 16, for "rotor" read "motor".
4. Pages 36 & 37, Para 15.2, in Sl. No. 8, in Column 8, insert a minus sign before the figure "0.70" and in Column 11, for "-222.11" read "-22.11".
5. Page 38, Para 15.2, in Serial No. 2, in Column 5, for "61080" read "618.00".
6. Page 39, Para 16.2, in line 12, for "Class 'L'" read "Class 'E'".
7. Page 53, Appendix I, in Sl. No. 17 under "E. Prospective Producers" insert "*" mark.
8. Pages 55-56, Appendix I, in Sl. No. 21 under "H. Consumers" and in Sl. Nos. 5, and 11 to 15 under "II. State Governments" for the "+" mark substitute "@" mark.
9. Page 60, Appendix III, in Serial No. 52, for "Paetl" read "Patel".
10. Page 66, Appendix VI, in Serial No. 16, in Col. 15, for the figure "10,373" read "10,379".
11. Page 70, Appendix VI, in Sl. No. 20, Col. 15, for "5,111" read "5,110".
12. Page 72, Appendix VI, in Sl. No. 9, in Column 6, for "2,889" read "2,899".
13. Page 74, Appendix VII, in the heading of Col. 8, for "(5÷7)" read "(5-7)".

FOREWORD

I have much pleasure in introducing this National Plan prepared by the Central Advisory Board of Physical Education and Recreation, after considerable care and thought. Such reports often suffer from the handicap of not being realistic enough. They are content with the formulation of certain general ideas, which may be quite sound in theory but not capable of being translated into practice. This Report has adopted a different approach and has given a detailed plan based on actual experience of the existing conditions and some idea of the limited resources likely to be available. I would like to invite attention to the aims and objectives of Physical education as formulated by the Board in bold and imaginative terms, visualising it as an integral part of the total process of education and setting them in the context of the broad aims and purposes of our national life. One would endorse wholeheartedly the opening sentence of the Report which says: "Physical education is Education. It is education through physical activities for the development of the total personality of the child to its fullness and perfection in body, mind and spirit".

In the subsequent chapters, it goes on to analyse the meagreness of the present facilities for Physical education and the lack of resources which makes it almost impossible to meet even the minimum needs by way of playgrounds, equipment, gymnasium and trained personnel for organizing inspection and supervision effectively. It makes a number of ingenious and practical suggestions for dealing with this situation with due regard to the claims of economy and indicates the part which various organisations, particularly local authorities, can play in developing a national pattern of Physical education. It offers useful advice about the training of teachers and the general reorientation of school work so that it may make an effective contribution to the broad purposes of Physical education. I am particularly happy to find that a good deal of attention has been given to the problem of providing recreational facilities for all sections of the community. If we adopt a too formal approach to the problem of Physical education, its impact on the life of the nation is likely to be limited and unstimulating. If, on the other hand, Physical education is set in the wider context of Recreation, it will not only develop physical fitness but also stimulate social and cultural activities. The movement would then become national in a broader and deeper sense and impinge not only on the life of school and college students but the community as a whole. I

hope all those, who are interested in the evolution of a properly balanced system of education in the country, will give proper attention to this Report, which is the first attempt of the kind made on a country-wide basis.

I should like to take this opportunity to express the thanks of the Ministry of Education to the members of the committee and others who have made the completion of this work possible.

NEW DELHI,
3rd May, 1956.

K. G. SAIYIDAIN
Educational Adviser
to the Government of India.

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INTRODUCTION

Ever since the attainment of Independence, the Government of India have been increasingly aware of the problem of the physical well-being of the people. They accordingly appointed an Advisory Board of Physical Education and Recreation consisting of the following :

1. Syed Ashfaque Husain,
Joint Secretary, Ministry of Education (Chairman)
2. Shri G. D. Sondhi,
Bamboo Lodge, Sabathu (Simla Hills)
3. Swami Kuvalayananda,
Director, K.S.M.Y.M. Samiti, Lonavla-Poona (Bombay)
4. Shri P. M. Joseph,
Director, Government Training Institute for Physical Education,
Kandivali, (Bombay)
5. Shri H. V. Deshpande,
Liaison Officer, Home Guards, Madhya Pradesh, Amravati (M.P.)
6. Shri S. M. Hadi,
Honorary Adviser (Sports and Physical Education) Ministry of
Education, Government of India, New Delhi.
7. Shri P. N. Mathur,
Administrative Commandant, Prantiya Raksha Dal, Lucknow (U.P.)
8. Shri K. N. Roy,
Chief Inspector, Physical Education and Youth Welfare, West
Bengal, 30, Rama Krishna Samadhi Road, Calcutta (W. Bengal).
9. Shrimati Leela Dey,
Inspector of Physical Education and Youth Welfare (Women),
West Bengal, Writers' Building, Calcutta (W. Bengal).
10. Dr. Zakir Husain,
Vice-Chancellor, Aligarh University, Aligarh (U.P.)
11. Dr. A. W. Howard,
Principal, Christian College of Physical Education, Lucknow (U.P.)

Shri C. C. Abraham, Principal, Y.M.C.A. College of Physical Education, Madras, was also a member of the Board and he was fully associated with all stages of this report till its finalisation. His sudden and untimely death has rendered the Board poorer and I should like to place on record my sincere tribute to his willing cooperation and his valuable services to the Board.

Apart from advising the Government on various matters specifically referred to it, the Board felt that they ought perhaps to submit to the Government, for the consideration of the various authorities concerned in the country, a comprehensive national plan of Physical Education and Recreation. After considering this fully and agreeing upon the general principles of approach, the Board set up the following Sub-Committee to prepare a draft in the light of their discussion :

- (1) Shri P. M. Joseph,
Principal, Government Training Institute for Physical Education,
Kandivali, Bombay. (Convener)
- (2) Shri C. C. Abraham,
Principal, Y.M.C.A. College of Physical Education, Saidapet,
Madras.
- (3) Shri S. M. Hadi,
Former Deputy Director of Public Instruction, Hyderabad State.
- (4) Shri H. V. Deshpande,
Vice-President, National Association of Physical Education and
Recreation, India, Amravati.

The Sub-Committee was given the following terms of reference:—

“To consider the existing arrangements for Physical education and Recreational activities in the country, especially in schools and colleges and to suggest means, long-term and immediate, for improving them and making them more effective with particular reference to :—

- (a) Whether, and in what way, Physical education should be made compulsory in schools and colleges,
- (b) the content of Physical education to be imparted at different stages and for different types of schools,
- (c) the availability of instructional personnel, and
- (d) courses of instruction at schools and colleges of Physical education.”

The Sub-Committee's draft was considered by the Board, which then appointed the following sub-committees :—

(i) Sub-Committee on Norms of Physical Fitness :

Shri C. C. Abraham, Principal, Y.M.C.A. College of Physical Education, Madras; Shri P. M. Joseph, Principal, Government Training Institute for Physical Education, Kandivali; and Shri G. D. Sondhi, Honorary Adviser (Youth Welfare), Ministry of Education (Convener).

(ii) Sub-Committee on Syllabus of Physical Education for Boys :

Shri P. M. Joseph, Principal, Government Training Institute for Physical Education, Kandivali (Bombay); Shri K. N. Roy, Chief Inspector of Physical Education, West Bengal, Shri G. D. Sondhi, Honorary Adviser (Youth Welfare), Ministry of Education and Dr. A. W. Howard, Principal, Christian College of Physical Education, Lucknow (U.P.) (Convener).

(iii) Sub-Committee on Syllabus of Physical Education for Girls :

Shrimati T. V. Sabnis, Lecturer, Government Training Institute for Physical Education, Kandivali (Bombay); Shrimati D. J. Joseph, Lecturer, Y.M.C.A. College of Physical Education, Madras; Kumari Pushpa Anand, Directress of Physical Education, Punjab University; Dr. A. W. Howard, Principal, Christian College of Physical Education, Lucknow (U.P.); and Shrimati Leela Dey, Inspector of Physical Education and Youth Welfare (Women), West Bengal (Convener).

The reports of these sub-committees were considered by the Board and they are given, as approved by the Board, as Appendices to this report.

(iii)

The final report was again considered as a whole by the Board and approved at their meeting on January 10, 11 and 12, 1956. The report as now submitted is thus the result of prolonged and earnest consideration on the part of the Board, and it is hoped that it may be of some use to those engaged in or concerned with Physical education and Recreation in their task of promoting the physical fitness and well-being of the nation.

ASHFAQUE HUSAIN

Chairman

*Central Advisory Board of Physical
Education and Recreation.*

NEW DELHI,
23rd April, 1956.

7 - SEP 1944

CHAPTER I

PHYSICAL EDUCATION : ITS AIMS AND OBJECTIVES AND ITS PLACE IN NATIONAL LIFE

Physical education is education. It is education through physical activities for the development of the total personality of the child to its fullness and perfection in body, mind and spirit. Immediately, it is concerned with the development of physical fitness. In striving for such fitness, however, Physical education has necessarily to train the child's mental, moral and social qualities, arouse its awareness of environment and develop alertness, presence of mind, resourcefulness, discipline, cooperation and the spirit of respect, sympathy and generosity towards others—qualities that are essential for a happy and well-adjusted life in a free and democratic world. Physical education can thus make a very valuable contribution to our national life.

Physical education has a great part to play in developing the democratic way of life. Under good leadership, it can create in the minds of children a sense of individual responsibility and self-respect and a regard for the rights and privileges of others. Children can be trained in the art of self-discipline, which is fundamental to democracy, through organised games and sports, through books, magazines, radio etc. Valuable training can be given in human relationships to a child on the playground. Attitudes and habits are difficult to develop in a formal classroom; only through actual experiences in life can they be properly developed in children.

Popular Misconceptions about Physical Education :

The term "Physical Education" in its broad sense is not yet properly understood in our country. It is often confused with "Physical Training", "Physical Culture". "Gymnastics", "Sports", "Drill", etc. It is necessary, therefore, to clarify these terms.

"Physical Training" is often used as a synonym for Physical education, but the two are quite different. Physical Training is rather what is done in the Army; it is that programme of physical conditioning which men in the Army are required to go through as preparation for their rigorous duties. Such training includes conditioning exercises, mass calisthenics, marching, gymnastics etc. The main purpose of "Physical Training" is to toughen the individual and make him physically fit and robust. "Physical Training" is, therefore, mainly concerned with the improvement of the individual's physical fitness.

"Physical Culture" is the building of a beautiful body. Through weight-lifting and specially selected individual exercises, the muscles of the body are developed and controlled.

The term "Gymnastics", as ordinarily understood, refers to exercises that are adapted to or performed in a gymnasium or *akhara*. It includes exercises done on various kinds of gymnastic apparatus, including the parallel bar, horizontal bar, horse, Roman ring, stall bars, malkambh etc.

The term "Sports" refers to team games such as Football, Hockey, Cricket, Basketball, Volleyball, Kabaddi, Kho-Kho etc. and also Track and

Field games and Swimming. Many Principals of colleges and Headmasters of schools frequently think of "Sports" as Physical education. It may, however, be pointed out that, while sports offer a very important contribution to the broad Physical education programme, they are by no means the whole of Physical education.

"Mass Drill" is a series of calisthenic exercises done in cadence. These exercises are conducted under the supervision of a leader, either with or without music. In many schools and colleges, Mass Drill is taking the place of Physical education. The reason why Mass Drill is gaining ground is because of its spectacular effect and the apparent order and discipline that is maintained by the participants.

Definition :

Physical education is much broader and much more meaningful than "Physical Training", "Physical Culture", "Gymnastics", "Sports" or "Mass Drill". While it may include all the above activities, it is more closely allied to the larger process of education, of which it is a vital part. It has, therefore, been rightly defined as "education of the physical and through the physical." It is no doubt concerned with the development of organic fitness and neuro-muscular skills, but it has something more to do than build strong and healthy bodies. Through a well-directed Physical education programme, children engage in activities which are not only conducive to building up their organic health but which also contribute to their mental and emotional health and develop their social qualities.

Aims and Objectives of Physical Education :

The aims and objectives of Physical education depend to a great extent on the political and social changes that take place in a society. India has recently achieved political freedom and chosen to become a secular democratic republic. This means that Physical education must make its contribution to the development of such qualities of body, mind and character as will enable our children to shoulder the responsibilities of democratic citizenship.

To recapitulate briefly, the aim of Physical education must be to make every child physically, mentally and emotionally fit and also to develop in him such personal and social qualities as will help him to live happily with others and build him up as a good citizen. More definitely and specifically, the objectives of Physical education may be stated as follows :—

- (1) Development of organic fitness;
- (2) Development of neuro-muscular skills; and
- (3) Development of character and personality.

CHAPTER II

PRESENT STATUS OF PHYSICAL EDUCATION

Physical education is today accepted as an essential part of education, and no State or educational authority in the country questions the need for it. There is nevertheless considerable confusion in interpreting what precisely Physical education is and what its programme should be. Facilities

provided are meagre; the academically loaded curriculum spares little time for a regular and effective programme of Physical education. Leadership standards also differ widely. It is, however, gratifying to note that there are increasing signs of a broader outlook, and some progressive trends are visible. This chapter attempts to give a general picture of the existing arrangements for Physical education in schools.

Facilities :

Playgrounds : There is a concentration of Secondary schools and colleges in urban areas, particularly in the larger cities. These institutions are usually located in congested areas. They probably started in a small way, perhaps as Primary schools in rented rooms or buildings, and gradually grew into bigger institutions handling large numbers and higher classes. Being generally under private management, their financial resources are limited and only the very minimum of facilities are provided. In these circumstances, playgrounds and facilities for Physical education suffer most. Even schools with reasonable financial resources find it difficult to get open playgrounds if they are situated in a city, because of the prohibitive cost of land. There is however a school here or there, under progressive management, with spacious grounds, well laid out and maintained.

With the pattern of the city usually followed by other areas and with little appreciation for the need for playgrounds, schools do not usually possess adequate grounds, even in rural areas. Schools consist of buildings, just large enough to accommodate the classrooms, with no playgrounds or other facilities for Physical education, that remains neglected. It is not uncommon to see children of a school over-running any open plot in the vicinity or even on the roads, in their desire to run and play. When complaints are made by neighbouring people against such trespasses, the school authorities frown on the children, and prohibit all such demonstrations of desire for activity.

Gymnasium : Very few schools possess a gymnasium worth the name. In places where wrestling and body-building activities are popular, one may come across a separate shed, styled as gymnasium, with a wrestling pit and a few pieces of apparatus. This is patronized by a small section of pupils and also not infrequently by physical culture enthusiasts of the locality. There is an open-air gymnasium here or there. It is usually located under some shady trees, with the ground well-levelled and sometimes strewn with sand or perhaps well beaten down with hard earth. In such a place, one may expect to find attached to a few frames and posts, some apparatus such as wall bars, horizontal bars, rings, ropes, etc. These are well used during fair weather, but all activities have to be suspended during rains. Nor is it comfortable to use them when the sun is strong.

Where there is a school hall, it is being increasingly made available for Physical education lessons. This has, however, many limitations. As it is in the immediate vicinity of other classrooms, free participation is not possible, as that will naturally disturb other classes. Moreover, its construction is not adapted for unrestricted activities; there may be projections, glass windows and hanging lights, which eliminate most activities except some free-hand drills and quiet games. The hall is filled with chairs and benches that cannot be easily removed or replaced. Nevertheless, when no other facilities are available, even restricted permission to use the hall for Physical education is welcome; beggars cannot be choosers.

Equipment : Lack of playgrounds naturally leads to inadequate equipment. With the encouragement that is now being given to Physical education by the Government and with grants paid on expenses connected with it, schools have started buying some equipment. The tendency is, however, to buy pieces such as cricket bats, parallel bars, vaulting boxes etc. Equipment selected is not in terms of available playgrounds and space, with the result that, while there is a crying need for equipment, several pieces are stocked in schools which the pupils are not able to use. Another factor is the failure to purchase equipment in adequate quantities. A dozen hockey sticks, or a few badminton rackets can serve but an insignificant number in a school. If boys and girls are to develop specific skills, they must have opportunities for practising those, and this means supplying equipment in sufficient quantity.

Leadership : Physical education in the past has been in the hands of the ex-soldier, the acrobat, the wrestler, the gymnast or the strong man. The man in charge was selected because he was an expert in particular activities. No one cared to find out the man's ability to *teach* activities or his knowledge of children and their play preferences. This is fortunately changing all over the country. There are colleges or institutions of Physical education in several States of the country, training teachers of Physical education, where selected men and women with adequate educational qualifications are trained for periods extending up to one year. Educational authorities are gradually seeing the necessity of having such qualified leaders, but there is still a large number of schools that, either due to lack of finance or lack of vision, do not go in for such teachers.

It is also to be noted that conditions of service of teachers of Physical education are far from satisfactory. They are ill-paid, and they have to work for long hours even on holidays for coaching teams or accompanying school teams to matches or for organising picnics and outings. They are generally not given academic teaching work, and that naturally reflects on their intellectual equipment and affects their academic and social status. They have little prospects of promotion. A teacher of Physical education, even after many years of devoted service, continues in the same position, while his colleagues rise to the rank of Headmaster or Assistant Headmaster and are appointed examiners at public examinations. The Physical education teacher, if he continues to work even in old age, finds physical activities beyond his ability. Owing to these handicaps, few persons desire to take up Physical education work. This naturally means a shortage of trained men, and when qualified men are not available, schools have no alternative but to appoint others, an arrangement which leads to the vicious circle of inefficient teachers and depressed conditions of service.

Formerly, class teachers who were good at games and interested in sports used to attend playgrounds and assist in conducting games and coaching students. In fact, much of the sports programme of a school was carried on through the enthusiasm of class teachers. Since special Physical education teachers began to be appointed, however, the position has been undergoing an unfortunate change. All Physical education, including sports, has become the Physical education teacher's responsibility and class teachers do not pay much attention to it. The rush for private tuition in the evenings is also another factor that has affected teacher cooperation in sports. Where Headmasters are particular, teachers' help is still available. In Public schools and other well conducted institutions teachers are selected for their

sports and other abilities also, and their services are called upon in various ways outside the classroom.

Inspection : A few States in the country have a well set up inspecting and supervising agency. In such cases there is usually a Chief Inspector for Physical education for the State who works under the Director of Education. Under him there are regional inspectors, the State being divided into convenient regions. In one or two States there are Inspectors of Physical education in each district. There are other States which have only one Inspector to tour and promote Physical education throughout its territory. A good number of States, however, do not have any Inspector or expert to help with this important aspect of education. In such States, Physical education is inspected by the ordinary Inspectors of Schools or not inspected at all.

Time allotted : Time given to Physical education within the school time is commonly styled "Drill". This is due to the old practice of restricting the activities of the period to drills and exercises. With other activities also introduced during the period, it is now called either Physical training or Physical education in the time-table. Usually two or three periods per week are allotted for drill for the lower classes. In the higher classes one or two periods are given. In the Matriculation or School Leaving classes, because of the preparation involved in these examinations, physical training rarely finds a place in the time-table. In Primary schools, if the class teacher is interested and competent, one period daily is allotted to games or drill.

Some schools, in addition to the drill periods, provide a games period at the end of the day, when the whole school or several classes come out to play organised games of various kinds, supervised by the class teachers. After school games, inter-class tournaments, inter-school matches etc. are treated as extra-curricular activities. Rarely do we come across schools which treat physical training, games and after school games together under the head Physical education.

There are very few schools that provide Physical education for all its pupils every day. The usual excuse is that the academic load is heavy, and the school hours are ill-adapted for Physical education. With different emphasis given in different schools, there is an overall feeling that Physical education is not so essential, and its inclusion is very much a matter of convenience and choice.

School Time : In our country, school begins sometime at 9 A. M. and continues till sometime between 3 and 5 P.M., with sometimes a long recess of half an hour to one hour at noon. In the hot weather, many schools change their time to early morning hours. Generally the school year begins sometime in June or July, which is either hot or rainy, and continued till April.

Health Education : The physical health of school children today is deplorable and yet health measures are paid negligible attention in schools. Medical inspection obtains in a few States but is enforced only perfunctorily. In urban Secondary schools, partly through the interest of the management and partly because of Departmental pressure, medical inspection is carried out more frequently than in rural and semi-urban schools. This is done by one or more local doctors who are paid some remuneration, fees being collected for the purpose from pupils or contributed by the management. Occasionally there may be a school or group of schools where an interested

doctor or a local medical association looks after the medical examination and after-care of children. Large cities like Bombay have a separate School Medical Service directed towards the children of Primary schools. On the whole, the number of children not getting medical attention of any sort far exceeds that of those who do. Even where a system of medical inspection does exist, very little is done to correct defects which are noted. At the most the parents are informed of the condition and advised to arrange for necessary treatment. Such advice gets little attention, either through indifference or inability. This state of affairs constitutes a serious threat to the health of school children. In Western countries, School Health Service receives major attention from the authorities concerned. In our country, in view of meagre financial resources, shortage of doctors and unfortunate apathy, measures directed towards the health care of school children can only be described as deplorable.

School Environment : A clean and orderly school building and compound will contribute to the health of the pupils and also their attitude towards environmental cleanliness. Very often the homes from which the children come have poor sanitary standards, owing either to ignorance or to poverty. Habits of cleanliness are acquired through actual clean living rather than through a mere knowledge of health laws and hygienic principles. If the home environment cannot be controlled, the next best place to influence the growing child is the school. Clean classrooms with well swept floors, clean walls, dusted furniture etc., will influence the child in a healthy way. An attractively and neatly kept school compound adds to the sense of cleanliness in schools which will have wholesome reactions on the child. Unfortunately most of our schools are extremely lacking in these things. Classrooms are dusty, the compound is strewn with rubbish, corners and pathways are used as urinals and no sense of cleanliness or hygienic surroundings is visible. This is becoming a serious health hazard and Physical education given in such surroundings cannot yield any useful results.

Health Instruction : School children must get instruction in health matters, particularly in personal hygiene. Some provision must be made in the curriculum so that the principle involved in the care of the body and surroundings can be understood by them. Even more than oral or theoretical instruction, practical procedure and projects will prove more effective in teaching health habits. A morning inspection of teeth, hands, hair, clothing, etc. and insistence on certain standards will give better results than mere instruction pertaining to cleanliness. Very little, however, is being done in this matter. Occasionally some provision may be made in the curriculum, and here and there a school may be found where health is taught in a practical way, but a great deal more has to be done.

School Nutrition : It is needless to say that nutrition as it obtains in our country, and specially for school children, is proverbially inadequate. There are very few schools that have taken any steps in this direction. In well-to-do urban schools, a luncheon or refreshment may be available in the school canteen on payment or there may be nearby restaurants or food vendors patronised by the pupils. In most cases, however, children who attend school go without any midday meal. The main reason for this is economic poverty. Where the parents' condition is better, children are given a food packet to eat during the recess. Restaurants and vendors selling cheap food sell extremely questionable stuff with little nutritional value.

Standards of cleanliness in food are also deplorable. There are many children attending school in a starved or semi-starved condition. Supply of morning milk and midday lunch at State expenses to all children, as obtains in England, appears almost unattainable in our country in the existing circumstances.

CHAPTER III

STEPS FOR IMPROVEMENT TOWARDS ACCEPTED STANDARDS

In the previous chapter, a brief account of the present state of Physical and Health education has been given and its shortcomings and limitations pointed out. If it is to achieve the aims and objectives stated in Chapter I, Physical education must have an improved status and be given greater attention. In this Chapter, an attempt is made to indicate standards in Physical education which have been generally accepted in all the progressive countries of the world and to offer certain suggestions as to how they can be attained in India also, so that Physical education and Health education in all their aspects can be imparted correctly and more effectively.

(1) Facilities :

(i) *Playgrounds*

A spacious playground is an essential part of a school, for no satisfactory programme of sports and games can ever be carried out without adequate outdoor space. The playground should adjoin the school, so that children can conveniently use it and the activities carried on there can be accepted as a part of normal school activity. Moreover, the supervision and assistance of teachers is easily and conveniently available when the playground is in the vicinity of the school.

The standard of space requirements for playgrounds laid down by different authorities varies from a liberal provision to more moderate proportions. In the United States of America, five acres are recommended for an Elementary school, 15 to 25 acres for a High school and 25 to 50 acres for a college. The Central Advisory Board of Education in India has recommended the following :

PRIMARY SCHOOL :—60 feet square. (Presumably this is for a small school).

SECONDARY SCHOOL :—160 pupils—2 to 3 acres.

320 pupils—3 to 4 acres.

480 pupils—6 to 7 acres.

Another way of laying down standards for playground area has been in terms of recommended space per child. The following is suggested :

PRIMARY SCHOOL :— 100 to 200 sq. feet per pupil.

SECONDARY SCHOOL :— 250 to 500 sq. feet per pupil.

COLLEGES :— 500 to 1000 sq. feet per student.

The area provided should be even and level; it must be free from thorns, shrubs, stones and obstructions and must have a surface that is firm in texture. A fence all round the ground will give it protection and privacy, and trees, shrubbery and creepers planted along the edges will give it beauty

and shade. The ground should be surfaced in such a way that it can be used intensively without wearing out and can be used even in inclement weather. If the area is small, a concrete surface with a smooth but non-slippery finish, can be prepared. If it is a little large, an asphalt surface, preferably in some pleasant shade, can be laid out which will be dustproof, will withstand hard use and will not get water-logged during rainy weather. If such a floor can be artificially lighted, it can be used even after dark either for special programmes of children or by the older persons in the community.

The ground should be well laid out with various playfields, pitches and courts, the boundary lines and fixtures being kept in good shape. All available play space, however small, should be carefully laid out and marked so that it can be used for different kinds of activities for large numbers.

If it is impossible to get a plot adjoining the school, every effort should be made to get one in the vicinity. There are such plots available even in the most crowded locality. When such plots are found, they should be acquired as playgrounds to be used by school children as well as others. Some of our industrial cities have grown so congested that they are becoming a menace to health. Open plots act as the "lungs" of a city, and if such areas are used also for play, there will be a double advantage. In some of the American cities, which get too congested, buildings have had to be acquired at high cost and demolished to provide essential open space. We have not yet reached this stage. Urgent action should, however, be taken to preserve the open spaces which still exist. If any old building in the vicinity of a school or an educational institution located in congested areas happens to be demolished the space should be preserved as an open area by refusing permission to erect a new structure in its place. In order to make these suggestions possible, it may be necessary to enact laws empowering Government or Local Bodies to acquire such plots, and preserve them as open spaces. Expenses in this connection must be met from public funds, since the schools will not have the resources to meet the high cost that is involved. Such open space, should be made available as a common playground to several schools in the locality, if they are not sufficient in number for every school. It may be possible to charge some rent from each school for the use of the plot. Another suggestion is to hand over the plot to one school, or more than one school if there are more than one school in the locality needing it, and ask it or them to maintain it properly. The ground can be made available for public use also when the schools do not need it.

Another step that could help to meet the situation is to use municipal parks, gardens and open plots as playgrounds for schools and the community. Large cities like Bombay, Calcutta, Madras, Lucknow etc. have a number of large parks which are maintained as beauty spots. Sometimes gardens are developed there with flower beds, quiet walks and comfortable benches. No doubt they have a place in the civic amenities of a city, but there are a number of such so-called parks which, without prejudice to their existing service, could be used as playgrounds for the children. The suggestion is that when open spaces are already available with the Municipalities or the Government, they should be placed at the disposal of schools to be used as playgrounds, provided of course their normal use is not prejudiced. As an illustration, the case of a jumping pit provided on one

of the lawns of the Victoria Gardens in Bombay may be cited. A sand pit which could be used for high-jump and long-jump was prepared in the Victoria Gardens with the permission of the Superintendent. This was used by a large number of local athletes and school boys, one or two enthusiastic coaches being present to help them. This did not spoil the beauty of the garden, nor did it interfere with the pleasure of the visitors; rather it added to the utility of the place. There are often a number of Municipal Parks in large cities, which are neglected or ill-maintained that could with advantage be developed into playgrounds, be it for schools or for the community at large.

In extremely congested areas, the possibility of closing the traffic in selected streets during certain notified hours and making them available for play is also perhaps worth consideration. This has been successfully worked in some of the Western countries.

In the non-urban and rural areas, schools must be directed to procure adequate play space in the vicinity. Where schools do not have such space, open land belonging to the Government or local authorities should be given to the schools either on hire or permanently at a nominal price. One of the conditions for such gifts should be that they should be maintained as open plots and their use is not denied to the public when not needed by the school.

Another suggestion to solve the problem of playgrounds is to allow use of the playgrounds of one school by an adjoining school, provided of course the owning school's use is not interfered with. The possibility of owning an open plot, large enough for the purpose, by several schools in the vicinity jointly is also worth consideration. The Government can help schools in acquiring playgrounds if easy acquisition proceedings can be arranged to take over land from private owners who possess open land in the vicinity of the school. In every town-planning scheme there should be provided a special playground for the existing schools and for the future needs of the town.

New schools whether Primary or Secondary, should not be recognised unless they make some arrangement for a playground. Suitable legislation may be enacted to enable schools, colleges and other institutions to acquire playgrounds wherever open areas are conveniently located.

(ii) *Gymnasium* :

Every Secondary school should have a gymnasium attached to it and located conveniently near the school building and the playground. The building should have a hall not less than 60 feet by 30 feet and with a 15 to 20 feet high ceiling and with a wooden flooring. There should also be ancillary rooms for storing equipment, medical inspection, first aid service and corrective work, the Physical education office and, if possible, convenient water and sanitary facilities.

The hall can be used all through the year—summer, winter or rainy season—so that Physical education of some type can be carried on regularly throughout the year rather than depending on the weather. For the hot summer, physical activities during the early afternoon hours should be preferably conducted in shade, and this is ensured if a separate hall is available for the purpose. The regularity of Physical education work is often interfered with during the monsoon, particularly in States along the sea coast. Such irregularity gives a sense of casualness to the programme and

pupils and teachers develop the attitude that Physical education classes may or may not be conducted, depending upon the weather and other factors. Another strong reason in favour of providing a gymnasium is that certain activities are better adapted for indoor conditions. Gymnastics with certain kinds of apparatus, such as wall-bars etc., are better performed indoors. *Asanas* need a clean floor. *Dands*, *Baithaks*, *Wrestling* etc., which are done with little clothing, are preferably done under a roof cover.

The gymnasium building can be advantageously made the headquarters of Physical education with its administrative office and storeroom for equipment. By wise planning, it is possible to have a combined pavilion-gymnasium. The floor of the gymnasium should be free from obstacles; it must be of hard but smooth non-slippery material and should be marked clearly for a variety of activities. It should also have arrangements for accommodating portable apparatus and fixtures. It should be well ventilated and should be, wherever possible, artificially lighted.

A proper gymnasium, as indicated above, should be built in every Secondary school. Where this is not possible, a structure of simple construction may be tried. Asbestos roofing, tiled roofing, thatched roofing, unplastered brick walls, asbestos sheets, sides, bamboo matting sides, cement floor, asphalt floor, beaten down mud floor etc. are suggested to meet varying financial conditions. Where ground space exists, however, preference should be given to an independent building.

If, due to lack of space or for other reasons, a separate gymnasium is not possible, the school hall may be used as a gymnasium. By having easily removable furniture, portable apparatus and quickly adjustable and removable fixtures, it will be possible to use a school hall for varied physical activities. If the walls are sound proof, the usual complaint of disturbance to adjoining classrooms can be greatly reduced.

If a school hall does not exist, the possibility of converting two or three adjoining classrooms into a single hall by demolishing the intervening walls and substituting it with removable partitions may be considered. In this way, a school will have a hall, which is an essential feature for every school, and the hall can also serve as a gymnasium. A good sized hall should be insisted upon for all schools that do not have adjoining playgrounds.

Where funds are not immediately available for building a gymnasium, an outdoor gymnasium should be fixed up in a shady place with the necessary frames and a good floor surface. This place can be later used for the construction of a covered gymnasium.

A gymnasium is not so necessary in a Primary school. Here the emphasis should be on a play court properly shaded and, where this is not possible, the classroom itself or the school hall, if there is one, can be used for Physical education by shifting the classroom furniture as and when necessary.

(iii) *Equipment :*

A good programme of Physical education requires varied equipment in sufficient quantity. Use of different kinds of equipment is necessary for different kinds of skills. Mastery over a variety of skills, it must be remembered, is one of the objectives of Physical education and this is facilitated when equipment is ample. The type of equipment to be bought by any institution will depend on the type of participants, whether they are children,

boys, girls or youths. It will also depend on the facilities, in the form of playgrounds and gymnasias, and on the type of activities which it is intended to promote. Selection and purchase of equipment will also, of course, be dependent on the funds available.

Funds are now becoming available for the purchase of equipment. The managements of schools are willing to spend limited amounts and Government has started admitting such expenses for purposes of grants. What is wanted is a correct choice of equipment. Pieces which can be used by large numbers for a variety of activities should be preferred. For example, where funds are limited, a football costing Rs. 15 to 20 which can be simultaneously used by twenty to thirty pupils should be preferred to a pair of hockey sticks or a single cricket bat costing the same amount. Sports goods manufacture should be encouraged by payment of subsidies or at least by removal of burdensome taxes. Modified pieces of apparatus and improvised pieces can be prepared locally or through the efforts of pupils. Wooden rackets, wooden balls, old tennis balls made out of leather stuffed with wool or fabric, properly cut planks to be used as hockey sticks or cricket bats etc. are some examples. Equipment adds to variety, richness and enjoyment of activities. Instead of going in for costly and fancy items, preference should be given to cheap and popular equipment according to the financial resources available. On the whole, manufactured sports goods are expensive items for the moderate sports budgets of educational institutions. Sports goods manufactured in India are comparatively cheap and, when supplied by a reputed firm, are of good quality.

Equipment varies from heavy and costly pieces, such as vaulting boxes, balance beams, wall bars, swings and goal posts, to cheap items such as balls, nets, bats and shuttles. Equipment should be sufficient in quantity for simultaneous practice by large group of children. For football practice, for example, it is desirable that at least one ball is available for every group of six to ten, even though for the game itself 22 players require only one ball. Wherever individual equipment is required, such as Indian clubs, wands, hockey wands, dumb-bells, hockey sticks etc., a sufficient number of pieces, to engage all pupils of a class simultaneously, should be provided. In view of the possibility of similar types of activities, being participated in by more than one class during the same period it is advisable to stock enough equipment for at least two classes. A good standard for equipment, such as light Indian clubs, wands etc., will be to have about 100 sets of each in a school of about 500 pupils. Hockey sticks, cricket bats, leg-guards etc. must be available in sufficient quantity to keep two pitches in simultaneous use, if of course the required space is available.

One of the reasons which make schools hesitate in investing in sports equipment is the constant demand for replacement. There is no doubt that normal wear and tear takes place when sports equipment is used. This can, however, be appreciably reduced by paying attention to proper care, maintenance and storage of equipment. A cricket bat that is properly oiled and seasoned will give many months of excellent service, while the same bat may chip at the first stroke if not properly treated. A football, when cleaned and greased regularly, not only remains in good condition but also lasts much longer. There is unpardonable neglect of equipment in schools and colleges. By correcting this alone, it may be possible to make whatever funds are available go much further.

Athletic equipment should be properly stored. This can be efficiently done if a separate sports store-room is available. Otherwise, suitable stands, cupboards and boxes should be prepared to store equipment. In the absence of suitable storage facilities there is a tendency to neglect the equipment which leads to loss as well as damage. This is another way of saving equipment and making allotments go a long way.

(2) Teachers :

Though a part of education, Physical education is a specialised field with its own tools and techniques. For the best results, it is, therefore, important that teachers of Physical education are appropriately trained. This, however, should not be interpreted to mean that other teachers are to be excluded from Physical education nor that the teacher of Physical education should have no knowledge of or share in the other aspects of school education. The ideal arrangement would be for the teacher of Physical education to have some share in academic teaching and for class teachers to have some share in Physical education. The teacher in charge of Physical education in a Secondary school should be a graduate with a Diploma in Physical education, preferably with a teacher-training qualification. Such a teacher will be no narrow specialist but will be one who will understand and coordinate Physical education with general education. His educational qualification will be such as to command respect from the Headmaster, the other teachers and the pupils of the school. He will be able to share in the academic teaching and satisfy his intellectual interest in one or other subject of education. When he reaches an advanced age, when participation in physical activities may not be easy, his qualifications and teaching experience will help him to shift over more and more to regular classroom teaching. Association with academic teaching will also give such a teacher opportunities for promotion even to the post of a Headmaster or Principal. It is necessary, however, to guard against one possible danger in the arrangement suggested above. With the academic emphasis that prevails in our schools, there is a possibility of the Headmaster giving to such a Physical education teacher more academic responsibility than permissible which would result in a corresponding neglect of Physical education. This is a possible development that should be checked by those in charge of schools and the inspecting agency of the Education Department.

The usually accepted ratio is one Physical Education Diploma holder for every 250 pupils on the rolls of a Secondary school. At the present stage of short supply, this however may have to be elastically adjusted. Those who have passed the High School Examination and also hold a Certificate in Physical Education and Drill Masters who are experts in physical activities may be utilised to assist the Diploma holders, where the school is not too large, say, with an enrolment of 500. Above that number, additional Diploma holders will have to be appointed.

Physical Education for girls should be looked after by qualified women teachers. This is not difficult in Girls' schools, but in mixed schools, where the number of girls is not large, this is apt to be overlooked, with the result that either the girls are let off or they are made to work with boys and participate in activities meant for boys. This is highly undesirable, particularly in the case of girls at the age of adolescence.

In Primary schools, it will not be possible, nor is it necessary, to have specialists in Physical education. The training programme of Primary school teachers should, therefore, include instruction and practice in Health

education and Physical education activities suitable for Primary school children so that every teacher will have the necessary competence to handle the subject. It is, therefore, necessary that every training institution for Primary school teachers should have one or two specialists on the staff to attend to this work. Even such trained Primary school teachers, when actually working in schools, will need occasional guidance for specialists, and this should be given by Physical Education Inspectors or Supervisors during their periodical visits to the schools.

Physical education provides excellent opportunities for developing and using pupil 'leaders'. They should be selected on the basis of merit and given special training in activities, techniques and class control and should be entrusted with specific responsibilities in organising and conducting activities.

It will obviously be difficult to organise an effective Physical education programme reaching all pupils in a school if this is to be done by a single person. Every teacher, therefore, unless he is too old or physically incapable, should take an interest in the Physical education programme and assist it to the best of his ability. The general plan and direction of the programme must of course come from the specialist, but its implementation requires the cooperation of all teachers. To enable the latter to assist in an effective way, they should be given some basic training. This can be done in several ways, in so far as Secondary schools are concerned, for instance :

- (a) by making Physical education one of the required subjects in all teacher-training institutions and providing it as one of the method subjects;
- (b) by conducting short courses in Physical education, lasting two to three months, to which class teachers can be deputed; and
- (c) by the teachers of Physical education of a school or a group of schools organising special classes for the other teachers during weekends, holidays and vacations.

In the light of what has been stated above, the following steps are suggested as urgently necessary in order to meet the problem of supply of Physical education teachers :

- (a) Those who obtain special qualifications in Physical education after due training should be paid better salaries.
- (b) More colleges of Physical education should be started, at least one in each State, offering a Diploma course for graduates and a Certificate course for those who have passed only the High school examination.
- (c) Qualified Physical education teachers must be appointed on the staff of every school before it can receive Government recognition and grant.
- (d) Short-term courses should be arranged for the benefit of non-specialist teachers who are required to assist the Physical education programme.

(3) Supervision and Inspection :

The arrangements for Physical education in schools and also the way in which the programme is carried on call for efficient supervision and co-ordination. It is, therefore, desirable that supervisors of Physical education should be appointed to supervise the arrangements and assist in improving them. There are organisers or supervisors of Physical education in other countries, and it is their duty to visit schools, see the facilities and programmes, give advice and assist in various ways. In the light of conditions which exist in our country, it is necessary to appoint one or two such supervisors or inspectors of Physical education in each district. To co-ordinate the work of these Inspectors and to work as an expert to whom the Director of Education of the State may refer matters for advice and guidance, there should also be a State Supervisor or Chief Inspector of Physical Education. He should be a person with high academic and professional qualifications and must be given the status and salary of a Deputy Director of Education.

Inspection of Physical education can be arranged in two ways. It may be entrusted to a special staff whose exclusive responsibility it would be to supervise and develop this aspect of school work. Or, it may form a part of the responsibility of the regular School Inspector. A School Inspector can undoubtedly help a great deal to encourage and give an impetus to Physical education but he is not usually competent to advise on technical matters. A suggested solution is to have one or two Assistant Inspectors in each district or region who are qualified in Physical education also. The District Inspector and his other assistants should inspect Physical education as a part of their school inspection. In matters needing expert advice, the specialists in Physical education may be referred to. The specialists, on the other hand, should not restrict themselves to inspecting only Physical education; they should also be responsible for the inspection of schools in all aspects. This arrangement will help in avoiding a tendency towards compartmentalization. At the top, each State should have a specially selected expert officer as the Chief Inspector of Physical Education, helping the Regional Inspectors on the one hand, and advising the Director of Education on the other.

(4) School Time and School Year :

In a tropical country like India, generally speaking, the mornings and evenings are cool and pleasant, while the middle of the day when one desires to relax physically, is hot. Climatically, we have the cold North, cold in winter but hot in summer, and the almost continuously hot South. A special feature of our weather is the monsoon rains, starting about June and continuing till October, making planned outdoor work very uncertain. These climatic conditions must be borne in mind in planning our daily or seasonal activities. It will, however, be observed that the schedule being actually followed in our schools, is more suited to Western conditions than to our own. The normal school day, for example, that runs from 10.00 A.M. to 4.00 P.M. involves work during the hot part of the day.

It may be worthwhile to change the school into a single morning session, leaving the hot hours free. If the school starts at 7.00 A.M. and continues till 11.30 A.M. or noon, a sufficiently long school day will be available and the work will be done during the pleasant cool hours. With such an arrangement, Physical education can be given in the early part of the day. It will also enable children to go back home in time for the noon meal,

which is a serious problem for our school children. In the evening they can play games and engage in extra-curricular activities, by returning to the school, or they may occupy themselves in helping their parents and elders. This arrangement has been resisted by parents in cities because of the office hours which come in the middle of the day; for domestic convenience, a pattern of day suitable for both schools and office is desired and the middle of the day has been accepted as the inevitable solution. That this is not unalterable is evidenced by the fact that the public which vehemently protested against morning schools has accepted it quietly when schools have been compelled to adopt two shifts to meet the rapidly rising demand for schooling. Moreover, it is an old established practice in several parts of the country that during the hot weather schools meet early in the morning and close about midday.

The scheme of morning school should be tried out wherever possible, specially in rural areas. Not only with it make it possible to give Physical education at a suitable morning hour but the children will also be able to get back home in time for the midday meal, thus eliminating the problem of school lunch, which is an even more difficult problem in rural areas. In the afternoon, the children will be free to share in home duties or to participate in games, extra-curricular activities, craft work and hobbies.

The question of school year also calls for consideration. The usual pattern is for schools to start the year's work in June or July and continue till April or May. The annual examinations are unfortunately an anxious affair in our country, and they engage the exclusive attention of pupils and teachers for the preceding two or three months. When the school reopens, Physical education is again perfunctory or irregular, because of the uncertain weather of the monsoon months till about October. The period thus available for outdoor activities is only about October to January, and this is, as far as Physical education is concerned, an extremely unsatisfactory position.

There is no reason at all why the present school year should not be modified. The present school year was introduced by the British who wanted to get away from work during the hot weather which they could not stand. The earlier practice in several parts of the country was to start the year after Dussehra or Diwali. A change in the existing school and college year is worth considering. It may start immediately after Dussehra or Diwali and go on till the end of September, with one or two vacations in between, totalling not more than three months. Apart from other advantages, this proposal will eliminate the separate long breaks for Dussehra and/or Diwali. From the particular point of view of Physical education, the months immediately following the starting of school are cool months and excellent for outdoor play, outings, camping etc. When the examination pressure comes about the month of May or June and the following months, the climatic conditions are not so good for outdoor work, and students can devote themselves more or less exclusively to their studies.

The change in the college year should be made on an all-India basis and this will naturally involve consideration at separate and high levels. As far, however, as a change in the school year is concerned, it can be given effect to by States individually. The change in hours is an even simpler affair and can be resorted to even by a single university, college or school.

(5) Programme of Physical Education :

Exports are agreed that a growing child needs several hours of physical activity daily for the big organic muscles in order to ensure normal development and health. In natural conditions, this is possible in the daily routine,

but with the advance of civilisation and the modern plan of schooling, children are confined to a restricted space over long hours and their natural desire and need for physical activity is curbed. This exposes the pupils to the danger of under-development, physically and otherwise. It is, therefore, the responsibility of schools to ensure that some provision is made in the daily programme for combating the sedentary nature of school work and to provide organically stimulating activities. It will obviously not be possible to provide all the activity requirements of a growing child within the school hours. Nevertheless a part of it should be provided for and sufficient interest, knowledge and skill in activities developed among pupils in school. Such interest and skill are bound to stimulate them to participate in vigorous activities during their free time. Schools should therefore make every effort to provide a liberal amount of time, every day, for every child, for instruction and participation in physical activities.

Physical education, however, is conducted even after school hours and pupils join in various activities at their option. During such participation they play games of their choice and get coaching for developing higher skills. Physical education should, therefore, consist of a daily instruction period during school hours and participation after the school, the former being required of all pupils, with exemptions or variations in abnormal cases, and the latter being voluntary but so arranged as to attract most of the pupils to join some activity.

(i) *Periods for Physical Education :*

Physical education, from the point of view of its inclusion in the programme of a school can thus be divided into two parts, (a) Physical education within the time-table and (b) Physical education outside the time-table, the first being usually called the Instruction Period and the second as the Participation Period.

(a) Instruction Period :

The Instruction Period being within the time-table, has to be related to academic teaching. It is usually, therefore, 30 to 45 minutes in duration. The period is used to teach the activities as prescribed in the syllabus. The usual pattern of the lesson is to have some conditioning exercises to be followed by teaching and practice of specific skills and finally ending with some group activity or game of a free nature. The lesson can be adjusted to meet actual conditions. Emphasis may be given to exercises, skills or free activities, depending on facilities, type of pupils, time available etc. Every effort should, however, be made so that the work contributes to physical vigour, learning of interesting and useful skills and a feeling of fun and joy.

One period of instruction every day for every class should be a standard that should be ensured. This would naturally mean more than one class coming out for Physical education during the same period. Not only the Physical education teacher but some other teachers also must therefore be available for the work, and they can be assisted by pupil leaders specially selected and trained.

(b) Participation Period :

Usually the Participation Period is after the regular classes. Pupils interested in joining activities stay on or go home and return to the playground. They play games of their choice, facilities for which are available.

The actual work is planned and directed by the teacher of Physical education but is assisted by class teachers who are interested and skilled in those games. Sometimes this is done through the formation of different clubs, such as the Football Club, the Hockey Club, the Gymnastic Club etc. The emphasis is on free participation, but there must also necessarily be a great deal of coaching and training. Some of the special features of such after school games are inter-class matches, coaching and training of representative teams, matches with other schools and clubs and competition in tournaments and sports-meets.

The usual practice of restricting time-table activities to drills or formal exercises, styling it P.T. or Drill, and organising games programmes separately under the auspices of separate clubs, with the teacher of Physical education looking after the former and some other teacher looking after the latter, has no justification in the present conditions. This practice originated when the Drill Master was an ex-army man or a gymnast, who had no educational qualification or status on the school staff and whose one and only responsibility was to conduct drills. With better trained and qualified persons on the staff, however, there is need to modify the old practice and coordinate these two phases under the single head 'Physical Education'. In this coordinated pattern, the two convenient divisions would be Instruction and Participation, as indicated above. It should be the duty of the teacher of Physical education to supervise after-school games. His presence at these should be taken into consideration in calculating his burden of work.

(ii) *Inter-School Competitions :*

Highly organised inter-school competitions, particularly at the Primary and Lower Secondary stage, are not desirable as these are likely to lead to emotional tensions which are bound to prove harmful. For boys between 13 and 15 years, however, a good intra-mural programme may be organised as this would give facilities for practically every boy to participate in a competition. For boys over 15 years of age inter-school competitions may be permitted up to the District, and if well supervised, even to the State level. All competitions for school pupils should be organised under the auspices of educational authorities, not of outsiders. Too many matches and tournaments must be discouraged, as this may bring about overstrain and may lead to a comparative neglect of studies. Every care should be taken that competitions are conducted in a spirit of unquestionable sportsmanship.

As far as girls are concerned, competitions of the highly organised type are not desirable before adolescence. An all-round sound health and average skill to create an everlasting interest in Physical education and recreational activities should be the aim. Girls below the age of 13 years should not be permitted to participate in any competition except in friendly matches within the school. For girls between 13 and 15 years participation may be permitted in purely local inter-school tournaments provided a girl does not participate in more than three tournaments during a year. If opportunities are not available locally, girls may participate in tournaments within the neighbouring towns or districts provided absence for night or tiring journey is not involved. No participation in any tournament on State or inter-State level is desirable and any game in which physical contact is an accepted part of the game, for instance, football and *kabaddi*, should be prohibited. Competition will, however, be justified at the University stage. In all such high pressure competitions, participants should be suitably

prepared with necessary training and coaching, because it must be remembered that the main value of such competitions lies in the process of training and preparing for them.

(iii) *Syllabus* :

There is need for a properly organised syllabus to be progressively covered in the various classes. A syllabus for boys (App. I) and another for girls (App. II) have been prepared and recommended for the consideration of the authorities concerned. These syllabuses are essentially practical and contain the minimum of theory. The activities have been classified into seven groups and under each group, there are listed many activities from which a teacher should be able to make his selection, according to the interest in the locality, his own teaching ability and other considerations. The activities and the items under each of them have been limited so as not to confuse the general teacher by the addition of too many items. So far as experienced and trained teachers are concerned, it is expected that they will use the syllabus merely as a guide to start their activities according to a plan and will not limit themselves to it.

(iv) *Physical Education Examination* :

Modern educationists have realised how evil examinations can be and how, unless the authorities are vigilant, they tend to reduce education to a process of preparing for such examinations. Nevertheless, for lack of a better practical alternative, it is not yet possible to eliminate examinations from organised education. In this setting, anything taught in a school is assessed in terms of its examination status by pupils, teachers and parents. If a subject has no bearing on academic promotion, however desirable it may be and whoever handles it, is apt to be neglected. Physical education is at present suffering from such neglect, and it is necessary, therefore, to make it an examination subject. Only when this is done will it be possible to change the present attitude of indifference to Physical education. If such examinations are conducted, the schools will have to make arrangements for staff, instruction and facilities, and parents will demand that their children be given due attention in Physical education. To an educationist, the suggestion that importance should be given to examinations is repugnant; it sounds like defeating the purpose of education. The suggestion that pupils should be examined in Physical education and games is even more distasteful to them. Experience gained, in this connection, however, shows clearly that the attention given to Physical education becomes more earnest when such examinations are prescribed.

However much examinations may be questionable, as long as examinations in other subjects continue, it is unavoidable that Physical education should also be an examination subject. Introduction of examinations in Physical education and insistence on a minimum standard for purpose of promotion will bring about a revolutionary change in the attitude of neglect and indifference so far adopted towards Physical education. Nevertheless, if there is reluctance to accept this as a permanent measure, an experiment may be tried over a period of five to seven years to study the effects of such a measure. It is needless to add that pupils who have physical handicaps or are of poor organic health must not be required to undergo such examinations; they should be exempted when certified by the school doctor.

(6) Health Education :

A national programme of Physical education must necessarily be well coordinated with Health education. Health education consists of all those activities intended to promote individual, family, community and national health. In school it should be organised under three heads, (a) Health Service, with its medical inspection and follow-up work, (b) Health Supervision, which attempts to regulate the environment and the educational procedure so that pupils' health will be ensured, and (c) Health Instruction, giving intelligent and essential information about personal and community health. All school children must be medically examined regularly at least three to four times during the period of education leading to the end of High school. Special and doubtful cases should be examined more frequently. The class teacher and the Physical education teacher should be able to detect cases which are to be referred to the doctor. The Physical education programme of a pupil should be suitably modified in case his health condition requires it.

A very effective way to assess school children's health and to ensure that all cases needing attention are properly attended to is to set up a School Medical Service. From the point of view of making such service educational as well as preventive in scope, it will perhaps be best to set it up under the Education Department. A Chief School Medical Officer for the State, with a staff of assistants in districts or specialised areas in districts, may be appointed to look after this work.

All persons, teachers, pupils and servants connected with a school should be made aware of the need for a clean and healthy environment. Everybody, including pupils, can cooperate in keeping the classrooms, the playgrounds etc. clean and attractive. Education must develop a sense of cleanliness, orderliness and beauty, and this can be achieved only when education is given in a wholesome and attractive setting.

Instead of engaging and paying doctors just for conducting medical inspection, as is the common practice, a better plan would be to obtain the services of a doctor not only for inspection but also for continued assistance. Almost with the same total amount that is being paid to doctors for mere inspection, or with a further small contribution from the school, it may be possible to pay an honorarium of Rs. 50 or 60 per month to a doctor. Medical Inspection should be only one of the routines expected of such a doctor. He should further be required to visit the school once or twice a month or whenever required and his advice obtained on matters pertaining to the health of children and the hygienic care of the school plant. For any treatment required he may be able to help at some concessional rate. When more serious cases occur, he may, with the permission of the parents, refer them to specialists or to well-equipped hospitals. This plan will help the school to have the regular service of a doctor, and such a doctor may attend to even two or three schools in one locality.

When pupils cannot afford to pay for treatment, public hospitals will have to be approached. It should not be difficult to arrange that one or two hours once or twice a week are specially set apart in hospitals for attending to school children. Medical examination, however thorough, will prove of no use unless necessary follow-up work is arranged and defects detected are removed.

In some rural areas, where there are no doctors or hospitals, the idea of mobile hospitals is being gradually introduced. If a separate mobile

school clinic can be equipped with the necessary staff and appliances, it can move from school to school within a specified area at regular intervals and give reasonably efficient school medical service. If a separate school unit cannot be made available, the general mobile hospital should be detailed to visit schools as a clearly prescribed part of its routine.

The records of medical examination should form a permanent document, all findings being entered in it and the record maintained throughout the school career of a child. It should be attached to the transfer certificate of a pupil if he changes the school. The findings and recommendations of medical inspection should be carefully followed up. In this matter, the class teacher, the Physical education teacher and the head of the school must all take a keen interest. Observed abnormalities should be brought to the notice of parents and necessary treatment demanded or arranged.

Teachers must be trained to conduct regular morning health inspection of pupils. They must also be taught to recognise the signs and symptoms of various childhood ailments so that they can detect such conditions easily and take necessary steps to help the child and also to isolate him, if necessary. Teachers in rural schools will, with some training, be able to give treatment or suggest remedies for most of such ailments. Simple treatment kits with a few medicines may be kept in rural schools to treat not only the pupils but also the local people, where no other medical facilities are available.

Occasional inspection of classrooms and awarding prizes for the best kept rooms will excite children's interest in keeping a school clean. Children should be required to help in clearing and marking playgrounds, cutting and removing shrubbery and grass, preparing pathways, planting trees and hedges, white-washing and painting. This will make for a clean attractive school and will also instil into the children a sense of cleanliness, a sense of service and a sense of dignity of labour. Observation of a Health Week and organisation of health pageants, community cleanliness, campaigns etc. are useful in themselves, and they will also enable the child to project himself from the school to the community.

Information on individual and environmental health should be given to pupils through various ways, e.g. talks, readings, discussions and practical projects. The ideal of physical fitness and strength can prove an excellent incentive for growing boys and girls to obey the laws of health. Since hygienic arrangements also play an important part, it is desirable that provision should be made for P.T. kit and wash rooms.

(7) School Meals :

A school day is four to five hours or even longer. Children have thus to be away from their homes for a very long period, perhaps as long as eight or nine hours, taking into account the time taken by the return journey. This means that children have to go without food for an indefinitely long period unless some special arrangements are made. Wherever, therefore, children are not able to make satisfactory arrangements, the school has the responsibility of ensuring the supply of a reasonably nutritious meal to every child. The provision of a school lunch, milk or some other form of adequate refreshment is essential if the children's health is not to be impaired.

In any case, no child should be allowed to go without some refreshment during the school day. If the school cannot provide some refreshment

children should be enabled and encouraged to go home for some refreshment during the long recess. If the distance to the home is too long, they should be asked to bring a light packed meal to the school. The school should provide the necessary conveniences in the form of a special room, with washing and drinking water, so that those who bring their meals can eat it conveniently and in clean surroundings. There is a natural desire among young children to go in for light refreshment during the intervals. Instead of permitting them to rush off to nearby food vendors they should be encouraged to patronise approved canteens. The best arrangement is to run a school canteen on a cooperative basis with the teachers and pupils as share holders. Such canteens should be carefully supervised and this can be done by the school doctor, the Physical education teacher or some one else appointed for the purpose by the Headmaster.

The correct thing is for the school to provide for every child a moderate nutritious meal, free of cost. This may, however, not be feasible in the near future, because the total cost will be prohibitive. Nevertheless, the matter is so vitally important that each State, each educational authority and each school should thoroughly explore all possible ways of finding a reasonably satisfactory solution. Whatever procedure is adopted, it is essential to ensure that no child goes without some refreshment during school hours. Physical activities, particularly, if they come at the end of the day, are likely to be harmful rather than beneficial, if the children are hungry and ill-nourished. Physical education can contribute to better health only when accompanied by such factors as good food and hygienic living, and necessary steps must, therefore, be taken to ensure these essential conditions.

CHAPTER IV

PHYSICAL EDUCATION—IMMEDIATE STEPS TO IMPROVE IT

Schools : In view of what has been said in the previous Chapter, if Physical education in schools is to be improved and made more effective, it is necessary to initiate certain immediate steps. In the first place, Physical education should be made a compulsory subject in all Training schools and colleges so that we may have better qualified personnel in the field. A regular Physical education teacher is expected to give corrective exercises to defective children, to coach selected students for mass exercises and competitions in games, to give help and suggestions to class teachers in drawing up a complete programme of work for the year, to keep the physical development record and to carry out the follow-up programme after the medical inspection. With such multifarious duties and the enormous increase in the number of students in schools and colleges, it has become impossible for one or two regular physical instructors to cope with this task.

Secondly, more time should be devoted to Physical education in schools. At present only two or three periods per week are usually set aside for the purpose. This is not enough to improve the physical fitness of students. Therefore, our aim should be that every class receives Physical education at least for 20 minutes daily to start with, and to extend it as early as possible to a full period. The time fixed for this should be suitable so that the pupils may participate in these exercises with enthusiasm and feel

refreshed afterwards. It may well be asked how 20 minutes can be spared daily for Physical education. One way in which this can be done is to start the school five minutes before the usual time and also to reduce the recess period by five minutes, the balance of the time required being made up by curtailing the periods of one or two less important subjects by five minutes. Another method would be to reduce uniformly the periods of four other subjects by five minutes. Whichever of these plans is adopted, two full periods of 40 minutes per week which are generally allotted to Physical education in the time-table would become available for other subjects. Thus a Headmaster will have to provide, over and above the present time-table, only 40 minutes extra per week for daily physical exercise for all classes. If the open space at the disposal of a school is sufficiently large, four or five classes can undergo physical training simultaneously at a suitable hour, but if the space is limited the time-table will have to be arranged accordingly.

Thirdly, it is suggested that, to begin with, three months' physical training courses be organised in all Normal schools and at physical training centres. The trainees should be made to go through a suitable syllabus. This syllabus should be such as to fit the trainees to give Physical education to students every day for 20 minutes. It is obvious that three months' training will not give them an adequate technical knowledge of the subject, but if the training is intensive, they should be able to demonstrate the exercises to the students and to correct their faults; they will have merely to follow the lessons given in the syllabus for the various groups. It is recognised that all the present class teachers may not be fit to undergo the proposed training due to old age or other reasons. Such of them as are unfit may be exempted, but others who are young and physically fit should be required to take the training. A beginning on these lines should, however, be made immediately in as many schools as possible, so that the object of raising the standard of Physical education and ensuring that this subject receives due importance in all schools is realised within a reasonable time.

Fourthly, a few boys who, besides being healthy and strong, possess qualities of leadership should be selected for special training in leadership. This training could be given to them within the 20 minutes set apart daily for physical activities. They should be made to demonstrate them and to see that their fellow students follow them. The class teacher, though he may not be a trained person, should be present during the lesson to supervise the class and the work of the leader. The training of leaders should be the responsibility of the Physical education teacher. He may also arrange special classes for this purpose and suggest variations to make the subject interesting.

Fifthly, students usually dislike physical exercises but are willing to participate in and practice for competitions. It will, therefore, be useful if monthly or quarterly inter-class or inter-house competitions can be arranged and points awarded to the winning teams. At the end of the academic year, some sort of recognition may be given to the class securing the highest number of points. Such a plan would encourage the students to make themselves physically fit and would also help to stimulate their interest in physical activities. It should at least be tried till a sufficient number of class teachers who have been trained in Physical education, in the Normal training schools become available.

Sixthly, in schools which are fortunate enough to possess one or more playing fields, all students should be encouraged to participate in games at least twice a week. If inter-class or inter-house matches are arranged, they

will give an opportunity to a large number of students to take part in games. Arrangements should also be made to give training to regular school teams. To improve matters substantially, it would be useful, in addition to existing arrangements, to introduce Physical efficiency tests (See Appendix III) and to require every student who is medically fit to put in at least fifty per cent attendance in P.T. classes and to pass all the tests before the end of the academic year, failing which he should not be allowed to go up for the annual examination.

Colleges : The above-mentioned suggestions are offered for schools only. Colleges need separate treatment. Many colleges tried to make Physical education compulsory but have failed to achieve the object. Inter-class or Inter-department competitions should be encouraged so that a large number of students may have the chance to participate. After observing the performance of the various players, such of them as have the potentiality of reaching a high standard, may be selected and given special coaching and teams for the inter-college competitions may be selected from amongst them.

If the scheme outlined above is to be implemented, the number of Physical Instructors in each college will have to be increased. Since this may take some time, it is suggested that, as an immediate measure, the supervision of games should be entrusted to young lecturers who are interested in Physical education. A two month's training course may be arranged for them at a Training Institute for Physical Education or at such other centre where they can be taught to coach students in various games, organisation of competitions etc. The lecturers who are selected for this work should be given some encouragement to take up this extra work. The Directors of Physical Education, already employed in the Colleges, should be made responsible, *inter alia*, for training leaders so that the latter may, on the completion of their training, be able to assist their fellow students in the implementation of the regular programme and in the conduct of the physical efficiency tests. The Director of Physical Education should arrange talks on Physical education, give corrective exercises and should be available to all those students who may be keen to improve their physique. No distinction should be made between 'day' and 'residential' students. Participation and attainment of certain minimum standards should be insisted upon for all students, and the marks should be equally distributed between attendance and tests.

Physical Education for Young Persons other than Students :

To improve the physique of the nation, it is necessary that provision for Physical education should be made not only for school and college students but also for young persons other than students. This should be arranged through the Municipalities and other Local Bodies as well as through physical culture clubs, sports organisations, *Vyayamshalas* and similar agencies. The Local Bodies should set apart a reasonable sum in their budget for improving the physique of the citizens. The funds thus allotted should be used for paying the salaries of physical instructors, maintaining playgrounds, paying grants to voluntary organisations, etc. A start should be made with big towns. One Physical Instructor may be appointed for every three localities and he should be required to gather together young persons living in these localities and give them physical activities every morning. He need not go to all the localities daily. He can train a few leaders in every locality so that they may take the classes while he is on duty in some other locality. He should so arrange his programme of work that he is able to supervise and train the class in each locality twice a week.

Inter-locality and inter-village competitions may be arranged quarterly or annually, according to convenience, in order to arouse enthusiasm and healthy rivalry. An Efficiency Test may also be prescribed for this group and a certificate may be awarded to those who are successful.

Summary :

The immediate steps recommended in this Chapter for improving Physical education may be summarised as follows :—

- (a) Physical education should be introduced into Training schools and colleges.
- (b) Class teachers should be trained to assist in the Physical education work.
- (c) Every class should receive at least 20 minutes of Physical activities daily, to start with, and the time should be increased to a full period as early as possible.
- (d) The syllabuses (Appendices I and II) should be used as a guide by teachers and leaders.
- (e) Physical efficiency tests prescribed for different groups of persons (Appendix III) should be introduced.
- (f) Training for college lecturers should be arranged so as to enable them to supervise and organise games and sports.
- (g) Municipalities and other Local Bodies and voluntary agencies should provide facilities for Physical education and recreation for young persons other than students by appointing Physical Instructors for localities in big towns and gradually for villages also.

CHAPTER V

TRAINING OF TEACHERS OF PHYSICAL EDUCATION

Before considering any scheme for the training of teachers of Physical education, it is necessary to have a clear conception of the educational significance of Physical education. There was a time when Physical education was thought of merely in terms of the physical and the emphasis almost exclusively laid on muscles, perspiration and respiration. Little was it realised that Physical education activities, apart from their physical values, also influenced the mental, emotional and social qualities of the participants. It is, therefore, necessary to reiterate the principle that Physical education is a part and parcel of the total process of education, and any approach to the question of training of teachers of Physical education must necessarily take this comprehensive view. In order to take full advantage of the potential education opportunities of Physical education it is essential to emphasise the oneness of the child rather than to think of him separately in terms of his physical, mental, moral or social aspects.

In view of the above, it is important that a teacher of Physical education should have a satisfactory background of academic and cultural education which would enable him to take not only Physical education classes

but also the normal classroom subjects. It is only when a teacher has the educational qualifications and opportunities to handle the pupils, both in the classroom as well as on the playground that it will be possible for academic education and Physical education to join hands in the total process of educating the child.

It would be desirable to have separate institutions for the training of men and women in Physical education, but this will not perhaps be possible for some time to come, because of economic and other practical reasons. For the present, therefore, training will have to be provided in common institutions organised on the co-educational basis. Every effort should, however, be made to ensure that the needs of women are adequately provided for. There must be separate residential accommodation, separate programmes of activities, suited to girls and women, and separate play centres and other facilities where the women students can carry on their activities without disturbance and with freedom. While some of the activities may be taught by men instructors, a sufficient number of women should be appointed on the staff to teach and guide the women students. These factors are emphasised because usually few women join such mixed colleges and there is a tendency to overlook these factors as if Physical activities were for men only and women are expected to adjust themselves to the conditions available. Women have their own preference and problems, and these must be recognised and looked after in all centres where their training is undertaken. The authorities of such co-educational colleges must also see that a sense of wholesome relationship prevails between the two sexes and further that sufficient supervision is exercised.

Types of Courses :

For training really competent leaders in this field, there is need to run a full collegiate course, as is done in other countries, covering a period of three to four years. It may not be possible to attain such a standard widely in the near future, but a beginning should be made in this direction by starting at least one such college. It is gratifying to note that the Government of India are contemplating starting such a college, and it is hoped that it will soon materialise and will also provide facilities for research.

Another way of encouraging the study of Physical education can be to prescribe Physical education as one of the optional subjects in the final examination of the High school and also in the University classes. When Physical education is offered for study, as an optional subject, on the same basis as Chemistry, Logic, Economics, Philosophy etc., not only will the status of Physical education be raised, but it will also help to prepare leaders who will take to this work with better understanding and greater competence. Ultimately, of course, the training of teachers of Physical education will have to be arranged in special institutions established for the purpose.

The conditions prevailing in our country necessitate training in Physical education at various levels viz. (a) training of teachers for the Primary (Basic) stage of education and (b) training of teachers of Secondary schools as well as Directors of Physical Education for colleges and universities. For the Basic schools, the class teachers themselves are best suited for handling Physical education; as such, this should form a part of their teacher training programme. As an emergency measure, special short-term courses may be conducted to train teachers in Physical education. A

suggestive scheme, prepared in the light of experience in Bombay State, is appended (Appendix IV).

At the Secondary stage, there is need for more highly trained and specialised teachers. These teachers should be at least graduates who have also obtained a Diploma from a College of Physical Education, and their salary scale should be the same as that of trained graduates with two advance increments in the case of those who also possess a degree or diploma in education. It has been suggested that, at least for the time being, there may also be a Certificate course of a lower standard, to which may be admitted students who have passed the High School examination. This is, however, not recommended as it will create an inferior class of Physical education teacher, and will consequently defer indefinitely the desired improvement of Physical education. Moreover, one who has merely passed the High School examination is not fit to teach Secondary classes. If, therefore, it is felt, for any reason, that a sufficient number of graduates will not be forthcoming to take the Diploma course, the best course of action would appear to be, for the time being, to pick experienced teachers who have shown an aptitude for Physical education work and to send them to a College of Physical Education for training or, if they are too old for that, to give them a specially arranged short-term course of essential training.

Diploma Course :

Admission : The Diploma course should be open only to graduates who are not more than 30 years old. Candidates must be thoroughly fit physically and should also produce a detailed certificate of medical fitness from a registered medical practitioner. Before a candidate is finally admitted, he should also be examined and certified fit by the college doctor.

Not only must a candidate be free from any serious disease or infirmity, but he must also be robust and not suffer from any physical handicaps. He must possess satisfactory skills in fundamental natural activities involving strength, speed, agility and endurance, to be tested through performance at pull-ups, sprinting, jumping, throwing, distance running etc. Standards should be evolved in each State or in each college, and candidates for admission should be required to possess more than average skills shown by men and women of their particular age group. In addition, they should also be proficient in at least two major physical activities such as major games, gymnastics, combative activities etc.

It is further suggested that the character and aptitude of the candidates should be carefully checked not only through an interview but also through reference to (a) the head of the institution where the candidate last studied, (b) the teacher of Physical education under whom the candidate last studied and (c) a third person who is not related to the candidate but can speak about his character from personal knowledge.

Probation : All candidates admitted should be very carefully watched for a period of one month and those found unfit or unsuitable dropped from the rolls. It is necessary to make it quite clear at the time of admission that all those admitted will be on probation for a month and liable to be dropped at the end of it, without any reason being given to them.

Duration of Course : The duration of the course, including examination, camp etc. should be one academic year, spread over a period of ten months and covering altogether not less than 200 working days.

Staff : The status and salaries of the members of the staff of a college of Physical education conducting the Diploma Course should be on par with those obtaining at a Teachers' Training College where graduates are trained.

The Principal should possess (a) at least a Master's degree, (b) a good degree or diploma in Physical education and (c) at least five years teaching and administrative experience. Preference should be given to those who also hold a diploma or degree in Education. The lecturers should possess at least a Bachelor's degree and a good diploma or degree in Physical education. They should be so recruited that they are also competent to teach other activities. The practice of appointing specialists in activities without adequate academic qualifications and professional training should be discontinued.

A full-time Medical Officer, preferably with interest and skill in Physical education, should be employed on the staff. A part-time lady doctor should also be engaged where there are women students.

In view of the daily routine and training to be followed, it is essential that the institutions training teachers of Physical education should invariably be residential. It is essential that all students and members of the staff should stay on the premises. Where women are admitted, separate residential arrangements should be made for them with a staff member looking after their needs, welfare and discipline.

Library :

There must be a fully equipped library, with the latest books and journals on Physical education and allied subjects.

A minimum of ten acres of level area should be available for laying out the various play grounds and games courts. If, however, there are more than 100 students, additional space will have to be provided.

Gymnasium :

A well-equipped, covered gymnasium is an essential part of every college of Physical education. It is recommended that the dimensions should be 100 ft. \times 40 ft. \times 18 ft. Provisions must be made for a covered wrestling pit, which may be in the gymnasium, provided it does not reduce the clear space to less than 70 ft. \times 40 ft. There should also be arrangements for teaching and practising wrestling on mats.

Swimming Pool :

Every college should have a swimming pool attached to it.

Equipment :

Equipment and material used for various physical activities, games etc. should be adequate in quantity to ensure effective teaching and practice. They must also satisfy standard specifications and should be kept in good repair and renewed from time to time.

Dispensary :

A well equipped dispensary, with an isolation ward, should be provided. It would also be desirable to have a massage clinic attached to it in order to treat the students in whose case such treatment is indicated.

Camping :

Camping is an essential or at least a very desirable activity. Adequate facilities such as tents etc., should, therefore, be provided.

Teaching Aids :

Necessary audio-visual equipment as well as other teaching aids should be provided.

Practice Teaching Schools :

It is most desirable that a practice teaching school should be attached to the college. Where this is not possible or where one practice teaching school is inadequate, arrangements for practice teaching must be made with the cooperation of local educational institutions.

Courses of Instruction :

The course of instruction should be arranged under these heads : (1) Theoretical lectures, reading, study, etc. relating to the theory of Physical education. (2) Practical practising and participating in various Physical education activities techniques that will help them to demonstrate and teach various activities to their future pupils. (3) Teaching Practice to help the trainees to understand and learn the correct way of presenting and teaching activities to their future classes.

Theory :

In preparing a detailed syllabus imparting instruction, while help will no doubt have to be taken from experience and latest experiments and research in other countries, every care should be taken to adapt the subject matter as well as the methods of instruction to conditions prevailing in India. Subject to this, it is suggested that theoretical instruction should be imparted in the following subjects :—

- (i) Principles of Physical education.
- (ii) History of Physical education.
- (iii) Psychology of Physical education.
- (iv) Organisation and Administration of Physical education.
- (v) Methods of Physical education and Training in leadership.
- (vi) Supervision of games and sports and coaching and methods of recreation.
- (vii) Camping and hiking.
- (viii) Anatomy, physiology and physiology of exercises.
- (ix) Health education : hygiene (including Social hygiene); sanitation; nutrition.
- (x) First-aid (including treatment of simple athletic injuries).

Practical Work :

For practical work, the following activities are suggested :—

- (i) Educational gymnastics : free hand; apparatus-Indian as well as foreign suited to local conditions.
- (ii) Informal activities; imitations, story play, action songs and free play activities suited for children.
- (iii) Minor games (line, circle, relay, group etc.).
- (iv) Major games Indigenous and others suited to local conditions.

- (v) Rhythmic activities, including *lezim* and folk dance.
- (vi) Combative or self-defence activities (wrestling, *lathi pharigatka*, boxing, fencing etc.).
- (vii) Athletics; track and field sports.
- (viii) Aquatics.
- (ix) Camping—excursions and outings.

(Activities for women should of course be selected after taking into account their special physiological needs, aptitudes and capacity.)

It is desirable that at least 500 hours per year be allotted for practical work.

In this connection, it is perhaps necessary to remind ourselves that there was no dearth of interesting and useful physical activities in this country and that they were dropped only as things indigenous became unfashionable. It is necessary, therefore, that every effort should be made to study those indigenous activities, evolved specially to suit our climate and conditions, and to revive them with such modifications as modern conditions may require and such improvements as may be possible in the light of the greater knowledge we have since acquired. This emphasis on indigenous activities, however, does not mean the exclusion of other activities; the guiding consideration throughout should be that the activities taught are best suited to the conditions which prevail and most conducive to the Physical education that we wish to promote in our country.

For purposes of teaching practice, each student must give a minimum of 20 supervised lessons in different kinds of physical activities and games and at least ten of them should be given in schools or colleges. In addition, the students should be given practice in officiating at games and other organised activities. They should also be provided with the opportunities for organising sports' meets, tournaments, picnics, excursion etc.

Examination :

The examination should be held under three heads, viz. theory, practical work and teaching. The assessment of the candidates should not, however, depend merely on their performance at the examination but should also take into account the *standard of work done by them throughout the course of training*. It is, therefore, necessary that a full record of work of each student under all three heads should be kept throughout. Periodical tests and assignments in theory, athletic tests and observation of skills exhibited during participation and competitions, and a careful system of marking during regular practice teaching lessons will provide sufficient data for assessing the ability and application of the students. Even where the examining body is an outside agency, such as a University or a Board, the final results should be based on the *entire work of the students*. This can be done by assigning 50 per cent of the maximum marks to the year's record and 50 per cent to the performance at the examination.

It is suggested that the scheme of examination may be on the following lines :

A. *Theory* : There should be five papers in Theory, each carrying 50 marks. The papers suggested are :

- (i) History and Principles of Physical Education and Educational Psychology.
- (ii) Organisation and Administration of Physical Education and Recreation.
- (iii) Anatomy, Physiology and Health Education.
- (iv) Methods of Physical Education.
- (v) Coaching and Officiating of games and sports and other activities.

Note :—All candidates must be required to complete the First Aid examination of the St. John's Ambulance Association.

B. *Practical Work* : The proficiency of candidates should be assessed under the following three heads, each carrying a maximum of 100 marks :—

- (i) Athletics.
- (ii) Games and Sports, including Aquatics.
- (iii) Other individual and group activities, such as Educational Gymnastics, Rhythmic, Folk Dances, Combatives etc.

C. *Teaching* : Candidates should be observed while teaching a normal school class. The type of lesson may be prescribed by the examiners or left to the choice of the candidate. It is suggested that a maximum of 300 marks should be awarded for teaching ability.

Candidates should be required to pass in all three parts of the examination, viz., theory practical work and teaching, separately as well as in the examination as a whole. The minimum passing marks should be 40 per cent in theory and 50 per cent in the other parts. The Diploma should be awarded on the basis of the aggregate marks for the entire examination as follows :—

Second Class	50 to 59%
First Class	60 to 74%
Distinction	75% or above.

Candidates passing in all three parts but securing less than 50 per cent of the aggregate marks should be awarded the Diploma but without a class.

CHAPTER VI

PHYSICAL FITNESS

What is Physical Fitness ?

The term 'physical fitness' is so loosely used that it is necessary to explain briefly in what sense it has been used in this report. One is commonly apt to regard oneself as physically fit if one is free from sickness or passes some kind of a medical examination. This is a negative view, while the term 'fitness' has a positive content. Besides being free from physical disease, therefore, a person who is physically fit must also possess the following :—

- (i) Good teeth.
- (ii) Good hearing.
- (iii) Good eyesight.
- (iv) Healthy vital organs—heart, lungs, liver, spleen, glands etc.
- (v) Mental health.
- (vi) Ability to handle the body efficiently.
- (vii) Capacity to work hard over a sufficiently long period of time without feeling undue fatigue or exhaustion.
- (viii) Good posture.

In assessing physical fitness, the following factors must be taken into consideration, *viz.* :—

(a) Condition of the physique :

An examination of the body should indicate a good posture with an appearance of ease, alertness and poise, average size for age and sex, good proportion of bone, muscles and fat, strong muscular development and a healthy and robust appearance.

(b) Organic condition :

A thorough medical examination should indicate that the heart, the circulatory system, the organs of respiration, digestion and excretion, the sense organs of sight, hearing, smell, taste and feeling and the nervous system are in a sound condition.

(c) Motor Ability :

Tests of motor ability should indicate average capacity in the physical skills of running, jumping, throwing, climbing etc. and also in respect of balance, flexibility, agility, strength, power and endurance.

It will thus be seen from what has been stated above that physical fitness is a sum total of various factors such as size, posture, strength, muscular development, robust appearance, efficiency of the vital organs and ability in a wide variety of motor skills.

Assessment of Physical Fitness :

The assessment of physical fitness, if it is to be thorough and objective, will be a very elaborate process entailing the services of doctors and other technicians who are experts in the field of physical diagnosis and measurement. It will also require costly equipment for administering the various tests.

While considerable work has been done in certain western countries in devising tests for assessing physical fitness, no such effort has so far been made in India, and it is therefore difficult to recommend a standardised test. It is also to be remembered that climate and other environmental factors and diet have also a great deal to do with physical fitness and that these vary considerably in our country. For instance, in certain parts of the country, particularly in the North, with a stimulating climate and better nutrition, people are generally taller and heavier than those of the South. The assessment of physical fitness therefore becomes a very complicated problem from the viewpoint of working out one standardised test for the country as a whole.

Subject to what has been said in the preceding paragraph, it is suggested that the following battery of objective tests may be used for assessing physical fitness :

(a) *Assessment of Physique* : Assess the height and weight for age, analyse the posture; check the proportion of muscle and fat by palpation, and rate whether the subject is in excellent, good, average or poor health.

(b) *Functional heart test* : The object is to determine how the heart behaves after a mild form of exercise. Check the pulse while standing and record the rate for one minute. The subject then takes a prescribed exercise such as ten full squats or run on the spot for ten seconds. While standing at ease, the subject's pulse is taken immediately after the exercise and the time taken for the pulse to return to normal is recorded. If the pulse comes to normal in about one minute, the heart is considered to be in excellent condition.

(c) *Motor Fitness* : The object of giving a 'motor fitness' test is to assess the following factors :

- (a) Strength.
- (b) Speed.
- (c) Agility.
- (d) Flexibility.
- (e) Balance.
- (f) Endurance.

Tests for Boys and Men :

The test items for Middle school and High school boys respectively may include the following :

(i) **Middle School Boys** (11-14)

- 50 Meters Run
- Running Long Jump.
- Running High Jump.
- Potato Race.
- Throwing a Cricket Ball.

(ii) **High School Boys** (14-17)

- Pull-ups.
- Rope Climbing,
- 100 Meters Run.
- Running High Jump.
- Running Long Jump.
- Jump and Reach.
- Potato Race.
- Shot Put (8 Lbs.)

See Norms for
Physical Fitness
(Appendix III)

Note : Endurance is not a quality of the Middle school or High school boy because he is still in his growing stage, and no test in endurance should therefore be given at this stage.

(iii) College and University Men :

The test items may include the following and the norms of fitness may be worked out in respect of them after a careful study covering the different parts of the country :

- Pull-ups.
- Rope climbing.
- 100 Meters Run.
- Running Long Jump.
- Running High Jump.
- One Mile Race.
- or
- 800 Meters Run.
- Obstacle Race.
- Putting the shot (12 Lbs.).

Test for Girls and Women :

The test for girls and women should be worked out very carefully as the physiological needs and capacity of the female body are quite different and the data available is even more meagre than in the case of boys and men. To start with, therefore, tests along the lines indicated above may be introduced for boys and men only. As they gradually grow more reliable and more data is collected in regard to girls and women, suitable tests should be worked out for the latter also. Generally speaking, in their case, speed, skill, dexterity, rhythm, poise and balance are to be encouraged and the tests evolved should assess these.

Need for Research :

Our aim in Physical education should be to improve the physical fitness of our people, and it is therefore of primary importance that tests for assessing physical fitness should be evolved which are not only scientifically reliable but also physiologically correct and psychologically suitable. Considerable research work must, therefore, be done in what is still a virgin field in this country. Such research work can, however, be done only in a Physical education institution where advanced courses are offered and research facilities exist, particularly in Tests and Measurements in the field of Health and Physical education.

CHAPTER VII**RECREATIONAL ACTIVITIES****What is Recreation ?**

Recreation cannot mean simply physical relaxation. It is rather an activity of body and mind which relieves tensions created by regular, monotonous work. Constant and sustained performance of one particular activity gives rise to strain and fatigue, both mental and physical and it is the object of recreational activity to wipe out the feeling of fatigue, restore the vital energy of man and promote a sense of well-being and joy.

Recreation as a Factor in Personality Development :

Recreation is thus an essential and indispensable element of man's life. Without it, life would be not only dull and dreary but also melancholy and miserable; the span of life would be shortened and the spirit depressed. Actions and even bodily movements would become spiritless and mechanical. Physical and mental responsiveness to external and internal stimuli would deaden and the growth of personality would be stunted. Recreation is, therefore, a very important factor in personality development. It is through recreational activity that the human personality assumes varied and rich forms, finds new directions for its fuller expression and explores new avenues for enriching life. Recreational activity must, therefore, be such as to promote the development of human personality; it must be diverse, varied and comprehensive, touching all aspects of human life. The object of a programme of recreation should thus be not only to provide relief from regular and monotonous work but also to provide scope for a fuller expression of human personality.

Recreation and Cultural Life :

Recreation can also be said to provide the cultural background for the development of personality. It is a reservoir of energy from which everyday man derives a fresh fund of energy to perform his allotted role in the society and, through it, to develop his personality. The way in which he draws on this reservoir indicates cultural heritage. Every society has its own distinct ways of building up this reservoir. The Greeks for instance had their olympics, theatres, gymnasia and several other institutions for this purpose. We too had our own cultural pattern, which can be seen even to this day in our villages and the so-called backward areas; there we can still see the old folk-dances, folk-plays, ballets, group games and sports, athletics, acrobatics, races, *dangals*, chariot, or cart-races etc. These activities have, however, lost some of their elegance and vitality because of long neglect on account of foreign rule and the none and healthy impact of Western civilisation. In drawing up a programme for recreation, we should, therefore, take into consideration the cultural pattern of the society as reflected in various social institutions. Many of these institutions, particularly of those which were more exposed to new influences, are at present in a state of stagnation or deterioration. No programme of recreation can, therefore, be effectively carried out unless we rejuvenate these neglected cultural institutions and fill them with new vigour and vitality.

Recreation and Physical Education :

Recreation and Physical education are like intersecting circles; there is a certain common ground between them and yet they are distinct and separate. There may be a certain element of Physical education in Recreation as in Physical education itself there may be a certain amount of recreation. Nevertheless, the scope of these two types of activities is different. Recreation has a wider field and greater variety than Physical education. It has a continuity through time that makes it a part of the cultural pattern of the society. It is a continuous activity which is necessary for a man throughout his life in order that he may keep up his physical and mental stamina, maintain the efficiency of his organs, rid his mind and body of the tensions that inevitably come over them on account of the stereotyped, hurried and anxious life that has come to be typical of the modern world.

It is desirable, however, to try to blend Physical education and Recreation together so that a happy combination of the two may lead to a fuller enrichment of personality. For instance, games, sports, mass drills and exercises and even folk dances can all be so organised as to provide good physical education as well as good recreation. Such activities may be termed Physical education in the initial stages, when there will be certain amount of training, discipline and organisation. Once, that stage is passed, however, the same activities become recreational activities and part of the life of the people.

Recreation and Social Education :

Recreation, being essentially the utilisation of leisure, can also be an effective means of Social education. An effort can be made to use this 'spare' time for adult education by organising study circles, group discussions, meetings, *melas* etc. Such varied activities can be useful not only in restoring the energy spent in the daily routine work but also in the social education of the people.

Recreation and Constructive Work :

A country-wide programme of development has been recently launched which provides a new field for recreational activity. Experience has shown that, given the proper incentive and direction, people willingly volunteer to do some sort of constructive work in their leisure time and it should be our endeavour to devise and develop more and more schemes for the voluntary utilisation of the leisure of the people in such types of activities as well enliven their mind and body and also direct their energies into channels of constructive nation-building work. It should, however, be borne in mind that, while utilising the leisure time of the people in constructive work, they are not over-strained so as adversely to affect their sense of joy.

Age Classification for Recreational Programme :

As has been indicated already, recreational activity will have to be of a varied type to suit different groups of people. While drawing up a programme of recreation, therefore, account will have to be taken of such factors as *age, sex, occupation, working and living conditions, climate and nutritional and health standards*, as also the cultural pattern of the social group concerned. No prior classification of the population for a recreational programme is, therefore, possible, as no positive and accurate, leave alone complete, information is available on all relevant points. Much will depend on local conditions and existing cultural institutions. We can, however, lay down a broad classification so as to indicate in a general way the type of comprehensive recreational programme that will have to be undertaken.

Recreational Activity for Different Age Groups :

From the point of view of age, we can divide the population into (a) children, (b) adolescents, (c) adults and (d) old people. Recreational activity will have to be different for each age group and also for the two sexes. What follows immediately refers only to the male sex; recreational activities for the female sex will be dealt with later.

Children : Physiologically and psychologically, the child is in a phasic state and can be shaped into almost any mould. The whole educative process should therefore aim, at this stage, at providing the greatest possible

scope for the natural development of the child's personality. Recreational activity must be varied, so as to provide ample scope for simple instruction and self-expression; in other words, it must be essentially educative. Simple and interesting games, free play, songs, dances, acting, story-telling, paintings, modelling, short excursions etc. can all help in developing the child's individual personality and bringing him in direct contact with nature and also developing in him the qualities of sociability, understanding and cooperation.

The child should be gently initiated at an early stage into the cultural life of society. The impressions which he gathers consciously or receives unconsciously early in life are abiding and permanent. It is therefore very important to create such cultural atmosphere around the child as to develop his potential qualities that would build up a healthy vigorous and strong personality. Habits and hobbies, dispositions and affections, aptitudes are all in a formative stage and are very largely determined by the family and social environment. Recreational activities outside the home cannot entirely offset the handicap of an unhealthy home or environment but they can certainly help in redressing the balance and giving the child some of the cultural heritage which ought to be his.

Adolescents : Adolescence is an age during which the spirit of man begins consciously to strive to express itself. The physiological and psychological changes that accompany this age introduce the individual into a new realm of life. Certain complexes which were formed in childhood, now begin to find expression in the behaviour of boys and girls. At the same time, the canvas of personal experience is yet small and only a few indistinct lines appear on it in an incoherent way. The anatomical and physiological changes occur rapidly till puberty brings into sight new, unseen mysterious horizons, dazzling and yet hazy. The vision is not clear but there is a conscious and growing urge to penetrate the mysteries of the universe.

This stage of human life is therefore extremely important. It is during this stage that the qualities of discipline and responsibility, dignity and decency, willingness to do hard work, sympathy for fellow-beings and cooperative endeavour have to be acquired. It follows therefore that greater emphasis should be laid at this stage on taking regular physical exercise, developing hard and regular habits and acquiring physical and mental endurance, patience and industry. Recreational activity should only be supplementary to such a programme of education. Athletics, vigorous games, gymnastics, mountaineering, jungle excursions, walking tours etc. would form a good recreational programme for adolescent boys. There should also at the same time be provision for cultural and educative activities like films, drama, music, dance, painting, drawing and modelling, debating, group discussions etc., so as to provide an intellectual and cultural background to a growing personality. In all these activities, emphasis should constantly be placed on the development of a balanced personality.

Adults : Adulthood is a period of poise in human life; the physiological and psychological changes are not so rapid or abrupt as during childhood and adolescence. There is growing maturity of judgment and greater clarity of vision, coupled with a sense of stability, security and safety. The natural fire of ambition is tempered with sobriety. Man has already chosen his station of life and his efforts are directed towards attaining something definite and in view. His field of movement is wider and his position in

society is recognised. His responsibilities grow with age; the family, the community and the State all begin to place more and more responsibilities on his shoulders. Much of his time is taken by his vocational activity. Recreational activity has thus a different significance but certainly no lesser importance.

As has been indicated already, the primary object of recreation in the case of adults is to refresh the spirit and restore the energy spent in performing the daily chores, for man's efficiency, stamina, health, vigour, strength and endurance depend upon restoration of vital energy through recreation. His leisure time being limited, the scope for variety and diversity in recreational activity is also limited. This being so, there is a danger of one particular activity becoming so regular and invariable as to be monotonous and dreary and thus to defeat this very purpose. One is also likely to lose sight of the fact that initiative, adventure, sociability, organisation and such other qualities and abilities as are essential for a healthy development of personality are to a great extent the product of recreational activity. There is thus an even greater need for planning recreational activity for adults than for the younger people.

In planning a recreational programme for adults, such general factors should be taken into consideration as maintaining physical stamina through exercises, refreshing the mind and sharpening intelligence through social and educative activities, developing aesthetic appreciation through cultural activities and promoting a sense of joy along with realisation of social responsibilities. A well-planned programme of recreational activities should also lead to an increasing manifestation of man's finer and nobler traits and a growing sublimation of his baser instincts.

Old People : Old age is generally supposed to be the age of retirement from the stress and strain of life. Much of man's stamina, physical efficiency and sharpness of organs and senses has been lost. Senility brings in its wake the feeling of enervation and debility. The bodily movements become slow as limbs become more and more inflexible. Physiologically, a person ages more rapidly. Recreational activity is therefore all the more important for ageing people; they have ample leisure and little occupation, their responsibilities decline and activity slackens.

The recreational programme for the old should be such as would confine them to easy physical movements and also engage them in some sort of mental and intellectual activity, which would give them joy and satisfaction. Walking, yogic *asans*, gardening, marketing etc. should provide good activity for them. Their maturity and experience should also be utilised for the management of public institutions, such as clubs, libraries, schools, Social education centres etc. Panchayats, corporate bodies and similar institutions can also benefit by their knowledge and experience, while providing a good means of recreation for them.

Recreation for Women : It is important to remember, while there are so many confused ideas about the 'equality of sexes', that the difference between the two sexes is both natural and of vital significance; it is an old fashioned prejudice to be brushed away. The reproductive function requires two different types of personalities, and the welfare of the human race demands their proper development as different personalities. The two sexes necessarily differ, not only physiologically but also in their psychological make up, in their different qualities of adaptability and endurance and

in regard to their different roles in the cultural life of society. It is obviously essential, therefore, that recreational activity for the two sexes should be so planned as to suit their different physical conditions and needs and their different roles in social life.

As the sex difference is not marked during infancy, recreational activity may be almost the same for boys and girls. Differences begin to reveal themselves with the coming of adolescence, which is a specially vital period in a girl's life, for the impact on her is more sudden and profound. Puberty transforms both boys and girls but in different ways, and from that time the development of their personality proceeds on different planes. It is at this stage particularly that recreational activity has to be different for the two sexes.

Basically, the personality of the female has to be so developed as to enable her to perform the functions of motherhood. Recreational activity for her must, therefore, be directed towards the successful fulfilment of this role. Varied activities, which include physical exercises, mental training, disciplined behaviour and cultural upbringing and the cultivation of sentiments of sympathy and affection should be planned with a view to enabling the woman to develop her personality and enable her to inculcate in succeeding generations those qualities on which the stability and progress of a society depend. Women must thus be enabled to provide recreation for the children in homes and outside through the same activities that will afford recreation to themselves. It follows, therefore, that recreational activity for women during adolescence should be directed more towards self-education and during adulthood towards educating the younger generation.

An increasing number of young women are being employed in offices, schools, hospitals, firms and factories. This has given rise to a number of problems from the sociological point of view. It also raises a new problem as far as provision of recreational facilities is concerned, for it must be remembered that although the type of work women do in schools and colleges, firms and factories, offices and hospitals may be similar to the work that men do in these places, the recreational requirements of women are materially different from those of men.

The majority of women are engaged in household work. Their leisure is short and freedom to spend that leisure is very much restricted. Their responsibilities are also heavy. All those factors should be taken into consideration in drawing up a programme of recreation for women.

Depending upon age and circumstances, recreation for women includes such items as dances, plays, games and exercises suited to them, such as *khokho*, netball, swimming, basketball, badminton, table tennis, hockey, pinga,¹ zimma,² fugdi³ etc., hobbies, such as singing, painting, needlework, sewing, doll-making etc., and social and intellectual activities, such as theatres, dances, clubs etc. They may also occupy themselves with individual or organised participation in social and religious functions. Excursions, sight-seeing, picnic parties, visiting public places, such as temples, libraries, clubs etc. may also be useful for the development of their personality.

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1. *Pinga*—It is a body revoting game and is played either standing or sitting.
 2. *Zimma*—Girls stand opposite to each other with their hands clasped with fingers. It is a hopping and clapping game played in rhythm.
 3. *Fugdi*—Girls stand face to face holding hands and revolve round an imaginary centre. The girl who is exhausted and loses balance gets out of the game.

Occupational Classification for Recreation Programme :

Occupational division of society makes it necessary to provide different recreational facilities for people belonging to different recreational groups, the type of programme largely depending upon the nature of their vocational work and the leisure available to them. Broadly speaking, the working population may be divided into (a) Urban-General, (b) Urban-Industrial and (c) Rural. The urban population may be further subdivided into such classes as professional people and office-going people.

Recreation for those in Urban, other than Industrial, Occupations :

The professional people are mostly engaged in an intellectual type of work, which demands continuous mental exercise. Most of them participate in social and cultural activities and are usually members of their professional associations, social clubs and public institutions. It is these clubs etc. which should be utilised to provide a balanced recreational programme. For such persons, greater stress should obviously be placed on physical activities and the clubs should be included to encourage sports and athletic activities, mountaineering, excursions, health-camps, hiking, picnics, etc., which provide good out-door recreation to counter-balance their sedentary professional life. Similarly, amateur dramatic societies, study circles, libraries etc. can be useful in giving a cultural flavour to recreational activities. A well-planned programme of recreational activities for this class of people may also be a good investment, in so far as they can, if their interest is aroused, and provide well qualified and healthy leadership to society in the field of recreational activity.

The office-going section of the population is engaged in a stereotyped and monotonous type of work. Their hours of work are fixed, and hence their leisure time is also fixed and limited. The majority of this class of people are not financially well off, so as to be able to join social clubs or other such institutions, and their leisure time is, therefore, mostly spent either in their homes or in places where adequate recreational facilities are not available. There is thus a great need for drawing up a definite programme of recreation for these people. Such a programme should provide sufficient physical exercise, intellectual diversions and cultural activities. Vyayam Mandals and Gymkhanas, games clubs and swimming pools can cater, to a great extent, to the recreational requirements of these people. Wherever possible, the offices should provide facilities for such games as volley-ball, badminton, kabaddi etc. A special leave of about a month may be granted every year to those who are anxious to go out on excursions, cultural parties, mountaineering or jungle expeditions etc. Without using any compulsion or pressure, they can also be induced to spend at least some of this time in what may be described as national service activities. Their service can then be utilised in such activities as constructing public buildings and roads, cleaning wells, clearing slums etc. At the same time, encouragement and facilities should also be provided to enable these people, usually submerged in dry and dull routine work, to develop their aesthetic sense. A national theatre movement, for instance, can be very useful in this direction.

People engaged in menial occupations in urban areas present an altogether different problem. Their working hours are not fixed and the conditions of their work are mostly unhealthy and uncongenial. Incessant physical activity, mostly of one particular type, characterises their occupation; their living conditions also are unhygienic and social surroundings

unsalutary, their economic condition is depressing and their leisure is brief and irregular. The existing recreational activities of this class are mostly of a cultural nature in a general sense of the word. Music, dance and drama shows, *raslila* folk dances, community singing and *bhajans* are the kind of activities that make up their recreation. Some of the more enterprising of these people manage to get some recreation from *akhara* activities, such as wrestling and *malkhamb*. The *akharas* can thus serve a very useful purpose but they are rarely in good condition. Organisation is wanting and finances are poor; leadership is not always refined; the atmosphere is marked by a lack of education and culture and there is, as one might expect, the fell disease of internal quarrels and faction.

There is a vast scope for recreational activities among this class of people and for recreation to become perhaps the most effective vehicle of Social education. Such activities, if judiciously planned and organised, can greatly help in improving the present depressed condition of these people and lift them out of ignorance and brutish living. Through recreational activities, they can be taught to live hygienically, to improve their professional skill, to acquire new skills, to understand their problems and to develop a social sense. Films, radio, literary classes, cultural programmes like *dandars*, *tamashas*, *raslilas* and *bhajans*, if properly organised under trained leadership, can all be extremely effective means for providing educative recreation. They can also be taught to utilise their involuntary leisure time in enjoyable and gainful subsidiary occupations, such as spinning, weaving, basket-making, clay-modelling etc.

Recreation for those in Industrial Occupations :

The position is better in regard to those engaged in industrial occupations, for the law requires industrial concerns to provide recreational facilities for their employees and Labour Welfare Officers are appointed in many of these concerns to look after the welfare of the workers. Playgrounds, swimming pools, gymnasias, entertainment halls and games apparatus are expected to be provided for the workers. The working hours are limited and the working conditions are required to conform to certain minimum standards. Employment terms include provision for some leave with pay every year. The wages are settled by collective bargaining. In addition, there are some workers' unions which provide additional recreational or educational facilities, even if they are still rather limited and rudimentary. It is further encouraging that some unions are trying through organised effort to develop cultural activities.

There is nevertheless still considerable scope for organisation, planning, coordination and improvement in regard to recreational activities for the workers. Their living conditions are far from satisfactory and their efficiency is low as compared to similar workers in western countries. There is a lack of discipline and social responsibility. Physical and intellectual standards are poor. There is thus a great deal to be done, but fortunately, the organisational framework for carrying through a well balanced and comprehensive recreational programme for this class of people is readily available. The agencies of the Labour Welfare officers and the Workers' Unions are there; they have only to be strengthened and made more effective. The industrialists and the workers have perhaps both to be educated to understand that healthy and educational recreational activities, uninfluenced by political and other ulterior considerations, cannot merely be a good

show piece for publicity or good fun for an idle hour, as one looks at it, but can also add greatly to the efficiency of the worker and thus both to profits and wages.

Recreation in Rural Areas :

India lives in her villages, thousands of small villages. The principal occupation of the villagers is agriculture and nearly 65 per cent of them depend on it for their existence. And yet, the characteristic feature of Indian agriculture is its inability to provide constant and regular employment to the people subsisting on it. The seasonal variation in employment in agricultural operations is so wide that the bulk of the people are without any regular work for nearly four to five months every year. The rural population thus suffers heavily from enforced leisure. The problem of utilising the enforced leisure time of the village people belongs properly to the domain of economic and social studies. It is, however, suggested that recreational activities may also have a not unimportant contribution to make.

The nature of work in the agricultural occupation demands vigorous and sustained physical activity. The strain of physical labour in its turn, requires a recreational programme which can wipe out the day's fatigue, enliven the mind and uplift the spirit. There is, besides, a vast scope for constructive work in the villages. Recreational activities should be planned accordingly. For instance, apart from the occasional spare time, the involuntary leisure of the people may all be utilised in such constructive activities as building schools, making roads, repairing and cleaning wells, improving sanitation, bunding *nulhas* and rivulets to prevent erosions and so on. Such activities can provide welcome distraction from the regular monotonous work and hence they have a high recreational value apart from utility.

There are a number of social and cultural institutions existing in rural areas from times immemorial. They are naturally different in different areas. For instance, the institution of *akhara* or *talimkhana* is so prevalent in the districts of Maharashtra that there is hardly a village of fair size which has no separate building for an *akhara*. Every man, young or old, is seen going to the *akhara* every evening, with the result that an *akhara* often becomes a community centre for the village. So this institution had acquired a special significance in the social and cultural life of the people. The *akharas* are also intimately connected with social festivals and celebrations. In other parts of the country, such as Rajputana, hunting, duelling, armed combats etc. are so institutional that they have acquired a peculiar cultural and religious flavour. The *akheria* (wild pig-hunting) festival of the Rajputs is an excellent instance of such institutions.

The cultural life of the village people, where it has not been smothered by urban influences, is varied and rich. *Dandars*, *raslilas*, *tamashas*, pageantry, mimicry, revels, *melas* and festivals are some of the colourful manifestations of their cultural life. Under the impact of modern civilisation, however, most of these institutions are dying out or at least languishing, for want of support, encouragement, direction and organisation. Leadership is also disappearing with the gradual passing away of the generations which inherited and cherished these institutions; the new generations have increasingly come under the spell of pseudo-modern urban fashion. There is a danger, therefore, of a rich cultural heritage being lost unless.

a serious and concerted effort is made, both on the national and local levels, to save these valuable institutions from extinction and to revitalise them so that once again they mirror the true spirit of the people. There are fortunately encouraging signs that those in authority are not unaware of the problem or lacking in imagination. The place of honour which folk dances are given in the programme of the Republic Day Celebrations in the nation's capital, together with the insistence on the participation of only genuine folk dancers from villages, is a significant and heartening development.

Planning for Recreation :

Even a cursory glance at the recreational facilities available in the country for different classes of people should convince one of the pressing need for an earnest and large scale effort to improve and extend such facilities. This calls for a well thought out comprehensive plan for organising a co-ordinated programme of recreational activities for all the different classes and groups of people.

The institutional framework, which was handed down by our fore-fathers, from generation to generation, and which so far supported our cultural life, has been undermined and become shaky and unstable. Moreover, modern conditions of city life demand new types of institutions to meet the needs of the people. In the absence of such new institutions and with the disintegration of the old, the health standards of the people have naturally been deteriorating and their efficiency declining. The situation is serious indeed when it is remembered that while the physical sciences have been advancing at a breathtaking pace, human progress has lagged behind in the moral and social spheres, with the result that a large number of complex problems of group relations in society have cropped up and neurotic disorders are growing dangerously common. In view of all these convulsive forces at work, the problem of organising recreational activities for the different elements in the society assumes not only an urgent importance but also a discouraging magnitude and complexity. The necessary data on this subject is so inadequate that it is difficult even to measure the problem in a scientific way.

Social Research :

The basic requirements for planning and organising an efficient recreational service include (a) a study of the existing working conditions and the specific recreational requirements of the different classes of people, (b) a study of the existing social and cultural institutions providing for the recreational needs of the people, and (c) a study of the problem of evolving new cultural institutions to meet the changing social and economic conditions. The available material on all these aspects being as scanty and rudimentary as it is, the first step in the direction of planning for recreation is obviously to collect all necessary data through research projects indicated above. Social survey should be undertaken for this purpose by Government agencies and universities under a coordinated programme of work.

Recreation is indeed a part of the large problem of social planning. It is closely related to such aspects of national life as education, health and social welfare and it has also an intimate bearing on economic progress. It thus follows that a scheme for recreation must be an integral part of the national plan for social reconstruction.

Classification of Recreational Activities :

Recreational activities can be broadly classified as follows :—

- (i) Physical exercises, sports, games, gymnastics, acrobatics etc.
- (ii) Mental and intellectual diversions, through such activities and hobbies as reading, writing, painting, music, stamp-collecting, modelling, carpentry etc.
- (iii) Training in the art of self-defence and disciplined group life, through institutions like the National Cadet Corps, Territorial Army, Home Guards, *Seva Dals* and the *Bratachari* and Scouting movements.
- (iv) Cultural and social activities, such as drama, music, dance, *dandars* and *tamashas*, revels, *melas*, *raslilas* and a number of religious and social festivals and celebrations.
- (v) National constructive activities which call for voluntary and cooperative effort on the part of the people.

The classification should not, however, be treated as exclusive. There may be many activities that cannot be classified into any particular category.

This utility of these activities varies for different classes of people, according to age, sex, occupation and such other differences. Similarly, the choice of particular activities for a certain class or group will depend on social and economic conditions, the local resources and how they are utilised. Another determining factor will be the availability and efficiency of local organisations and institutions and of leadership.

Agencies to Implement Programme of Recreation :

The organisational framework to implement the recreational programme should rest on the following planks, viz. (i) educational institutions, (ii) voluntary organisations, (iii) industrial agencies, (iv) Governmental agencies, and (v) cultural traditions.

Educational Institutions : There is a great scope for improvement in the existing recreational facilities provided in our educational institutions. First of all, it is necessary to define clearly the importance and scope of recreation and to educate the students in the use of leisure. If recreation is to play its full role in building the personality of the student, leisure, recess hours, holidays and vacations should all be properly utilised. Games, sports, scouting, excursions, study tours, drama, music, dance and such other activities as promote the balanced growth of personality should be given sufficient importance in the educational programme. The present examination system is unfortunately such as to place a discount on all these activities and it is therefore all the more essential for the educational authorities to give recreation its due place in the educational programme so as to provide full scope for the balanced development of personality.

Voluntary Organisations : Public institutions and organisations that cater for recreational needs of the people are of various types. There are *vyayam mandals* and *vyayamshalas*, *akharas*, gymkhanas, swimming pools, sports clubs, sports associations and organisations, Scouts and Guides, Red Cross, public libraries and reading rooms, social clubs, ladies' clubs and other such organisations. There is, however, considerable scope for expanding their number and also scope for strengthening them. Lack of adequate public support, precarious finances, deficient organisation and absence of public

spirit are some of the factors which impede their growth. If local coordinating agencies were to be formed, they could perhaps help to bring about harmonious adjustment and coordination between all such institutions and organisations and thus to strengthen them; they could also be of great value in organising a planned and comprehensive programme of recreational activity for the community.

Industrial Agencies : The industrial population is provided recreational facilities through statutory welfare agencies. There is, however, much room for improving their present service. In most places, these agencies function in a more or less hidebound fashion. Not only are recreational facilities restricted in number and variety, the very concept of recreation on which these services are based is narrow and exclusive. Those concerned should therefore see that the scope of recreational activities provided through these agencies is expanded and the arrangements made are effective. Trade unions, the other agency that to some extent caters for the recreational needs of workers, are in many cases ill-organised, inadequately equipped and poorly financed. By giving some financial assistance to them and by prescribing conditions to ensure rules and an efficient recreational service, the Government can give a great impetus to labour welfare activities.

Governmental Agencies : The Governmental agencies that cater for the recreational needs of the people may be divided into two categories *viz.* (a) Local Bodies and other Governmental agencies providing opportunities and amenities for recreation and youth movements, (b) those providing opportunities for participating in constructive work, such as the Bharat Sevak Samaj, which is, strictly speaking, not a Governmental agency but a Government sponsored organisation. All these agencies can provide only for a very limited number. Only a fraction of the student population can enlist in the National Cadet Corps (NCC) and not very many in the Auxiliary Cadet Corps (ACC) in which the training is lighter. This is also true of the Territorial Army and the Home Guards. Voluntary participation is the only sound basis beyond the early years of childhood for recreational activities, particularly if they are also to serve as means for enriching the cultural life of the community. It is not of course possible or desirable that all able-bodied students and young men should join in these activities.

The mobilisation of the leisure time of the people in nation building activities is of great importance for the success of our Five-Year Plans. Reference has already been made to the Bharat Sevak Samaj, a recently established organisation, sponsored and supported by the Government but which functions as a non-official body. Such a body, with a nation-wide organisation, can be most effective in bringing together people and Governmental agencies in a common cause and harnessing their combined energies for projects of national reconstruction; it has also an enormous scope for providing healthy recreation.

Cultural Traditions : As has been already stated, cultural traditions have an important role to play in the recreational programme of the society. Such activities as ceremonial sports and games, festivals like *Vasant-Utsava* and the *Vanamahotsava* and *Holi*, folk-dances and community singing, drama, *Raslilas* etc. are all part of the cultural tradition of the people. In many parts of the land, the *Nagpanchami*, besides being itself a very recreative social festival for the women folk, gives an impetus to the wrestling *dangals*. The traditions have been observed from times immemorial and have acquired certain religious associations that are deeply rooted in the

life of the people. Such activities being part of the normal cultural life of the society, their organisation was also spontaneous and enthusiastic; people voluntarily contributed to the funds required on such occasions. As public enthusiasm and support diminish, there is a danger of these traditions gradually dying out. Modern conditions of city life have created an atmosphere where the spontaneous organisation of such festivals and activities becomes increasingly difficult, though the villages are still continuing to cherish them as a valuable treasure. It is therefore necessary to give an impetus to their revival, through propaganda and reorganisation and also by providing the necessary leadership and financial support.

Basic Factors for Organisation :

Leadership : For building up an organisational framework for a nation-wide recreational programme, certain basic conditions should be taken into consideration. There is a general lack of proper and adequate leadership for carrying out such a programme. The number of persons who would be willing to devote themselves to activity and have the ability to organise recreational service for different classes of people is extremely small. It is therefore essential to train a sufficient number of suitable persons as field workers and organisers who can work through various institutions and guidance to people. Such qualified leaders can be produced only through institutions which specialise in training for Physical education and Recreation. The number of such institutions is very small at present and it will be necessary to have a network of such training institutions throughout the country.

Propaganda : To arouse mass response and support to a country-wide recreational service, a vigorous campaign will be necessary. Films, radio, newspapers, books, pamphlets, wall-posters etc. should all be utilised in a properly organised and well-directed propaganda campaign, without which the success of a broad-based recreational programme will be difficult and slow, if not impossible.

Coordination : The present recreational service is a medley of various uncoordinated activities; it lacks balance and comprehensiveness. Coordination between different types of recreational activities is an essential condition for scientific planning and the coordinating agency should be such as would be able to bring into one coordinated, if not integrated, whole all the scattered agencies providing recreational facilities. The proper agency to perform such a function is the local self-government body of the place, e.g., the Corporation, Municipal Committee or Local Board, Janpad Sabha or the Gram Panchayat. There will also be need for a coordinating and guiding body both at the State and at the national level, but the actual organisational or executive work should be as far as possible in local hands.

Finance : The principal handicap of most of the institutions working in this field is lack of adequate finance. Private contributions and subscriptions are in most cases inadequate for their growing requirements, and this lack of funds is to a large extent, responsible for deteriorating standards. It is, therefore, necessary that the Central and the State Governments and Local Bodies should, subject to necessary conditions, liberally assist these institutions by way of recurring and non-recurring grants. There is no reason for instance, why at least a large portion of the entertainment tax should not be allotted for the promotion of recreation.

Role of Central Advisory Board of Physical Education and Recreation :

Apart from its other functions, one of the most useful services which the Central Advisory Board of Physical Education and Recreation can render is to undertake or assist and coordinate research work in Recreation. A survey of the existing social and cultural institutions in so far as they are relevant to Recreation will be a good starting point. This will of course be a long term project, and it is suggested, therefore, that the Board should publish periodical reports of such surveys or research as it may undertake either through its own agencies or through universities and other social research institutions.

After a study of such surveys, the Board should try to revive and reorganise the social and cultural institutions which have played and are still capable of playing an important role in the cultural life of this country but are languishing for want of public support or other unfavourable circumstances. To give impetus to country-wide cultural movements, such organisations as a national theatre movement or a youth movement should be organised on a national scale. It is not suggested that this work should be undertaken by the Board directly, but the Board, perhaps more than any other body, can show the way and provide a powerful impetus and direction. With the Board's guidance and assistance, such movements can go a long way in fostering valuable cultural activities among the people. Through them, the Board can try to popularise such activities as target shooting and archery, mountaineering, dramatics and arts, music and dance etc. They can also be instrumental in promoting local constructive activities.

Training Institutes : Another very important work in which the Board can be of assistance is the creation of a network of training institutes for producing leaders of Physical education and Recreation. It should examine the existing syllabuses and curricula of the existing institutions and make definite suggestions for their improvement. It can thus greatly help in building up properly qualified leadership for the work of Recreation.

Financial Assistance to Institutions : Another valuable service which the Board can render is to help in raising the standards of the existing institutions. The Central Government has entrusted it with the function of recommending the amount of financial assistance to be given to the institutions working in the field which ask for it. By a judicious performance of this function, the Board can strengthen the good institutions by recommending assistance for them to enable them to fill the gaps and strengthen the weak points. At the same time, it can raise the standard of the weaker institutions by prescribing minimum standards which every institution expecting support from public funds must observe. In recommending financial assistance to institutions, the Board should also keep in view the overall national requirements in regard to Physical education and Recreation, so that there is balanced and coordinated development. With this in view, the Board should also act as a coordinating agency between the institutions working on a national scale, e.g., the National Association of Physical Education and Recreation, etc., and as a liaison agency between these bodies and the Government.

Lastly, the Board should give a lead and assist a country-wide campaign for eliciting mass support to the recreational services. An enlightened public opinion is a *sine qua non* for implementing a national programme of recreation and it can be created through such means as films, radio, newspapers, books, pamphlets, posters and celebration of 'weeks' or 'days' etc.

Organisation in States and Universities :

The programme of Recreation will actually be conducted in schools and colleges, towns and villages, and it is there that a strong organisational machinery will have to be built up. In addition, it will be necessary that the State Governments and universities should also have Boards of Physical Education and Recreation, the State Boards functioning under the State Education Departments. These Boards should, in addition to other duties, carry out research work, propaganda campaigns and coordination between different institutions within their jurisdiction. In view of the paucity of funds and the magnitude of the task, coordination and a judicious utilisation of resources are essential. It is, therefore, suggested that like the Central Government, the State Governments should not only consult their Board in regard to their Physical education and Recreation programme but also not make any grants to institutions and organisations in this field except on the recommendation of the Board.

Lastly, the local bodies, such as Corporations and Municipal Committees, Local Boards and *Janpad Sabhas*, should also have similar Boards to advise them on the subject of Physical education and Recreation and also to help the local bodies in implementing their programmes.

CHAPTER VIII

PROPAGANDA AND PUBLICITY

Reference has already been made to the need for a country-wide propaganda campaign on behalf of Physical education and Recreation for they have long been neglected in India and as a nation we have yet to realise their importance and value. It is a common place which will bear repetition that a man's usefulness to society depends not merely on his mental and physical fitness but also, and perhaps even more so, on his character. Progressive nations, therefore, attach great value and weight to character training and they employ games, which are the recreative part of Physical education, as an important means of moulding character. It was in this sense that it was said that the battle of Waterloo was won on the playing fields of Eton, a statement which sheds light on the place of games in British education and also on certain aspects of British history. Elsewhere too, it is being increasingly realised that the qualities which make an individual useful to himself and to the nation to which he belongs are best inculcated through Physical education and Recreation. These are the qualities of energy, enthusiasm, courage, determination, perseverance, grit, self-control, respect for authority, integrity, cooperation and subordination of the self to the larger interests of the group. If Physical education is properly organised and games are taught to be played in the right spirit, the citizens will regard the nation as a team and themselves as members of it; their constant endeavour will be to see that their team is never defeated and, if defeat comes its way, to face it with humility and renewed determination, but they will never strive for their team's victory at the cost of its honour. They will conduct themselves as gentlemen and will be prepared to make every sacrifice that may be necessary in the interest of their country. In short, they will display the true spirit of citizenship.

What has been said above appears trite, and yet it is not fully understood and certainly not acted upon, even by the educated classes. If, therefore, we wish to give Physical education and Recreation their due place in our national life and make them powerful instruments of national progress, it is necessary to organise an intensive propaganda campaign throughout the country, so that even villagers may be able to understand their value. No such campaign can, however, be fully effective, nor should it be undertaken, unless there is also definite practical programme to put forward before the people and the requisite machinery to carry through that programme.

Youth Festivals :

The Inter-University Youth Festival, which the Central Government has been organising for the last two years has shown how much latent enthusiasm and energy it is possible to arouse in this way. That, however, but touches the fringe of the problem and should be regarded merely as a straw in the wind. There should be hundreds of such youth festivals suited to local needs, throughout the country and it should not be particularly difficult to organise them. There is no lack of *melas*, etc. in our towns and villages. Advantage can be taken of these to organise youth festivals for students and other young persons of the locality and neighbouring areas. The programme should include both group and individual items. For instance, if there are big schools nearby, mass exercises display, football, hockey, *kabaddi* and *atya-patya* tournaments and other similar competitions for groups can be arranged. As for individual items, there can be simple athletic sports items, such as 100 and 200 meters run, broad and high jumps, wrestling etc. and the spectators may also be invited to participate in some of them. There may well be a good physique competition and prizes awarded to those with a good physique, so that it may encourage people to look after their bodies properly.

Such occasions can also be used to create interest in physical welfare, not only through simple instructive charts, pictures and posters but also by arranging physical and medical check-up and giving appropriate advice.

Such a programme will naturally require funds, but that should present no serious problem. A good deal of expenditure on such activities can be eliminated if they cease to be organised as "functions" for show and self-publicity or to curry favour with those in power; they should be organised as simple, normal activities. It should also not be difficult to collect donations or, if practicable, admission fee on the spot, for persons attending *melas* etc. are usually in a mood to subscribe generously towards any programme which is likely to make the celebration more attractive and, even more so, to pay unstintingly for the "fun of the fair" which they actually enjoy. A small subsidy for carrying on these activities should also be given by the local bodies concerned, who will no doubt be interested in the success of the *mela* or whatever the celebration may be. In addition to these youth festivals it would also be desirable to organise a large scale youth festival periodically, say every third year, on an all-India basis. There can be no doubt that these various youth festivals will, apart from their intrinsic value, serve a very useful purpose in making people realize the importance of Physical education and inducing them to participate in health and character building activities.

Press :

The enthusiastic interest that we find in progressive countries in all activities concerning Physical education is due in no small measure to the

fact that news agencies and newspapers give very wide publicity to them. Unless our press also realises the importance of these activities and supports and helps the Government and the people in this respect, the efforts of the latter cannot be entirely successful. It is gratifying to note that in recent years a few newspapers have become alive to the importance of Recreation and Physical education, but their number is still very small. They should not only give more news space to physical activities but also publish articles by experts on various aspects of Physical education and games and sports. They should employ trained persons as correspondents, so that they may not only report a particular event but offer constructive criticism. There should also be a number of magazines devoted to this subject, and the Central and State Governments should give them every possible encouragement.

Radio :

The Radio can be another very powerful instrument of propaganda. There should be frequent and regular talks which would make the nation interested in Recreation and Physical education. Even ten minutes daily exercises can be broadcast over the radio and the listeners encouraged to perform these at home. This method was adopted some time ago by the Bombay Station of All India Radio, and it helped to stimulate the interest of the public in Physical education. It is not known for what reason it was suddenly dropped, but it is hoped that the All India Radio will revive and also extend this service. Television, when it is sufficiently developed, will make it even more effective. There should also be arrangements for running commentaries on important physical activities organised in a State. At present this is done only on rare occasions, mostly when there is an international contest. It is also necessary that there should be instructional talks by experts on how to become proficient in various games and sports. Most of our young sportsmen are unable to reach a high standard of efficiency, in spite of natural talent, because the facilities for good coaching are scarce, the radio can help to meet this need to a great extent.

Films and Filmstrips :

Another effective means of propaganda would be to prepare instructional films and filmstrips depicting indigenous games and other activities such as *muggar*, *bathi*, *lezim*, yogic exercises etc., which are unknown in Western countries and even in some parts of our own country. For instance, *muggar*, (a game recently introduced, as a combination of Rugby and Association boot football) is a cheap, strenuous and interesting game which deserves to be known more widely than it is at present. In view of its advantages, it can become a national game, if a film, partly explanatory and partly of actual play with a running commentary, is prepared and shown throughout the country. Similarly, if a youth festival, even on a small scale, is organised and filmed and the film is shown in different parts of the country, it is likely to serve as an incentive to the organisers of *melas* and *jatras* to include a youth festival in their programme.

Various items of information and publicity are shown to the public in the cinemas through the news reels and documentaries prepared by the Ministry of Information and Broadcasting, but hardly any attention has so far been paid to Physical education and Recreation, except news shots of Athletic Sports Meets or Cricket, Football and Tennis matches of international or national importance. It is desirable that some documentary films should be prepared on activities carried on in the Physical Training Institutions and shown all over the country with comments on the work of

these institutions and the part played by those trained after they go out of these institutions.

Conclusion :

The suggestions offered above are by no means exhaustive; many others can be added and will no doubt be added as the programme proceeds and experience is gained. For instance, an obvious suggestion would be to organise Physical Fitness Days or Weeks on the District, State and National levels. It is also for consideration whether there should not be awards, at State and National levels, for the best sportsmen of the year and for those with the best physique. One hopes also that when we have a National Portrait Gallery, Physical education and games and sports will also be given a place of honour, thus offering recognition and encouragement to those engaged in this field of national endeavour. For the present, however, every available means should be explored to make the nation conscious of the value of Physical education and Recreation, for the first condition of the welfare and progress of the nation is that its citizens should be physically, mentally and morally fit.

APPENDIX I

A SUGGESTED SYLLABUS OF PHYSICAL EDUCATION FOR BOYS

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INTRODUCTION

The Central Advisory Board of Physical Education and Recreation, at their meeting at New Delhi on 23rd and 24th December 1954 decided to set up a Sub-Committee consisting of the following to draw up a model Syllabus of Physical education for the educational institutions in the country at the Primary and Secondary stages :

- (1) Dr. A. W. Howard,
Principal, Christian College of Physical Education, Lucknow
(Convener)
- (2) Shri P. M. Joseph,
Principal, Govt. Training Institute for Physical Education,
Kandivali, Bombay.
- (3) Shri K. N. Roy,
Chief Inspector, Physical Education and Youth Welfare,
West Bengal, Calcutta.
- (4) Shri G. D. Sondhi,
Hony. Adviser on Youth Welfare, Ministry of Education,
New Delhi.

The Sub-Committee held two meetings at New Delhi on 22nd and 23rd February, 1955, and 19th to 21st September, 1955. All the members of the Sub-Committee, except Shri G. D. Sondhi, attended both the meetings of the Sub-Committee.

The Committee fully recognised the difficulty of its task. Preparing a syllabus is a long-term job. Even in India certain States have had syllabus committees sitting for years. However, it was felt that it should make a start on a practical, usable syllabus.

The Syllabus is meant to serve as a guide for the teacher of Physical education, and also for State Governments wishing to formulate syllabi for their own areas. It is planned to be practical and usable for the teacher working under handicaps of time, facilities, equipment, and possessing the usual training. It should not be used to restrict the work of teachers with superior training and special interests, who may improve upon it, should conditions permit.

The Committee feels that the Syllabus it has prepared is educational and that it should be administered by teachers to obtain its educational objectives. It will be effective only if the size of each class is 40 or less.

The Committee feels that lists of activities as presented here may not be of practical value to the teacher. For them to have meaning, a handbook or books must be prepared giving the details of each activity with a clear explanation and illustrations. These books should be suitable for use as text books in the training of teachers of Physical education, and as reference books for teachers in service. The preparation of such a handbook cannot be undertaken by the Sub-Committee. It will involve the study of available literature, careful description of activities, preparation of illustrations, and preparation of the manuscript for the press. Many of the activities are named in English. The Committee feel that appropriate Hindustani names should be substituted in the Handbook. For these reasons, the Committee

strongly recommends that a competent special officer should be appointed for the purpose.

Activities are listed under seven groups. Under each group are listed many activities from which the teacher should make a selection according to the interest in the particular locality, teaching ability, and other considerations. Something should be taught from each of the seven groups, if at all possible, at the appropriate time in the school life of the child.

Items under each activity have been strictly limited in the interest of the general teacher who would be confused by the addition of too many items demanding a selection of those to teach. The specialist will probably feel his favourite activities are slighted. He should feel free to add in favourite items but must not neglect activities with which he is less familiar.

Items are listed, more or less, in order of difficulty. A teacher is expected to follow the order given, as a rule adding something new each day, but repeating much of the old so that skill can be acquired.

The Committee also feels that outing activities such as hiking and camping must find a place in the year's programme of activities. It recommends two such activities held each year.

The Committee recognises that the periods given to Physical education during the school day can never meet the body's need for activity. Thus, the committee is using the class period mainly for the teaching of activities. Provision must be made for their practice during out-of-school hours. In this connection, intramurals are a necessary part of the school's Physical education programme.

LESSON-PLAN

In using the Syllabus the following lesson-plan is recommended. It is recognised that certain days when special new material is being presented, and days when games are being played in an organised way, all parts of the following plan need not be followed.

Part I. Introductory Activities : This is a transition from the classroom and should be a period of active, vigorous work using natural and appealing activities and those from previously learnt material. It should be short.

Part II. Developmental : This is the part of the lesson to develop the body in a systematic way. As a rule activities in this section will come from Groups I and II of the Syllabus. When the tables of Exercises are used for this part of the lesson, the committee recommends the use of "Breaks" to avoid monotony and add interest. Such "Breaks" may be selected from 'Stunts', 'Simple Combatives' and similar activities.

Part III. Skill Practice and Group Activities and Games : This is the body of the lesson and should take about half of the time available. As a rule activities in this section will come from the remaining groups of the Syllabus.

India is rich in folk dances, but most of them are unknown outside their own region. The Committee believes that folk dancing is an important part of any syllabus. It regrets its inability to make a selection at this time. It would like some qualified person or persons to see dances of the various regions performed and make a selection for inclusion in the syllabus. Perhaps the Sangeet Natak Akademi might be approached in this connection, with a view to seeing complete films of these dances.

SYLLABUS

DIVISION I

STANDARDS I, II, III

(AGE GROUP 6 PLUS TO 8 PLUS)

Group I

Exercise and Developmental

(A) Exercises

Standard I

Table 1

- (1) Introductory activity : Free running. At a signal find a place alone.
- (2) Arm : (one foot forward) Single arm circling, circle from the shoulder in both the directions.
- (3) Trunk : Being tall as a giant and small as a dwarf.
- (4) Trunk : (Arms sideways) Waving the body like branches of trees.
- (5) Leg : Running on the spot with knees high.
- (6) Balance : Kicking the hand by swinging the leg forward and upward or sideways and upward freely.

Table 2

- (1) Introductory Activity : Free hopping. At signal form line, file, or circle.
- (2) Arm : Starting a motor car; Grasp as if catching the handle of the starter, turn with one hand, then with the other, then with both.
- (3) Trunk : Opening out like a flower from a bud. Sit hugging the knees, stretch the knees forward, lean trunk backward and raise the arms upward; return.
- (4) Trunk : Running freely suggesting aeroplanes banking and turning.
- (5) Leg : Running about as if riding a bicycle.
- (6) Balance : Threading the needle. Join both hands in front put one leg through the joined hands, put the other reverse.

Table 3

- (1) Introductory activity : Bean-bag scramble. Run round in a large circle; on signal run and pick up bean bags (scattered widely within circle) one at a time, place them in corners.
- (2) Arm : (Front support). Walking forward and backward on the hands keeping the feet in place on the ground.
- (3) Trunk : (Astride) Lifting bean bag high over head with both hands, arch backwards without bending knees and watch it leave the hands (arms straight) to drop behind. Bend down and pick it up by reaching through the legs.

- (4) Trunk : (Wide astride, holding bean bag in one hand) Trunk bending sideways to place bean bag as far away as possible to side by bending the knees. Stand up. Pick up the bean bag and change it to other hand high over head and repeat to other side.
- (5) Leg : Trotting like a horse.
- (6) Balance : Turning about with a jump and landing without losing balance.

Standard II

Table 1

- (1) Introductory Activities : Walking like an elephant, body bowed, arms waiving like a trunk. On signal run to four corners.
- (2) Arm : (Hands on ground) Walking like a monkey on all fours.
- (3) Trunk (Astride) Cutting a tree with an axe. Lift both arms over head. Bend forcibly downward imitating cutting of a tree by an axe.
- (4) Trunk (Churning of milk) Facing partner, join hands alternately, push and pull arms with body twisting.
- (5) Leg : On signal change corners hopping like a Kangaroo, feet together, deep bending of the knees, hands face high, elbows bent.
- (6) Balance : On all fours, raising opposite arm and leg off the ground.

Table 2

- (1) Introductory : Walking about throwing and catching bean bags.
- (2) Arm : (In pairs hands joined) Pulling contest.
- (3) Trunk (Astride) Trunk dropping downward to place bean bag on ground as far forward as possible with one hand stand up. Retrieve bean bag with same hand. Alternate.
- (4) Trunk : (Crook sitting, grasping ankles) Rocking backward and forward on back.
- (5) Leg : Easy running with a hop after every third step (1, 2, 3 hop etc.).
- (6) Balance : Raising leg forward hold toe with opposite hand (try to straighten leg) Alternate.

Table 3

- (1) Introductory : Join hands to form a circle. On signal run to 4 files behind leaders.
- (2) Arm : Both arms circling forward and backward.
- (3) Trunk (Astride) Touching knee with nose.
- (4) Trunk (Astride) Looking backward with body turning left and right, arms loose.
- (5) Leg : Kicking alternate leg upward.

- (6) Balance : (One foot raised) Squating and touching ground with one hand. Stand up—Alternate.

Standard III

Table 1

- (1) Introductory : Moving about on all fours; rabbit jumping on signal.
- (2) Arm : (One Foot forward, arms bent) punching with alternate arms.
- (3) Trunk : (Kneeling) Trunk dropping downwards with arms reaching backward along the floor—Inroll slowly.
- (4) Trunk : (Astride) Trunk dropping downward to touch floor with one hand on outside of right foot, then left foot. Stretch up between touches. Repeat with other hand.
- (5) Leg : Stride Jumping. Crouch sitting on signal.
- (6) Balance : Attention, stand at ease, turning by number.

Table 2

- (1) Introductory : Free walking changing to fast walking.
- (2) Arm : (Arms bent) Arms punching alternately upward.
- (3) Trunk : (Astride) Trunk bending downward to touch ground as far backward between the feet as possible and stretching up.
- (4) Trunk : (Short astride) Trunk turning to the left and right with arm swinging to sideways position.
- (5) Leg : (Crouch, hands on floor) Knees stretching slowly keeping hands on floor.
- (6) Balance : Alternate kneel and toe raising.

Table 3

- (1) Introductory : (Bean bag scramble). The teacher throws bean bags in all directions, the students pick them up and give them to the teacher.
- (2) Arm : (Danish wrestle) Partners join right hands placing right feet side by side with the rear leg well back to give balance. Each player tries to move either foot of the opponent by pulling and pushing the hand he holds.
- (3) Trunk : (Bean bag each) Drawing large circle on floor with bean bag sweeping as far behind feet as possible.
- (4) Trunk : (In twos stand back to back feet apart) Exchanging bean bags in as many ways as possible.
- (5) Leg : Marking time slowly with high knees raising.
- (6) Balance : (Bean bag on one foot) Throwing bean bag up with foot and catching with both hands.

Story Plays and Mimetics

Mimetics Activities

1. Horse Galloping.

2. High Stepping Horses.
3. Birds and Butterflies.
4. Dogs and Cats.
5. Rabbits.
6. Ducks.
7. Bears.
8. Elephant.
9. Bell-Ringing.
10. Climbing Ladder.
11. Rocking Chair.
12. Rooster.
13. Toad Jump.
14. Bicycling.
15. Bouncing Balls.
16. See-Saw.
17. Striking the Anvil.
18. Aeroplanes.
19. Pulling the Rickshaw.
20. Tonga.
21. Palki.
22. Bullock-Carts.

N.B.—These activities should be performed according to the suggestions of the children.

Story Plays Activity

1. Circus.
2. Shial permit and Kumir (Professor Fox and the Crocodile).
3. Aeroplanes.
4. Train—Play Train.
Keep together like cars in a train, stop and start like a train. Blow whistle like a train.
5. Boats—Play as if we are boats.
Sail gently when water is smooth.
When the water is rough. Rowing movements. Captain and Pilot. Play we are in shipwreck and swim ashore.
6. Swimming—Trip to a river side.
7. The fire.
8. Modes of travel.
9. Washing Clothes.
10. The Wind or storm.
11. Trip to the Garden.

12. Making a garden.

In addition to these games, the teacher invites suggestions from the children of other activities which may be played. This should help to develop the children's imagination and creative ability.

(C) Stunts

1. Long reach.
2. Chinese get up.
3. Balance and stand.
4. Coffee grinder.
5. Heel Click.
6. Chicken Balance.
7. Arch Stand.
8. One-leg Squat and Stand.
9. Squat Reach.
10. Back Arch.
11. Lifting the log in pairs.
12. Jump the foot.
13. Backward jump holding toes.
14. Ankle Throw.

(D) Pyramids	None
(E) Namaskars	None
(F) Dands	None
(G) Baithaks	None
(H) Yogic Exercises	None

Group II**Apparatus**

None

(A) Rhythm Fundamentals

1. Walking.
2. Running.
3. Jumping.
4. Skipping.
5. Hopping.
6. Tip-topping.
7. Sliding.

(B) Rhythm Games**(a) Dance and Dance Drama**

1. Smile. Smile. Smile. Bratachari.
2. Laugh Play dance.

3. Simple Dance drama.
4. Fundamentals, walking, running, skipping, sliding, hopping to music or counts.
5. Song of greeting and prayer with simple rhythmic movements.
6. Song of Kachuri. Bratachari.
7. Milk-maid song (Local Languages-Marathi-Radha Gaulan).
8. Harvest dance—*e.g.* Pathikati Ela lo lo (Tamil).
e.g. Bhalara dadha Bhalara (Marathi).
e.g. Dirre Dhire (Gujarati).
9. Boatman's Song.
10. Hunter's Song.
11. Various expressive movements from daily life.
e.g. This is the way we wash our clothes etc.
12. Glory to Golden India.
13. Joy of Life. Bratachari.
14. Kummi (Tamil).
15. Kollathan (Tamil).
16. Zimma (Marathi).
17. Phugudi (Marathi).
18. Indigenous Rhythmics-Ketkiche Pan (Marathi).

(b) **Favourite Stories of Children**

Favourite stories of Children may be selected.

(c) **Skipping**

1. Skipping with single rope (individual) forward and backward.
2. Skipping with a partner (Skipping with ropes).
3. Skipping stunt—Partner turning while skipping.

(C) Folk Dance	None
(D) Lezim	None
(E) Marching	None
(F) Fancy Drills	None

Flag Drill (For Standard III only).

Group IV	Combatives	None
Group V	Games	

(A) **Simple Games**

1. Cat and Rat.
2. Blind Man's Buff.
3. Crocodile can't catch me (Pom Pom Pullaway).
4. Statues (red-light).

Table 2

1. *Introductory* : Following the leader changing activity on signal.
2. *Arm* : (Astride) Arms swinging forward then downwards to side-wards with heel raising on the upward swing.
3. *Trunk* : (Crouch) Crouching with hands on floor stretch knees. Kneel on right knee between arms. Stretch and repeat on left knee.
4. *Trunk* : (Crouch) Jumping to about-turn to crouch position.
5. *Leg* : (Walk-stand) Feet changing forward and backward jumping high, with rebound.
6. *Balance* : (Standing on one leg) Free leg swinging forward in rhythm.

Table 3

1. *Introductory* : Dribbling rubber balls with feet.
2. *Arm* : (Arms bent across chest) Arms flinging sideways, backward and return.
3. *Trunk* : (Sitting with knees bent, feet slightly apart and hands on floor behind for support) Hip lifting with head dropping back.
4. *Trunk* : Put bouncing rubber ball from side to side.
5. *Leg* : (Crouch) Leg stretching alternately sideways.
6. *Balance* : Hopping rhythmically with one leg raised Alternate.

Standard V**Table 1**

1. *Introductory* : Free skipping with skipping ropes.
2. *Arm* : (Arms extended sideways) Arms circling.
3. *Trunk* : (Cross legged sitting) Head and trunk turning with arms swinging to look behind touching the ground.
4. *Trunk* : (Astride, back to back with partner, one yard apart). Trunk bending downward to pass a tennis ball between legs with both hands to partner. Stand upright and recover the ball from the partner over head with both hands arching the spine.
5. *Leg* : (Hips grasp) Astride jumping rhythmically.
6. *Balance* : Squating and clasping hands around legs before ankles—walk.

Table 2

1. *Introductory* : Running around in a circle, try to head a ball held high.
2. *Arm* : (In pairs—join right hands) Tug-of-war. Repeat with left hands.
3. *Trunk*: (Kneeling—trunk forward hands touching ground shoulder width apart as far forward as possible) Rhythmical chest pressing downward—keeping arms straight.

4. *Trunk* : (Astride) Trunk bending from side to side.
5. *Leg* : Hopping on spot with alternate knee raising.
6. *Balance* : (Aeroplane) Standing on one leg, extend other leg straight behind and arms to sides. Arch back and lower trunk to horizontal position.

Table 3

1. *Introductory* : Free hop, step and jumping.
2. *Arm* : Arms bending and stretching upward.
3. *Trunk* : (Astride) Arching the spine with arm turning outward, followed by trunk dropping loosely downward. Alternate the two movements and take continuously.
4. *Trunk* : (One arm forward) High kicking with opposite leg to touch the raised arm.
5. *Leg* : Astride jumping with rebound landing in crouch position on a given count. Spring up and continue.
6. *Balance* : Standing on one foot holding other knee raised with both hands, turn with a jump landing without losing balance.

(B) Mimetics

None

(C) Stunts

1. Forward roll.
2. (In pairs) : Skin the snake forward roll.
3. (In pairs) : Leap frog-both roll.
4. Triple roll (3 men forward roll).
5. (In pairs) : Monkey walk with side-roll.
6. Backward roll.
7. Dive and roll (both height and distance).
8. 3-men sideward roll.
9. (In pairs) : Double roll.
10. (In pairs) : Over the back roll.
11. (In pairs) : Over the knees roll.
12. (In pairs) : Camel walk (face down).
13. (In pairs) : Wheel barrow.
14. Frog balance.
15. Head stand.

(D) Pyramids

1. One hand stand other hold feet.
2. One back crook lying, other front leaning rest facing feet.
3. Two kneeling side by side, third standing on shoulders.
4. Two as above, kneeling on them.
5. Two handstanding facing in, third holding their feet.

6. Same with handstanders facing out.
7. Two facing and kneeling on one knee holding a third handstanding on their knee.

(E) Namaskar	.. Start in V Standard.
(F) Dands	.. None
(G) Baithaks	.. None
(H) Yogic Exercises	.. None

Group II **Apparatus (Start from Standard V)**

(A) Parallel Bars.

Low bars (1' — 6")

1. Vault from side to side.
2. Forward roll from astride sitting to astride sitting.
3. Backward roll from astride sitting to astride sitting.
4. Backward roll off side.

(B) Vaulting Box

1. Jump on, jump off.
2. Knees on, jump off.
3. Astride vault.
4. Between vault.
5. From crouch forward roll to sit on end and jump off.

(C) Beams	.. None
(D) Roman Rings	.. None
(E) Malkhamb	.. None
(F) Ropes	.. None
(G) Pommel Horse	.. None

Group III **Rhythms**

(A) Rhythm Fundamentals	.. None
(B) Rhythm Games	.. None
(C) Folk Dance	.. None

1. Shari	}	Bratachari
2. Kathi		

(D) Lezim	.. None
(E) Marching	

1. Attention.
2. Stand-at-ease.
3. Stand-easy.
4. Right turn (By numbers).
5. Left turn (By numbers).
6. About turn (By numbers).

7. Marching in quick time.
8. Halt.
9. Turning on the March.
 - (a) Right Turn.
 - (b) Left Turn.
 - (c) About Turn.
10. Marking time.
 - (a) Mark time.
 - (b) Advancing from mark time position.

N.B. In this Division the emphasis is on the knowledge of the positions and activities, not on precision of movement.

(F) Fancy Drill

1. Dumb bell Drill (Clicking series).
2. Cymbal Drill.

Group IV Combatives

(A) Simple Combatives

1. Back to Back lift.
2. Back to Back push.
3. Back to Back stick pull away.
4. Back to Back single stick pull.
5. Back to Back tug.
6. Drake fight.
7. Elbow struggle.
8. Hand push.
9. Hand Wrestle.

(B) Wrestling	..	None
(C) Lathi	..	None
(D) Jambia	..	None
(E) Fari Gadhka	..	None
(F) Judo	..	None

Group V Games

(A) Simple Games

1. Free and Caught.
2. Tag and variations.
3. Three deep and variations.
4. Find a partner (back to back).
5. Fire on the mountain (forest look out).
6. Come with me.
7. Circle toss.

8. Pagalwala.
9. Crows and cranes.
10. Spud and variations.
11. Catch the Fox's tail.
12. Simon says.
13. Dodge ball and variations.
14. Dog and bone (snatch the handkerchief).

(B) Relays

1. Simple running.
2. Jump the ditch.
3. Jump height.
4. Run and Throw.
5. Dribble relay (All sports).
6. Potato race.
7. Head balancing.
8. Rope skipping.
9. Caterpillar (Centipede).
10. Arch ball.
11. Zig-Zag.

(C) Lead-up Games.

Introduction : for details please refer to App. II.

(a) Foot Ball Type

1. Number Foot Ball.
2. Circle Foot Ball.
3. Rotation Foot Ball.

(b) Hockey Type

1. Number Hockey.
2. Circle Hockey.
3. Rotation Hockey.

(c) Kabaddi Type

1. Whip Tag Kabaddi.
2. Whip Kabaddi.
3. Touch Kabaddi.

(d) Kho Kho Type

Thief and Policeman type.

(e) Cricket Type

1. Bucket Ball.
2. Indian Club Cricke'

(f) Volley-Ball Type

1. Throw Ball.
2. End Ball.
3. Keep it up.

(g) Basket-Ball Type

1. End Ball.
2. Captain Ball.

(b) Soft-Ball Type

Schalag Ball with variations.

(D) Individual Recreational Games .. None

(E) Major Team Games .. None

Group VI Athletics

1. Standing Broad Jump.
2. 50-yard Dash.
3. Standing hop step and jump.
4. Running Broad jump (if pit is available).
5. Ball throw for distance.
6. Running High jump.

Group VII Aquatics

N.B. Use the Syllabus of Standard I, II and III if Swimming is first introduced in this Division. If they have learnt to swim proceed as follows :

(A) Swimming.

1. Emphasize form, ease and endurance of previously learnt stroke.
2. Add other kinds of strokes (until pupil knows the crawl, breast, side, back stroke and butterfly).

(B) Diving.

1. Standing (then running) jump into water using the various positions in the air (straight, tuck, pie).
2. Standing and running header.

DIVISION III

STANDARDS VI, VII & VIII

(AGE GROUP 11 PLUS TO 13 PLUS)

(Previously given material may be repeated)

Group I Exercises and Developmental**(A) Exercises****Standard VI****Table I**

1. *Introductory* : Free running with two or three consecutive standing broad jumps.

2. *Arm* : Pushing contest in pairs.
3. *Trunk* : Swinging arms backward with knees bending and jumping upward with arms forward with body fully stretched like take off in diving.
4. *Trunk* : (Astride) Trunk and head bending continuously from side to side with opposite arms swinging over head to touch top of head with fingers, the other head on hip.
5. *Leg* : (Starting with jumping foot forward). Walking with hurdle step on every fourth count. The count will be 1, 2, 3, over; 1, 2, 3, over etc.
6. *Abdominal* : (Front support) Feet placing close to hand with a jump.

Table 2

1. *Introductory* : Dribbling old tennis balls with feet.
2. *Arm* : (Horizontal kneeling) Arms bending and stretching (push ups).
3. *Trunk* : (Astride) Trunk dropping loosely downward with bent knees followed by stretching upward and arching with arms raising.
4. *Trunk* : (Astride hand clasped behind) Free trunk circling and head rolling.
5. *Leg* : (Astride) Jumping to click heels and land feet astride. Repeat with rebound.
6. *Abdominal* : (Long sitting-hand on floor at back). Feet placing apart and together.

Table 3

1. *Introductory* : Moving about throwing and catching rubber balls.
2. *Arm* : (Arm bend) Alternate arms punching forward.
3. *Trunk* : (Facing in pairs, astride—arms resting on partner's shoulders—trunk forward) Rhythmical chest pressing downward.
4. *Trunk* : (Facing partner, joining hands) Turning in opposite directions going under one arm so as to be back to back with arms up. Continue—reverse.
5. *Leg* : (Hips grasp) Toe touching rhythmically forward and side-ward with hopping on the other leg.
6. *Abdominal* : Jumping upward to touch the knees to chest.

Standard VII**Table 1**

1. *Introductory* : Free jumping about supporting on pole. (Each one to have a bamboo pole of about 6 ft.)
2. *Arm* : (In pairs—one partner lies on floor on back, the other straddles over him facing partner's head holding stick horizontally, arms downward, bottom man holds the stick) Arms bending and stretching keeping body straight—Change.

3. *Trunk* : (Hold stick horizontal with both hands down) jumping off both feet, to cross stick forward backward.
4. *Trunk* : (Astride—Trunk forward. Arms are bent with elbows close to sides and palm open and fingers pointed forward) arms extending forward in line with shoulders, drawing apart slightly backward and then bending (arm movement of breast stroke).
5. *Leg* : Running on the spot with high knee raising.
6. *Adominal* : (Wheel barrow position in pairs) moving forward the wheel barrow performs the arm action of the Crawl stroke with the high lift of the arm. The hands are alternately in contact with the floor.

Table 2

1. *Introductory* : Simple tag.
2. *Arm* : Hopping, push. Hands with arms straight are placed on the opponent's shoulders and one leg is raised backward. Try and push opponent back.
3. *Trunk* : (Kangaroo lifting) Partners take up wheel barrow position. The supporter grasps under thighs of the performers who pushes off from the floor arching his trunk and flinging his arms midway upward.
4. *Trunk* : (Astride—trunk forward—arms downwards) Trunk and head turning with arm swinging sideways freely.
5. *Leg* : (Hips grasp knees bend) Small jumping on the spot followed by a high jump upward—Repeat.
6. *Abdominal* : (Long sitting) Body pressing downward to touch toes.

Table 3

1. *Introductory* : Free cartwheeling.
2. *Arm* : (Neck firm) Arms flinging sideways.
3. *Trunk* : (Front support) Feet placing forward and astride—Return.
4. *Trunk* : (Front lying—ankles grasp) Head and shoulder raising.
5. *Leg* : Hopping with alternate toe placing forward.
6. *Abdominal* : (Back lying) Bending knees to chest—Return.

Standard VIII

Table 1

1. *Introductory* : Marching and halting in file—Repeat, Running to files behind leaders.
2. *Arm* : (Arms to chest bend) Arms flinging sideways.
3. *Trunk* : (Front support facing partner) changing to side support grasping (opposite) hand of partner change to side support holding hands high—Repeat opposite side.
4. *Trunk* : (Front support) Crab walking sideways.

5. *Leg* : (Crouch position) Alternate leg stretching sideways.
6. *Abdominal* : (Crouch position) Kicking backward with both feet—Donkey kick.

Table 2

1. *Introductory* : Running and stepping over parallel lines.
2. *Arm* : (Body forward bend) Arms moving forward and backward alternately as in Crawl Stroke.
3. *Trunk* : (Feet wide astride Hips grasp) Body bending side ways.
4. *Trunk* : (Front support) Changing to side support.
5. *Leg* : (Hips grasp) Hopping with alternate leg swimming sideways.
6. *Abdominal* : (Crouch position) With one leg extended sideways—Changing feet with a jump.

Table 3

1. *Introductory* : Running in file and jumping over an obstacle.
2. *Arm* : (Body forward Bend) Arms moving backward, upward, forward and downward (Butterfly stroke).
3. *Trunk* : Arm raising forward upward with one leg raising backward, with slight arching of body.
4. *Trunk* : (Arms upward feet astride) Body bending rhythmically sideways alternately.
5. *Leg* : (Hips grasp) Hopping on alternate leg with the knee-raising.
6. *Abdominal* : (Long sitting) Knee bending to touch chest.

(B) Mimetics and Story Plays (None.)**(C) Stunts**

1. (In pairs) Partner shoulder balance.
2. (In pairs) Back angel.
3. Handstand.
4. (In pairs) Front foot balance (On lying man).
5. (In pairs) Back foot balance (On lying man).
6. Cartwheel.
7. Dive and Roll for both height and distance.

(D) Pyramid

1. Standing on shoulders of standing man.
2. Hand stand on knees of standing man.
3. One kneel, one stand on shoulders and hold handstander on bottom man's hips.
4. One stand on thighs of two standing men.
5. Three stand feet together, two side men lean outwards held by centre men.
6. One do front leaning rest on the shoulders of two men, one

standing behind the other.

(E) Namaskar.

Increase the number of repetitions of the *Namaskar*.

(F) Dands

1. Sadha Dand.
2. Dand Jor (Floor Dips).
3. Gardan Kasi.
4. Saf—Suf.

(G) Baithaks

1. Sadhi Baithak.
2. Sarak Baithak.
3. Namaskar Baithak Ek.
4. Namaskar Baithak Do.

Introduction to Dands and Baithaks :

The most common *Dands* and *Baithaks* are the *Sadha Dand* and *Sadhi Baithak*. The others are mere variations. These may be introduced progressively. At the same time *Sadha Dands* and *Baithaks* should be continued doing an increasing number. Thus, a boy should be encouraged to do at least 10 *Dands* and 20 *Baithaks* in the VI Standard. The number for VII Standard should be *Dands* 20 and *Baithaks* 40, for VIII Standard 30 *Dands* and 60 *Baithaks*.

Standard VII (H) Yogic Exercise

1. Bhujanga.
2. Ardha Salabha.
3. Dhanu.
4. Hala.
5. Paschimatana.
6. Chakra.
7. Vakra.
8. Utkata.

Standard VIII

1. Vriksha.
2. Shalabha.
3. Tobangula.
4. Ardha-Matsyendra.
5. Baka.
6. Kukuta.
7. Vajra.

N.B. For explanatory Notes refer to Appendix 'P' A.

Group II**Apparatus****(A) Parallel Bars****(i) Low Bars (1'—6")**

1. Shoulder Balance.
2. Short arm balance.
3. Chest Balance.

(ii) Medium Bars (3'—6")

Repeat the Low Bar Exercises.

1. Straight arm double march forward resting on both bars.
2. Swinging and clearing single bar to the rear.
3. Back lift resting on both bars.
4. Hammock Hang.
5. Press-up.

(B) Vaulting Box

Repeat previous exercises.

1. Wolf vault (one leg between other astride).
2. Oblique Back vault (Single take off).
3. Side vault.
4. Face vault.
5. Forward Roll to astride sitting.

(C) Beams

1. Beam one foot above the ground : Stand on the beam and down.
2. Beam one foot above the ground. Walk on the flat side with arms in yard position.
3. Beam Head Height : Fall hanging. Arms bend and stretch.
4. Beam Head Height : Skin the cat.
5. Beam one foot above the ground. Hands on hips, walk full length and back.
6. Beam above reach : Jump to over Grasp. Arm bending and stretching.
7. Beam two feet above the ground : Hands on hips taking three steps knee bend and stretch.

(D) Roman Rings

(Start in Standard VII)

1. Stand under the Rings jump and hold. Arm bending and stretching.
2. Hanging—Leg raising upward.
3. Hanging Circle forward.

4. Hanging Circle backward.
5. Reversed hanging.
6. Inverted Hanging (Legs up).
7. Nest Hanging.
8. Half-nest hanging—One leg and hand in.

(E) Malkhamb

(None)

(F) Ropes

1. Lower the Back to the Deck and Up.
2. Chin on Ropes.
3. Climbing the Ropes Using Foot and Leg Lock.
4. Climbing Using Stirrup.
5. Descending Ropes between Arches of Feet.
6. Cross leg Climbing (Shinny Up).
7. Climbing and descending.

(G) Pommel Horse

(None)

Group III**Rhythms****(A) Rhythm Fundamentals**

(None)

(B) Rhythm Dances

(None)

(C) Folk Dance

(1) Jhoomoor

(2) Jari

} Bratachari

(D) Lezim**Standard VI (I)***Do-ruk (Pavitra). Gaj Bel Ghumjao, Sher Dhaj.***Standard VII (I)***Age Phalang. Peeche Phalang, Momiya, (Chandravat Baithak)—
Domal. Domal Baithak.***Standard VIII***Dast Pao, Gol Chal Do. Gol Chal Ek.*

N.B. Exercise enclosed in brackets are variations and may also be tried.

(E) Marching

1. Changing step on the March.
2. Dressing in Single Rank.
3. Dressing Squad with Interval.
4. Numbering and proving a squad.

5. Open and close order.
6. Double March.
7. Changing from Quick time to Double time.
8. Changing direction by wheeling.
9. Advancing in single file.
10. The side step.
11. Marching in line.
12. Dismiss.

(F) Fancy Drill

Wand Drill

Group IV

Combatives

(A) Simple Combatives

1. (In pairs) Knee slap.
2. (In pairs) Knock over club.
3. (In pairs) Lame duck fight.
4. (In pairs) Lifting contest.
5. (In pairs) Line pull.
6. (In pairs) Rooster fight.
7. (In pairs) Stepping on toes.
8. (In pairs) Stork wrestling.

(B) Wrestling

N.B. One or two simple activities of each of the following type should be taught.

1. Stances.
2. Go-Behind.
3. Take-Down.
4. Pins.
5. Escapes.

(C) Lathi

(Start in VIII Standard)

Standard VIII Only

Fundamental position, *Hoshiyar, Aram, Seedhi, Uli, Do Rukh, Ghum Jao.*

(D) Jambia	(None)
(E) Fari Gadhka	(None)
(F) Judo	(None)

Group V**Games****(A) Simple Games**

1. King of the ring.
2. Blind hop tag.
3. Four Corners.
4. Luggage van.
5. Poison circle.
6. Pincho.
7. Touch and Run.
8. Dodge and Mark.
9. Form threes (fours, fives, etc.)
10. Club guard.
11. Stealing sticks.
12. Jump the shot.
13. Bombardment.
14. Touch down carrying the object.
15. Lagoria (seven tiles).

(B) Relays

1. Human Obstacle.
2. Over the horder.
3. Tunnel ball.
4. Crab.
5. Ball roll.
6. Over and under.
7. Stoop and stretch.
8. Double hopping.
9. Throw and squat.
10. Siamese twins.
11. Frog jump.
12. Jump the stick.
13. Wheel barrow.
14. Cycle hop.
15. Circle pass.
16. Horse and rider.
17. Cavalier.
18. Sedan chair.

19. Chariot.
20. Lateral ball pass.
21. All up.
22. Kangaroo.
23. Tadpole.
24. Kho-kho.

(C) Lead Up Games

Introduction : To be played in appropriate grade as leagues and tourneys. For details please refer to Appendix II.

(a) *Foot Ball Types.*

1. Line Foot Ball.
2. Pin Foot Ball.
3. 5-Man Foot Ball.

(b) *Hockey.*

1. Line Hockey.
2. 5-Man Hockey.

(c) *Kabaddi.*

1. Kick or touch Indian Club Kabaddi (Played in pairs).
2. Releasing the Prisoner Kabaddi.

(d) *Kho kho.*

Circle Kho kho.

(e) *Cricket.*

1. Foot Ball Cricket.
2. Tip and run.

(f) *Volley Ball.*

1. Keep it up.
2. One Bounce Volley Ball.
3. Low Net Volley Ball.
4. Unlimited-Touch Volley Ball.

(g) *Basket Ball.*

1. Pin Basket Ball.
2. Four Court Basket Ball.
3. Two against two or three against three.
4. "Twenty One".

(h) *Basket Ball.*

1. Hit Pin Base Ball with variations.
2. Hand Base-Ball.
3. Foot Base-Ball.

4. "Work Up".

N.B. For explanatory notes please refer to Appendix I-B.

(D) Individual Recreational Games

1. Side Walk Tennis.
2. Deck Tennis.
3. Aero-Tennis.
4. Paddle Tennis.
5. Table Tennis.
6. Hand-Ball.
7. Badminton.

(E) Major Team Games

(None)

Group VI**Standard VII****Athletics**

1. 50 M. Dash.
2. 60 M. Low hurdles (5 hurdles 9.14 metres apart).
3. 4 Kilogrammes Shot Put.
4. Broad Jump.
5. High Jump.
6. 4 x 50 M. relay.
7. Cricket Ball throw.

Standard VIII

1. 50 M. Dash.
2. 100 M. Dash.
3. 400 M. Run.
4. 60 M. low hurdles.
5. 4 kilogrammes shot put.
6. Broad Jump.
7. High Jump.
8. 4 x 100 M. relay.
(Discus, Hop step and jump and Pole-Valut for some).

Group VII**Aquatics**

Introduction : Use the appropriate previous syllabus if pupils have not covered it successfully. If so add :

(A) Swimming

1. Emphasize form, ease and endurance of all strokes and add speed.

2. Treading water, floating, sculling, surface dividing.
3. Elementary Life-Saving-Throwing Ropes, Free Swimming carries (using sticks, towels etc.).

(B) Diving

1. Headers forward—Plain, and with tuck and pike position in air.
2. Back header.

DIVISION IV

STANDARDS IX, X & XI

(AGE GROUP 14 PLUS TO 16 PLUS)

Group I

Exercise and Developmental

(A) Exercises

Standard IX

Table 1

1. *Introductory* : Free running and hop, step and jump.
2. *Arm* : (Horizontal kneeling—arms bent) Pushing off and falling back on hands.
3. *Trunk* : (Hips grasp, one leg forward with foot fixed by kneeling partner). Body lowering backward.
4. *Trunk* : (Hips grasp, feet astride) Trunk bending downward sideways, backward, sideways and downward—reverse direction.
5. *Leg* : Astride jumping rhythmically with arms raising sideways.
6. *Abdominal* : Jumping up to knees bent and hugging the knees with both hands (Tuck position dive).

Table 2

1. *Introductory* : Free running with skip step and arm action as in Bowling Cricket Ball.
2. *Arm* : (Stand facing partner with partner grasping wrist) Bending arms slowly with partner supplying resistance.
3. *Trunk* : (Front lying—arms sideways) Head and shoulders raising.
4. *Trunk* : Body circling as in throwing the hammer.
5. *Leg* : Astride jumping rhythmically with arms raising upward.
6. *Abdominal* : (Front support) Feet placing forward and backward with jump.

Table 3

1. *Introductory* : Free running and picking up an imaginary cricket ball, throwing it to the wicket keeper.
2. *Arm* : (One leg in front, one arm back) Throwing an imaginary javelin.
3. *Trunk* : (Standing) Crouching, throwing legs backward to front support, returning to crouch, standing—Repeat.

4. *Trunk* : (Astride) Hips grasp Trunk bending continuously from side to side with opposite arm swinging over head.
5. *Leg* : Hopping with alternate leg kicking high sideways across the body.
6. *Abdominal* : (Body downward bend-arms sideways) Body twisting with opposite hand touching the ankle.

Standard X

Table 1

1. *Introductory* : Running with cross step and throwing an imaginary javelin.
2. *Arm* : Arm bending and stretching sideways and upward.
3. *Trunk* : (Back to back with partner—with elbows locked) Lifting the partner from the ground by bending forward.
4. *Trunk* : (Feet astride-arms, upward) Body bending rhythmically sideways.
5. *Leg* : (Knees bend) Hopping rhythmically four counts and jumping up to straight position.
6. *Abdominal* : (Hurdle sitting) Body bending forward rhythmically.

Table 2

1. *Introductory* : Marching ten steps and running ten steps continuously.
2. *Arm* : (Front support) Arm bending and stretching.
3. *Trunk* : (Front support with one foot between hands) Exchanging feet with a jump.
4. *Trunk* : (Long sitting—with hands behind neck-partner grasping ankles) Body lowering backward and raising upward.
5. *Leg* : (Crouch position) Feet placing sideways with straight knees—Return.
6. *Abdominal* : (long sitting—feet astride) Body twisting from side to side.

Table 3

1. *Introductory* : Running to four files behind leaders. Files run round files to position in turn.
2. *Arm* : (Arm across) Arms flinging sideways.
3. *Trunk* : (side support) Arm and leg raising and lowering. Repeat on opposite side.
4. *Trunk* : (Kneeling—arms upward) Body bending forward and downward and stretching upward.
5. *Leg* : Astride jumping rhythmically with arms raising to side and clapping over head alternately.
6. *Abdominal* : (Back lying—arms over-head) Raising trunk to crouch sitting position, arms forward.

Standard XI**Table 1**

1. *Introductory* : Chasing and hitting with a ball.
2. *Arm* : (Front support—Arms bend) Doing Push ups with hands clapping.
3. *Trunk* : (Hips grasp, feet astride) Trunk downward bending raising to forward bend back arched, to downward bend and to erect position. (Four counts).
4. *Trunk* : (Arms sideways, astride) Body twisting right and left.
5. *Leg* : Stationary running with high knee raising.
6. *Abdominals* : (Back lying, arms sideways, feet apart) Touching right hand with left toe and reverse.

Table 2

1. *Introductory* : Forming twos, threes or fours with the signal with free running walking and hopping in between.
2. *Arm* : (Arms bend) Arms bending and stretching in various directions.
3. *Trunk* : (Feet astride—Hips grasp) Body bending forward with trunk twisting left and right and turning to erect position (four counts).
4. *Trunk* : (Front support) Arms bending and stretching with alternate leg raising upward knee straight.
5. *Leg* : (Arms bend) Full knee bending with arms forward—back to position, body bending forward, downward to touch floor, back to position (four counts).
6. *Abdominal* : (Arms sideways) Kicking left hand with right leg reverse.

Table 3

1. *Introductory* : (off the ground on signal) climbing trees, Verandaha, Apparatus, standard bricks etc.
2. *Arm* : Neck firm Arms bending and stretching sideways and upwards.
3. *Trunk* : (Back lying, arms spread, legs perpendicular, feet together) Legs raising and lowering to left and right alternately.
4. *Trunk* : (Long sitting, astride) Body bending to touch ground with forehead in front, left and right alternately with hands on the ground.
5. *Leg* : (Crouch) Knees stretching with knees between the hands, outside the left hand and outside the right hand alternately.
6. *Abdominal* : (Back lying feet together) Raising and lowering feet, then raising and lowering trunk.

(B) **Mimetics And Story Plays.** None.

(C) **Stunts**

Shoulder spring.

2. Head spring.
3. Hand spring.
4. Roll over seated man.
5. Roll between shoulders of two kneeling men.
6. Neck lift and over the back roll.

(D) Pyramids

1. Two kneels facing outward—two kneels on back facing inwards.
2. Sitting on shoulders of standing men with two side headstandards.
3. Two side kneelers, one kneeling on top, one standing on him.
4. Two angles facing each other.
5. One kneeling, another kneeling on him facing same way, third standing on bottom man's hips. One foot on 2nd man's hip and holding a 4th man hand standing on second man (facing rear).

(E) Namaskar

Increase the number of repetitions.

(F) Dands

Increase the number of Sadha dands to 40 in the IX and 50 in the X and XI Standards.

1. Chakar Danda (Circle).
2. Pav Kas (Twisting).
3. Alternate Limb Dand.
4. Leap forward Dand.
5. Travel forward on hand Dand.
6. Leap and Clap Dand.
7. Snake Dand.

(G) Baithak

Increase the number of Sadhi baithaks to 80 in the IX and 100 in the X and XI Standards.

1. Bajrang Baithak.
2. Chair Baithak
3. Stooping Baithak
4. Kudan Baithak.

Standard IX

(H) Yogic Exercises

1. Suptavajra.
2. Sarvanga.
3. Matsya.
4. Uddiyana.
5. Agnisara.
6. Ujjayi.

Standard X & XI

1. Mayura
2. Sirsha.
3. Nauli.
4. Kapalbhati.

(N. B. For explanatory notes please refer to Appendix 1.)

Group II**Apparatus****(A) Parallel Bars****1. Medium Bars (3' 6'')**

1. Clip off forward, resting on both bars.
2. Long arm balance and twist.

2. High bars (4' 6'')

1. Press-up.
2. Bent arm double march forward.
3. Bent arm swinging double march forward and clearing single bar to the rear.
4. Swinging forward and backward and bending arms at every swing.
5. Lion's crawl.
6. Swinging bent arms backlift.
7. Swinging clip off forward.
8. Short arm balance and walk.
9. Long arm back lift.
10. Forward circle to rest on both bars, forward roll, dive roll off.
11. Backward circle to rest on both bars, backward roll back roll off resting on both bars.
12. Screw into resting on both bars, screw change, bent arm swinging double march forward resting on both bars, back lift resting on both bars.

(B) Vaulting Box

1. Shoulder Spring.
2. Head spring.
3. Cat Spring and back-lift (at the end of long box).
4. Horizontal dive roll (Box lengthwise)
5. Horizontal astride vault (do)
6. Horizontal between vault (do)

(G) Beams

1. Beam above reach : Jump to over grasp hang, travel sideways along the Beam.
2. do : Jump to over grasp hang, swinging travel.

3. Beam above reach : Jump to alternate grasp, hang travel forward.
4. Beam chest high : Jump to front rest, reverse grasp, forward circle to stand.
5. do : Reverse grasp, circling over the Beam to front rest.
6. Beam waist high : Between vault, astride vault, face-vault, side-vault, wolf-vault.

(E) Roman Rings

1. One arm cut and catch.
2. Both arms cut and catch.
3. Pull up and alternate arm stretching sideways.
4. Pull up to press up.
5. Half-Lever.
6. Cut off Backwards.
7. Swinging.
8. Chin up in front of Swing.
9. Dismount at back on front of swing.

(E) Malkhamb

Standard IX

1. Narali.
2. Nakeekar Sadha.
3. Khanda.
4. Kamani.
5. Sadhi Tedhi.
6. Bagal Dasarang.
7. Dohati Dasarang.

Standard X, XI

1. Bagli Tedhi.
2. Ghana.
3. Salami.
4. Ghoda Udi.
5. Tedhi Dasarang.
6. Bagali Tedhi Dasarang.
7. Khanda Dasarang.
8. Katar Pakkad Dasarang.

(F) Rope

Single Rope

1. Climbing, Hand only.

2. Hand over Hand in Half Lever.
3. Making Fast and Rest.

Double Ropes

1. Circling Backward.
2. Circling Forward.
3. Nest Hang.
4. Inverted Hang.
5. Half Lever.
6. Inverted Half Lever.
7. Climbing with leg Grasp.
8. Right (Left) Hand Leading without Feet.
9. Hand over hand in half lever.
10. Making Fast on Two Ropes.

(G) Pommel Horse

- (1) Through Vault.
- (2) Stride Vault.
- (3) Wolf Vault.
- (4) Rear Vault.
- (5) Front Vault.
- (6) Side Vault.
- (7) Thief Vault.
- (8) Neck Spring.
- (9) Head Spring.
- (10) Front Support, Left or Right leg half circle, right or left.
- (11) Back Support, Left or Right leg half circle, right or left.
- (12) Front Support, Left or Right leg full circle, right or left.

Rhythms

Group III	(A) Rhythms Fundamentals	(None)
	(B) Rhythm Games	(None)
	(C) Folk Dance	

Bratachar

1. Rai Disha.
2. Dhali.

(D) Lezim

Exercises enclosed in brackets are variations and may also be tried.
 Chakar Gol (Gol Baithak) Muh Milap—Vajedar Ek—Do—
 Ghati Lezim—Ath Avaj (Peeche Pao—Age Pao)—Pavitra
 Baithak—Phirki and Hool—Bhadanga Chal Ek—Bhadanga
 Chal Do.

(E) Marching

Repeat all activities previously learnt emphasising precision.

(F) Fancy Drill (None)

Group IV**Combatives**

(A) Simple Combatives (None)

(B) Wrestling

Add one or two more advanced holds under each type of activities. (Go behind, Take Downs etc.). Actual Wrestling should be encouraged.

(C) Lathi

Age *Phalang, Peeche Phalang—Do Mukhi—Namaste ek—Namaste Do—Lathi Jorese (Chaumukhi Do) Jangmo—Bagalmo—Chaumukhi Ek—(Jang Chaumukhi—Bagal Chaumukhi)—Seedhi Bel—Ulti Bel—Dhori Bel—Jhang Bel—Bagal Bel—Anikat.*

(D) Jambia

1. Aram.
2. Hushyar.
3. Namaste.
4. Strokes to head, throat, chest, side and leg and their defences.

(E) Fari Gatka

1. Gadka Lapet.
2. Hushyar.
3. Aram.
4. Namaste.
5. Practice Strokes to head, temple, body and leg from both sides and their defences with Fari or Gatka along with appropriate foot work.

(F) Judo

1. Release from single hand hold.
2. Release from double wrist hold.
3. Release from double hold on one wrist.
4. Release from front throat hold.
5. Release from front hair hold.
6. Defence again blow at head.
7. Release from rear shirt hold.
8. Release from rear wrist hold.
9. Release from front waist hold.

(N.B. : For explanation please refer to Appendix I—C)

Group V**Games.****(A) Simple Games**

Previous material may be used as desired.

(B) Relays

Previous material may be used as desired.

(C) Lead up Games

Previous material may be used as desired.

(D) Individual Recreational Games

Encourage these as facilities permit.

(E) Major Team Games.

Play a good variety of major games in season, (Foot-ball, Hockey, Kabaddi etc.)

Group VI**Athletics**

1. 100 M. Dash.
2. 800 M. Run.
3. 6 Kilogramme shot.
4. Broad jump.
5. High Jump.
6. 110 M. low hurdles.
7. 4 x 10 M relay.

Other regular events for those interested, but not over one mile.

Group VII**Aquatics**

Use the appropriate previous syllabus if pupils have not covered it successfully. If pupils have covered the syllabus, swimming instruction may be substituted by recreational swimming.

(A) Swimming.

1. Starting, Turning, Relay Racing.
2. Life Saving instruction.

(B) Diving.

All types of diving on basis of individual advancement.

APPENDIX I—A.

INSTRUCTIONS FOR YOGIC EXERCISES

(1) Bhujangasana

Lie prone on the ground and touch it with the forehead. Let the palms rest on the ground by the side of the chest. Throw back the head slowly but fully. Slowly raise the chest. Slowly raise the abdomen.

(2) Ardha-Shalabhasana

Lie prone on the ground and touch it with the chin. Clench your fists allowing the arms to lie along the body. Raise the right leg backward,

making an angle of 45 degrees. Lower down the same to its original position. Raise similarly the left leg. Lower down the same to its original position. This completes Ardha-Shalabhasana, which is only an easier modification of the Shalabhasana.

(3) Dhanurasana

Lie prone on the ground with chin resting on it, and the arms placed along the body. Raise the head. Bend the legs in the knee joints. Grasp the ankles in the corresponding hands. Raise backward the chest and the thighs, resting the whole body on the abdomen.

(4) Halasana

Lie supine on the ground with the hands stretched along the body. Raise the legs making an angle of 30 degrees. Rest. Raise them further making an angle of 60 degrees. Rest. Raise them still further making an angle of 90 degrees. Rest. That completes Ardh-Halasana.

Move the legs still further towards your head till you touch the ground with your toes. Rest. Move your toes a little further away from the head. (Second Stage). Rest. Move the toes to the farthest limit (Third Stage). Rest. Bend the stretching arms and prepare a fingerlock close beyond your head. Slide away the toes to their farthest limit. Rest.

(5) Paschimatanasana

Sit on the ground stretching out your legs side by side. Prepare hooks by bending the index fingers. Catch the corresponding big toes in these hooks. Bend the trunk forward. Touch the legs with your forehead.

(6) Chakrasana

Stand erect and then bend side way till the palm of the corresponding hand reaches the corresponding knee. Do the same on the other side. Repeat.

(7) Vakrasana

Sit on the ground with extended legs. Raise one knee till the corresponding foot is placed by the side of the opposite knee. Then twist the trunk, pass the opposite hand around the raised knee in such a way that its arm presses on the raised knee and its palm rests on the ground by the side of the foot of the raised leg. The other hand should go as far back as possible and its palm should rest behind the body.

The pose admits of being tried by raising the knees alternately.

(8) Utkatasana

Balance yourself on the toes with knees bent forward and hold apart from each other and let the buttocks rest on the raised heels. Hold the body erect, the hands resting on the corresponding knees.

(9) Vrikshasana

Stand erect on both the feet. Fold the right leg sideways, placing the right foot in the left groin, balancing the body on the left foot. Hands to be folded in Namaskara fashion in front of the chest. Do the same with alternate legs.

(10) Shalabhasana

Lie prone on the ground and touch it with the chin. Clench your fists allowing the arms to lie along the body. Inhale deeply and hold your breath. Stiffen the whole frame and raise backward both the legs as far as you can, putting pressure on the arms.

(11) Tolangulasana

While sitting form the foot-lock by folding the crossed legs upon the thigh with feet in opposite groins. Lie supine on the ground. Clench fists and place them behind just below the buttocks. Raise the trunk and the head on one side, and folded legs on the other, balancing the body on clenched fists and forearms.

(12) Ardha-Matsyendrasana

Sit on the ground with legs fully stretched out, side by side. Bend the right leg in the knee-joint and set the heel on the perineum. Bend the left leg and make it stand by the side of the right thigh. Twist the trunk to the left and pass the right arm around the left knee, catching the left foot in the right hands. Twist the trunk still further to the left. Whirl the head round bringing the chin above the left shoulder. Pass the left arm behind the back till you catch the right thigh with the lefthand. The same pose can be assumed by starting the technique with the opposite leg.

(13) Bakasana

Form the foot-lock as in Tolangulasana resting the palms on the ground by the side of thighs. Then lift the body on the hands till the knees are brought in the armpits. Bend the head slightly forward.

(14) Kukkutasana

Form a foot-lock as in Tolangulasana. Insert the hands and forearms in between the folded legs up to elbows, and place the palm on the ground with fingers pointing forward outstretched. Lift the body up across the hands till the fold legs are raised to the elbows. Bend the trunk slightly forward.

(15) Vajrasana

Sit on the ground stretching out the legs close together. Fold both the legs in the knee-joints and arrange the feet by the side of the buttocks, keeping the soles turned upward. Bring the knees close to each other and cover them with the palms. Close the eyes.

(16) Supta-Vajrasana

Sit on the ground stretching out the legs close together. Fold both the legs in the knee-joints and arrange the foot by the side of the buttocks keeping the soles turned upward. Bring the knees close to each other. Lie supine on the ground. Cross the forearms below the head making a cushion thereof and grasp the opposite shoulders with the hands. Close the eyes.

(17) Sarvangasana

Lie supine on the ground with the arms stretched along the body. Raise the legs making an angle of 30 degrees. Rest. Raise them further making an angle of 60 degrees. Rest. Raise them still further making an angle of 90 degrees. Rest.

Taking support of the arms and the elbows raise the whole trunk, till it stands erect on the ground. Support the trunk from behind with the brackets of your hands.

(18) Matsyasana

Form the foot-lock as in Tolangulasana. Lie supine on the ground. Make a bridge of the spine by bending the head and the trunk backward. Make hooks of the index fingers and catch in them the opposite big toes.

(19) Uddiyana

Stand on the ground with legs apart. Bend a little forward and slightly flex the legs in the knee joints. Rest the hands on the thighs. Exhale completely, contracting the abdominal muscles. Hold breath. Practise mock inhalation by raising the ribs and relaxing the abdominal muscles. The abdomen will wear a concave appearance.

(20) Agnisara

Exhale completely and maintain the exhalatory position. Then protract the abdomen and let it go alternately. This is best done in a standing position with the hands resting on their corresponding knees and the trunk slightly bent forward.

(21) Ujjavi

While standing rest the hands on the waist. Then inhale slowly and deeply producing a frictional sound in the throat by half closing the glottis. Keep the abdomen under control. After inhaling to capacity exhale slowly and deeply producing the same sound as before and progressively contracting the abdomen.

This exercise according to original technique requires retention of breath after deep inhalation and exhalation through one nostril only. These two aspects are given here to make it simpler.

(22) Mayurasana

Kneel on the ground with knees wide apart. Arrange the forearms close together and place them on the ground in your front, spreading out the hands with the palms downward and with the fingers pointing to the legs. Make a fulcrum, stretching out the whole body horizontally balancing it on the forearms.

(23) Shirshasana

Kneel on the ground with buttocks resting on the heels and the feet resting on the toes. Prepare the finger-lock by inserting the fingers of the right hand into those of the left. Make an angle of 60 degrees on the ground with your forearms, the finger-lock serving as the vertex. Place the upper and hinder part of the head just in front of this finger-lock. Raise the knees. Bring the toes and the thighs nearer to the body. Balance yourself on the head with the thighs touching the body and the legs touching the thighs. Open out the thighs, bringing them in line with the body. Open out the legs making the whole frame stand vertical.

(24) Nauli

While maintaining Uddiyana give a repeated downward and forward stroke to the abdominal recti just above the pubic bone. While doing this press the thighs with the hands. The recti will contract and stand out isolated from the other muscles. That completes Nauli-Madhyama.

While maintaining Nauli-Madhyama put more pressure on the right thigh with the right hand, giving a greater bend to the whole body on the right side. Simultaneously relax the left side. This keeps the right rectus contracted, rolling it further to the right, but allows the left rectus to be inactive. This completes Dakshina Nauli.

While maintaining Nauli-Madhyama put more pressure on the left thigh with the left hand, giving a great bend to the whole body on the left side. Simultaneously relax the right side. This keeps the left rectus contracted, rolling it further to the left but allows the right rectus to be inactive. This completes Vama-Nauli.

After mastering Madhyama, Dakshina and Vama Nauli, try to practise them in quick succession giving the abdomen and undulating appearance from right to left and from left to right. This completes Nauli.

(25) Kapalabhati

This is best done while sitting with a foot-lock. While the chest is held in a slightly inhalatory position, breath is to be expelled with an inward abdominal stroke. Inhalation is allowed to be automatic by relaxing the abdomen. The inhalation and exhalation is to follow in succession according to capacity.

APPENDIX I—B

Lead Up Games

End Ball

Equipment : Volley Ball.

Area : 20 x 30 feet divided in half with six feet wide end zones.

Two teams are each divided into three sections. One section are end men. The other two are fielders. The object is for the fielders to throw the ball over the head of the opposing fielders so that it may be caught by one of their own end men without leaving his zone. Players rotate after securing a point and give ball to opposing fielders. Balls thrown out of bounds go to opposing fielders. Players must throw within five seconds. They cannot pass to other fielders.

X	0	0	X	X	0
X	0	0	X	X	0
X	0	0	X	X	0
X	0	0	X	X	0
X	0	0	X	X	0

Net Ball

Volley Ball type court. Equipment : Volley ball.

The object is to throw the ball over the net into the opposing court so that it will touch the court. If the ball is caught it is thrown back. Opponents get a point for every ball that touches the ground within your court and every ball you throw out of bounds or into or below the net.

Circle Foot Ball (and Hockey)

Draw two circles (concentric) with a radius difference of 2 feet. Divide them by a centre line. Opposing players distribute themselves between the circles on opposite halves.

The object is for one team to kick the ball through the outer circle of the other team. Points are lost if the ball crosses your outer circle, you use your hands, stop over the inner circle, or kick it over the opponents' head.

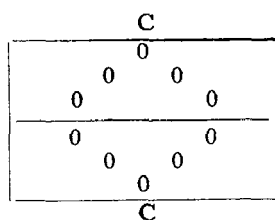
Modified Volley Ball

The ball is bounced before serving and may bounce once before each hit. There is no limit on the number of hits on a side, but no player can hit twice in succession.

Captain Ball

30x60 feet court has circles drawn as in diagram.

Forwards and Captain must remain in the circles. Their guards will be free to move in the other half court. The other team is arranged likewise.



The object is for the forwards to receive the ball from their guards and pass it on to their Captain without leaving their circles or losing it to the opposing guards. The ball must be thrown within three seconds. General basketball rules are used otherwise. When a guard gets the ball he tries to get it to one of his forwards in the opposite court and on to his Captain.

Rotation Football

Field is divided into two parts.

Each team is divided into three parts. Forwards play between the centre line and opponents goal, backs between own goal and centre line, goalees along own goal line.

The object is to kick the ball over the opponents goal line under head height; players must stay in assigned area, but rotate (goalees to backs, backs to forwards, forwards to goalees) when a point is scored by their team. Usual football rules otherwise except for offsides.

Number Football (and Hockey)

Two teams line up along goals facing each other and are each numbered. The football is placed in the centre. When the teacher calls a number the player from each team with that number rushes into the field and tries to kick the ball across the opposing teams goal line below head height. The rest of back team may stop the ball but not kick it. One point is scored for each goal and new numbers are called.

Line Football (and Hockey)

Like the number football only the first three men from the end of each line enter the field to play. Play starts with a dropped ball or 'foot' bully. Some team mates may be along the side lines to keep the ball in the field. When a goal is scored the next three enter to play and the first three go to the end of their teams line.

Unlimited Touch Volleyball

Regular game with no restrictions on the number of touches on a side. One player cannot touch consecutively.

Low Net Volleyball

Regular game with net lowered.

Schlag Ball

One team lines up behind a line. The other team scatters about the field before the line as fielders. The first man of the batting team hits the ball forward and runs forward to cross a line and return without being hit with the ball. The fielders get the ball and try to hit the runner. They cannot run with the ball or hold it more than five seconds.

Variations: Game may be played with volleyball hitting it with the hand; football kicking it; baseball hitting it with bat. Ball may be thrown up by batter or pitched by fielder. A base may be substituted for line.

Whip Tag Kabaddi

Players scatter in an area. One with whip enters with 'cant' and tries to whip someone. One hit is now 'hit'.

Touch Kabaddi

Two teams well apart. Raider enters with 'cant' and tries to touch opponents. They try to touch him before he can return after he loses his 'cant'.

Kick the Pin (Hit the Pin)

Each player of one team 'defends' an Indian club. An opponent comes with 'cant' and tries to kick down the pin without getting his foot caught. Change so other man defends. Variation: Hit pin down with hand without it being caught.

Whip Kabaddi

All players but one have whips. This player with 'cant' enters and tries to touch the players. When one is touched his fellows beat him with their whips until he escapes across the line. One losing 'cant' may also be whipped. Touched men then take turns raiding with 'cant'. When only one man is suddenly left untouched all men rush over to beat him.

Release the Prisoner

One team surrounds a prisoner who is confined in a circle. The other team sends a man with 'cant'. He tries to touch the guards. Meanwhile the prisoner tries to escape without being touched by a guard.

Bucket Ball

One batter defends a bucket against being hit by a thrown ball. Ball is thrown by fielders from any side.

Tip and Run

Regular cricket but batter must run on touching ball.

Football Cricket

Regular Cricket but batter kicks a thrown (bowled) football.

Indian Club Cricket

Regular Cricket but batter bats with an Indian Club. A tennis ball is used.

Circle Kho

Double circle Chasing team stands about the inner circle facing in and out. Running team must avoid being touched by getting into the inner circle or between the circles as kho is given. Chasing man given kho cannot cross inner line but runs in outer part of inner according to his facing when receiving the kho.

Thief and Police Man

Hit Pin Baseball

Use a regular type diamond with Indian clubs on the bases. When the ball is pitched the batter hits it and tries to circle the bases before the ball is fielded and thrown to first, second, third and home bases. The basemen must kick down the Indian club with the ball in their hands before thrown to the next base. Each runner either scores a run or is out. When all men of one team have batted, change sides. Variations: Volleyball may be hit with hand, or football kicked, or soft ball hit. Another variation is for the fielders to run to form a line behind the first fielder to get the ball and have the ball passed down the line before the batter can circle the bases.

Hand Base Ball

Regular game with a volleyball and ball hit with hand by batter.

Foot Baseball

As in hand baseball, but batter kicks the ball.

Work Up

Regular softball rules. When a man is out he goes to the field and all fielders move upon place, the catcher becoming a batter. Rotation is from left, centre right field to shortstop, 3rd, 2nd and 1st base to pitcher, catcher batter. Should be four batters. Exception: If any fielder catches a fly, he and the batter just exchange positions and other fielders don't move up.

Pin Basketball

Regular rules but score is made by knocking down an Indian club set in a circle instead of throwing into a basket. Players must not enter the 6-foot circle to save their pin.

Four Court Basketball

Regular rules but each team is divided into four parts and each part is restricted to one of four equal parts of the floor. Parts should rotate after scoring a basket.

21 Basketball

Two or three on a side. One team starts by shooting foul goals. Score one for each basket scored. When the ball misses, it is in play between the two teams under regular rules (defensive team may be required to take ball beyond foul line before scoring). When a basket is scored it counts two points and the player scoring the goal starts shooting fouls as at the start.

APPENDIX I—C
EXPLANATORY NOTES ON JUDO ACTIVITIES

1. Release From Single Hand Hold

When the opponent seizes your right hand with his right hand, turn your right hand outside and when the thumb is turned up, bend the wrist to press his wrist and the hand will be released.

2. Release From Double Wrist Hold

When the opponent seizes both of your wrists with both of his hands—turn both of your hands inwards and bend the wrists inside and lift upwards.

3. Release From Double Hold on One Wrist

When the opponent seizes your right hand with both of his hands—while pressing downwards with your right hand hold your right wrist with your left hand in between his hands and then pull it sharply upwards.

4. Release From Front Throat Hold

When the opponent seizes your throat from front with both of his hands push both hands upwards through his hands and stretch your arms sideways.

5. Release From Front Hair Hold

When the opponent seizes your hair from front with his right hand, hold his wrist in between both of your palms. Turn your body slightly to the right holding his hand at the same time. Then press his right elbow from above with your left elbow.

6. Defence Against Blow At Head

When the opponent attempts to strike at your head with any weapon in his right hand stop his hand with your left palm. Slightly turn to the left and push your right hand below his right armpit, and bending your right below hold his wrist and press outwards.

7. Release From Rear Shirt Hold

When the opponent holds your shirt from the back with his right hand, turn sharply to the left and duck your head below his right hand, and hold his right wrist with your left hand firmly. Place your right foot behind his right foot to act as a fulcrum and push him backwards with your right hand.

8. Release From Rear Waist Hold

When the opponent seizes you from the back with both hands round your body :

- (a) When your hands are free—bend sharply downwards and hold his front leg in between your legs; pull upwards and sit firmly on his knee, at the same time pull his leg upwards.
- (b) When your hands are not free—with a sudden jerk spread your elbows a bit; turn your body a bit either to the right or to the left and take your rear leg behind his knees from the rear. Bend a bit, grasp both of his knees and lift him upwards.

9. Release From Front Waist Hold

When the opponent seizes you from front with both hands round your waist : (a) When your hands are free—Hold his hands tightly and turn sharply to any side placing opposite leg behind his knee and push him backward. (b) When your hands are not free—with a jerk spread your elbows a bit and hold his body. Then try as in (a) when the opponent seizes you from the front with both hands round your waist.

APPENDIX I—D

Syllabus of Physical Education (For Boys) (Key to Organisation)

Group I : Exercises and Developmental

- A. Exercises.
- B. Mimetics and Story plays.
- C. Students.
- D. Pyramids.
- E. Namaskars.
- F. Dands.
- G. Baithaks.
- H. Yogic Exercises.

Group II : Apparatus

- A. Parallel Bars.
- B. Vaulting Box.
- C. Beams.
- D. Roman Rings.
- E. Malkhamb.
- F. Ropes.
- G. Pommel Horse.

Group III : Rhythms

- A. Rhythm Fundamentals.
- B. Rhythm Games.
- C. Folk Dance.
- D. Lezim.
- E. Marching.
- F. Fancy Drills.

Group IV : Combatives

- A. Simple Combatives.
- B. Wrestling.
- C. Lathi.
- D. Jambia.
- E. Fari Gadhka.
- F. Judo.

Group V : Games

- A. Simple Games.

- B. Relays.
- C. Lead up Games.
- D. Individual Recreational Games.
- E. Major Team Games.

Group VI : Athletics

- A. Runs.
- B. Jumps.
- C. Throws.

Group VII : Aquatics

- A. Swimming.
- B. Diving.

APPENDIX II

A SUGGESTED SYLLABUS OF PHYSICAL EDUCATION FOR GIRLS

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INTRODUCTION

The Central Advisory Board of Physical Education and Recreation decided that a model Syllabus of Physical education should be prepared for the Primary and Secondary stages and it appointed a sub-committee of the following members to draw up such a Syllabus for Girls :

1. Shrimati Leela Dey, Inspectress of Physical Education and Youth Welfare (Women), West Bengal Government, Calcutta. *Convener.*
2. Shrimati D. J. Joseph, Senior Woman Lecturer, Y.M.C.A. College of Physical Education, Saidapet, Madras.
3. Shrimati T. V. Sabhis, Lecturer, Government Training Institute for Physical Education, Kandivali, Bombay.
4. Kumari Pushpa Anand, Directress of Physical Education, Punjab University, Jullundur.
5. Dr. A. W. Howard, Principal, Lucknow Christian College of Physical Education, Lucknow (U.P.).

The Sub-Committee held three meetings at New Delhi on 28th May, 2nd and 3rd September, 1955 and 9th January, 1956. All the members of the Sub-Committee attended all the meetings of the Sub-Committee.

The Committee fully recognised the difficulty of its task. Preparing a syllabus is a long-term job. Even in India certain States have had syllabus committees sitting for years. However, it was felt that it should make a start on a practical, usable Syllabus.

In framing the Syllabus for girls, due consideration has been given to the anatomical, physiological and emotional differences that distinguish girls from boys. Sex differences call for a difference in the programme of activities and the method in which they are taught, so that in teaching these activities grace and poise are attained. It is desirable that women teachers should handle the activities for girls so that the objectives set up are fully achieved.

The syllabus is meant to serve as a guide for the teacher of Physical education and also for State Governments wishing to produce syllabi for their own areas. It is planned to be practical and usable for the teacher working under handicaps of time, facilities, and equipment and possessing the usual training. It should not be used to restrict the work of teachers with superior training and special interest who may improve upon it where conditions permit.

The Committee feels that the Syllabus it has prepared is educational and that it should be administered by teachers to realise its educational objectives. It will be effective only if the size of each class is 40 or less.

The Committee feels that lists of activities as presented here may not be of practical value to the teacher. For them to have meaning a handbook must be prepared giving the details of each activity with ample explanation and illustrations. They should be suitable for use as textbooks in the training of teachers of Physical education and as reference books for teacher in service. The preparation of such a handbook cannot be undertaken by the Sub-Committee. It will involve the study of available literature, careful description of activities, preparation of illustrations, and preparation of

manuscript for the press. Many of the activities are named in English. The Committee feels that appropriate Hindustani names should be substituted in the handbook. For these reasons the Committee strongly recommends that a competent Special Officer should be appointed for the purpose.

Activities are listed under five groups. Under each group are listed many activities from which the teacher should make a selection according to the interest in the particular locality, teaching ability and other considerations. Something should be taught from each of the five groups, if at all possible, at the appropriate time in the school life of the child.

Items under each activity have been strictly limited in the interest of the general teacher who would be confused by the addition of too many items demanding a selection of those to teach. The specialist will probably feel that his favourite activities are slighted. He should feel free to add his favourite items but must not neglect activities with which he is less familiar.

Items are listed, more or less, in order of difficulty. A teacher is expected to follow the order given as a rule, adding something new each day, but repeating much of the old so that skill will be gained.

The Committee feels also that outing activities such as hiking and camping must find a place in the year's programmes of activities. The committee recommends two such activities each half year.

The committee recognises that the periods given to Physical education during the school days can never meet the body's need for activity. Thus we are using the class period mainly for the teaching of activities. Provision must be made for their practice during out-of-school hours. In this connection, intramurals are a necessary part of the School Physical Education Programme.

Lesson Plan

In using the Syllabus the following lesson-plan is recommended. It is recognised that certain days when special new material is being presented and days when games are being played in an organised way, all parts of the following plan need not be given.

Part I: Introductory activities: This is a transition from the classroom and should be a period of active, vigorous work using natural and appealing activities and those from previously learnt material. It should be short.

Part II. Developmental: This is the part of the lesson to develop the body in a systematic way. As a rule activities in this section will come from Group I and II of the Syllabus. When the tables of exercises are used for this part of the lesson the committee recommends the use of "BREAKS" to avoid monotony and add interest. "BREAKS" may be selected from the list given in Appendix II B.

Part III. Skill Practice and Group Activities and Games: This is the body of the lesson and should take about half of the time available. As a rule, activities in this section will come from the remaining groups of the Syllabus.

India is rich in folk dances, but most of them are unknown outside their own region. The Committee believes that folk dancing is an important part of any syllabus. It regrets its inability to make a selection at this time. It would like some qualified person or persons to see dances of the various regions performed and make a selection for inclusion in the Syllabus. Perhaps the Sangeet Natak Akademi might be approached in this connection with a view to obtaining and making available complete films of these dances.

SYLLABUS
DIVISION I
STANDARD I, II, III
(AGE GROUP 6 PLUS TO 8 PLUS)

Group I: Exercises and Developmental

(A) Exercises

Standard I

Table 1

1. *Introductory Activity* : Free running, at a signal find a place alone.
2. *Arms* : (One foot forward) single arm circling, circle from the shoulder in both directions.
3. *Trunk* : Being tall as a giant and small as a dwarf.
4. *Trunk* : (Arms sideways) Wave the body like branches of trees.
5. *Leg* : Running on the spot with knees high.
6. *Balance* : Kick the hand by swinging the leg forward and upward or sideways and upward freely.

Table 2

1. *Introductory Activity* : Free hopping, at signal form line, file, or circle.
2. *Arms* : Starting a motor car; Grasp as if catching the handle of the starter, turn with one hand, then with the other, then with both.
3. *Trunk* : (Opening out like a flower from a bud) Sit hugging the knees, stretch the knees forward, lean trunk backward and raise the arms upward; return.
4. *Trunk* : Running freely—"aeroplanes"; Suggest aeroplanes banking and turning.
5. *Leg* : Riding a bicycle; Run about imitating as if riding a bicycle.
6. *Balance* : Threading the needle; join both hands in front, put one leg through the joined hands; put another : reverse.

Table 3

1. *Introductory Activity* : Bean-bag scramble : Run round in a large circle; on signal run and pick up bean bags (scattered widely within circle) one at a time, place them in corners.
2. *Arms* : (Front support). Walk forward and backward on hands keeping the feet in place on the ground.
3. *Trunk* : (Astride) Lift bean bag high over head with both hands, arch backwards without bending knees and watch it leave the hands (arms straight) to drop behind; bend down and pick it up by reaching through the legs.
4. *Trunk* : (Wide astride, holding bean bag in one hand) Trunk bending sideways to place bean bag as far away as possible to side

by bending the knees. Stand up. Pick up the bean bag and change it to other hand high over head and repeat to other side.

5. *Leg* : Trotting like a horse.

6. *Balance* : Turning with jump and land without losing balance.

Standard II

Table 1

1. *Introductory Activities* : Walking like an elephant, body bowed, arms waving like trunk, on signal run to four corners.
2. *Arms* : (Hands on ground) Walk like a monkey on all fours.
3. *Trunk* : (Astride) Cut a tree with an axe; lift both arms over head, bend forcibly downward imitating cutting of a tree by an axe.
4. *Trunk* : (Churning of milk) Facing partner, join hands and alternately push and pull arms with body twisting.
5. *Leg* : On signal change corners hopping like a kangaroo, feet together, deep bending of the knees, hands face high.
6. *Balance* : (Hands on ground) Raise opposite arm and leg off the ground.

Table 2

1. *Introductory* : Walk about and throw and catch bean bags.
2. *Arms* : (In pairs, hands joined) Pulling contest.
3. *Trunk* : (Astride) Trunk dropping downward to place bean bag on ground as far as possible with one hand. Stand up retrieve bean bag with same hand; alternate.
4. *Trunk* : (Crook sitting grasping ankles) Rocking backward and forward, on back.
5. *Leg* : Easy running with a hop after every third step (1, 2, 3 hop etc.).
6. *Balance* : Raise leg forward and hold toe with opposite hand (try to straighten leg) Alternate.

Table 3

1. *Introductory* : Join hands to form a circle, on signal run to four files behind leaders.
2. *Arms* : Both arms circling forward and backward.
3. *Trunk* : (Astride) Touch knee with nose.
4. *Trunks* : (Astride) looking backward with body turning left and right, arm loose.
5. *Leg* : Kick alternate leg upward.
6. *Balance* : (One foot raised), squat and touch ground with one hand, stand up. Alternate.

Standard III

Table 1

1. *Introductory* : Move about on all fours; rabbit jumps on signal.

2. *Arms* : (One foot forward—arms bent) punching with alternate arms.
3. *Trunk* : (Kneeling) Trunk dropping downwards with arms reaching backward along the floor—Unroll slowly.
4. *Trunk* : (Astride) Trunk dropping downward to touch floor with one hand on out side of right foot, then left foot, stretch between touches; Repeat with other hand.
5. *Leg* : (Astride) Jumping, crouch sitting on signal.
6. *Balance* : Attention, stand at ease, turning by number.

Table 2

1. *Introductory* : Free walking, changing to fast walking.
2. *Arms* : (Arms bend) Arms punching alternately upward.
3. *Trunk* : (Astride) Trunk bending downward to touch ground as far backward between the feet as possible and stretching up.
4. *Trunk* : (Short astride) Trunk turning to the left and right with arm swinging to sideways position.
5. *Leg* : (Crouch, hands on floor) Knees stretching slowly keeping hands on floor.
6. *Balance* : Alternate heel and toe raising.

Table 3

1. *Introductory* : (Bean bag scramble) The teacher throws bean bags in all directions, the students pick them up and give it to the teacher.
2. *Arms* : (Danish wrestle) Partners join right hands and foot to foot with rear leg well back to give balance. They are allowed to move position of bank foot and turn and twist their bodies freely provided they do not move forward-foot. Each player tries to move the front foot of the opponent.
3. *Trunk* : (Bean bag each) Draw large circle on floor with bean bag sweeping as far behind feet as possible.
4. *Trunk* : (In twos stand to back; feet apart) Exchange bean bags in as many ways as possible.
5. *Leg* : Marking time slowly with high knee raising.
6. *Balance* : (Bean bag on one foot) Throw bean bag up with foot and catch with both hands.

(B) Mimetics and Story Plays

Mimetics

Activities

1. Horses galloping.
2. High stopping Horses.
3. Birds and Butterflies.
4. Dogs and Cats.
5. Rabbits.
6. Ducks.

7. Bears.
8. Elephant.
9. Bell-Ringing.
10. Climbing ladder.
11. Rocking Chair.
12. Rooster.
13. Toad jump.
14. Bicycling.
15. Bouncing Balls.
16. See-Saw.
17. Striking the Anvil.
18. Aeroplanes.
19. Pulling the Rickshaw.
20. Tonga.
21. Palki.
22. Bullock-Cart.

N.B.—These activities should be performed according to the suggestions of the children.

Story Plays

Activities

1. Circus.
2. Shial permit and Kumir (*Professor Fox and the Crocodile*).
3. Aeroplanes.
4. Train—Play Train.

Keep together like cars in train stop and start like a train.
Blow whistle like a train.

5. Boats—Play as if we are boats.
Sail gently when water is smooth. Sail vigorously when the water is rough. Rowing movements. Captain and Pilot. Play we are in shipwreck and swim ashore.
6. Swimming—Trip to a river side.
7. The fire.
8. Modes of Travel.
9. Washing Clothes.
10. The Wind or Storm.
11. Trip to the Garden.
12. Making a Garden.

In addition to these games, the teacher invites suggestions from the children about other activities which may be played. This should help to develop the children's imagination and creative ability.

(C) Stunts (Simple non-apparatus)

1. Toe—hold balance—Stand on one foot and hold toe. Try for straight leg.

2. Chinese get-up. Two sit back to back and come to stand.
3. Lame dog run. All fours run with one leg, held in the air.
4. Stand on one foot and touch the ground.
5. Hop, step and jump—hop from both feet, land on one and step, then jump.
6. Carb walk—lie on back, raise body on hands and feet and walk on all fours.
7. Leap frog—one person bends forward, the other stride jumps over her back.
8. Chicken walk—squat legs apart, put hands between thighs, around the legs and clasp hands in front of shins. Walk.
9. Wheelbarrow—one walks on hands with the other walking and holding the legs of the first.

(D) **Yogic Exercises** None

(E) **Jambia** None

Group II

GAMES

(A) Minor Games of Low Organisation

1. Is the Lamb at Home ?
2. What is the Time Mr. Fox ?
3. London.
4. Follow the Leader.
5. Group by numbers.
6. Pom Pom Pull Away.
7. Squirrel in the Trees.
8. Tiger and the Goat.
9. Good Morning.
10. Drop the Handkerchief.
11. Flowers and the Wind.
12. Slap Jack.
13. Have you seen my sheep ?
14. Hunt for the Fox.
15. Charley over the water.
16. Merry go round.
17. Langdi.

(B) Singing Games

1. In and out the window.
2. Ring around the Rosy.
3. Here we go round the Mulberry Bush or the Mango Tree.
4. Oranges and Lemons.
5. Bean Porridge Hot.
6. Ducks in the water go quack quack.
7. A hunting we will go.

8. Farmer in the Dell.
9. There were three Jolly Fishermen.
10. Kai Vessamma Kai Vees.
11. Sanjadamma.
12. Fairy or Goblin which will you be ?
13. The bear went over the Mountain.

(C) Relays	None.
(D) Major Games	None.
(E) Leadups	None.

Group III

Athletics None.

Group IV

Rhythms

(A) Dance and Dance Drama

1. Smile, Smile, Smile. } Bratachari
2. Laugh Play dance. } Bratachari
3. Simple Dance drama.
4. Fundamentals, walking, running, skipping, sliding, hopping to music or counts.
5. Song of Greetings—and prayer with simple rhythmic movements. } Bratachari.
6. Song a Kachuri. } Bratachari.
7. Milk maid song. (Local languages—Marathi-Radha Gaulan).
8. Harvest dance—e.g. Pathikati Ela lo lo (Tamil).
e.g. Bhalara dadha Bhalara (Marathi).
9. Various expressive movements from daily life :—e.g. This is the way we wash our clothes etc.
10. Glory to Golden Indian. } Bratachari.
11. Joy of Life. } Bratachari.
12. Kummi. (Tamil).
13. Kollathan (Tamil).
14. Zimma (Marathi).
15. Phugudi (Marathi).
16. Indigenous Rhythmics Ketkiche Pan. (Marathi).

(B) Favourite Stories of Children

Favourite stories of children may be selected.

(C) Skipping

1. Skipping with single rope (individual) forward and backward.
2. Skipping with a partner. (Skipping with ropes).
3. Skipping stunt—Partner turning while skipping.

(D) Drill

1. Flag Drill. (For Standard III only).

(E) Lezim

None

(F) Lathi	None
(G) Marching	None

Group V	Aquatics	None
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DIVISION II
STANDARD IV & V
(AGE GROUPS 9 PLUS TO 10 PLUS)

Group I

**Exercises and Developmental
(A) Exercises.**

Standard IV

Table 1

1. *Introductory* :— Pat Bouncing old tennis Balls.
2. *Arm* :—(on all fours) Crab walking sideways.
3. *Trunk* :—(kneel support) Alternate leg stretching backward.
4. *Trunk* :—(kneel support) Alternate arms swinging sideways and backward with head and body turning.
5. *Leg* :—Swing arms and take standing long jump.
6. *Balance* :—Trapping rubberball with one feet.

Table 2

1. *Introductory* :—Follow the leader, changing activity on signal.
2. *Arm* :—(Astride) Arms swinging forward, then downward, to sideways, with heel raising on the upward swing.
3. *Trunk* :—(Crouch) Crouch with hands on floor, stretch knees, kneel on right knee between arms, stretch and repeat on left knee.
4. *Trunk* :—(Crouch) Jump to about-turn to crouch position.
5. *Leg* :—(walk-stand) Feet changing forward and backward jumping high, with rebound.
6. *Balance* :—(Standing on one leg) Free leg swinging forward and backward in rhythm.

Table 3

1. *Introductory* :—Dribbling rubber balls with feet.
2. *Arm* :—(Arms bent across chest) Arms flinging sideways backward and return.
3. *Trunk* :—(Sitting with knees bent, slightly apart and hands on floor behind for support) Hip lifting with head dropping back.
4. *Trunk* :—Pat bouncing rubber ball from side to side.
5. *Leg* :—(Crouch) leg stretching alternately sideways.
6. *Balance* :—Hopping rhythmically with one leg raised—Alternate.

Standard V

Table 1

1. *Introductory* :—Free running, at the signal "find a place alone."

2. *Rhythmic Jump* :—Jumping on the spot with crouch on “stop”.
3. *Arm* :—(Left arm raised forward)—Swinging right arm forward; Swinging left arm backward (simultaneously and continuously).
4. *Trunk* :—(Astride) Holding left ankle with both hands and pulling head to touch left knee. Returning to starting position. Repeat to right and alternately.

or

(Astride) Trunk bending sideways to left touching left ankle. Repeat to right and alternately.

5. *Leg and Balance* :—(Crouch sitting with hands on knees) “Drumming” stamping left and right foot alternately. (Soft and hard stamping).

Table 2

1. *Introductory* :—Galloping freely, on signal running to touch any object named by teacher.
2. *Rhythmic Jump* :—“Crow hopping” on spot.
3. *Arm* :—(Left arm raised upward). Swinging right arm forward, upward, then forward, downward, with left arm downward, backward, and swinging arms forward, backward (simultaneously, alternately and rhythmically).
4. *Trunk* :—(Hips firm astride). Trunk and hand turning to left and returning to starting position, repeat on right.

or

(Crouch sit) crouch jumping with hips high.

5. *Leg and Balance* :— (Squatting holding ankles) Stretching legs forward (1) bringing them to starting position (2).

Table 3

1. *Introductory* :—Running across the playground to touch the opposite side and returning.
2. *Rhythmic Jump* :—(Astride) Jumping astride, clapping thighs on even counts.
3. *Arm* :—(Left arm forward raised and right arm forward bent) Bending left arm forward and stretching right arm alternately and continuously.
4. *Trunk* :—(Astride and arms sideward raised) Arching the spine with palms turning upward and returning to starting position.

or

(Chest firm and astride) left arm flinging sideways with trunk and head turning to left. Repeat on right.

5. *Leg and Balance* :—(Hips firm) left leg raising backward and returning to position. Repeat with right leg.

(B) Mimetics and Story Plays

Group 1.

Mimetics

Activities

1. Jumping Rope.

2. Fire Cracker.
3. Jack in the Box.
4. Jack knife Bend.
5. Archery.
6. Chopping wood.
7. Cross cut saw.
8. Pumping up Bicycle tyre.
9. Signalling.
10. Sewing Machine.

(C) Stunts

1. *Top*—Jump upwards in the air turning clear around and land holding balance.
2. *Tandem walk*—one on all fours, second holds ankles, walk.
3. *Centipede walk*—one on all fours, the other on back of the first leaning forward so that hands touch the ground, walk.
4. *Horse walk*—one on all fours, other on back facing backward. Lean forward to hold the underneath persons' ankles. Walk.
5. *Heel jump*—Squat and hold heels, toe a line, try to jump over it.
6. *Monkey walk*—one lies on back, others straddle her on all fours with heads facing opposite directions. Bottom person circles waist of top with legs and hips with arms from behind legs. Top person rises from knees and walks on all fours. They may roll sideways and walk back with the top person on the bottom.
7. *Click heels*—Jump in the air, strike the heels together (try for two clicks).
8. *Stork reach*—Stand on one foot holding the other foot behind the back with the opposite hand. Place object and retrieve it as far in front of a line as possible without losing balance.
9. *Ankle throw*—Place an object between the ankles. By sharply bending the knees while jumping throw it over the head (back side to front side) and catch it in the air.

(D) *Yogic Exercise*.....None

(E) *Jambia*.....None

Group II

Games

(A) Minor Games.

1. Squat Tag.
2. Nose Tag.
3. Status Tag.
4. Shadow Tag.
5. Flying Duchman.
6. Frog in the sea.
7. Garden Scamp.
8. Poor Puss.
9. Last Couple out.

10. Pinch oh.
11. Advancing Statue.
12. Teacher Ball.
(with ball as well as bean bags)
13. In the Pond.

(B) Singing Games.

1. Old Mac-Donald.
2. Once there was a Princess.
3. Pathikatti Ellalo Ilalo. (Tamil).
4. Damara, Damara. (Tamil).
5. Thavalai Kunjukal. (Tamil).
6. Cuckubara sits on an old gum tree.

(C) Relays.

1. Shattle Relay (Running).
2. Skipping without rope.
3. Gallop relay.
4. Run and bounce the ball on the spot relay.
5. Animal Imitations relay.
(Bunny, Leap Frog, Elephant, Kangaroo).
6. Pass the Ball Relay.

(D) Major Games. (None)**(E) Leadup Games.** (None)**Group IV****Rhythms****(A) Dance and Dance Drama**

- | | | |
|--|---|---------------|
| <ol style="list-style-type: none"> 1. Prayer Song. 2. Bharat Mata. 3. Song of Indian soil. 4. We are the people of Bharat. 5. Kummi, (Tamil). | } | Bharatachari. |
|--|---|---------------|
6. Kollatham (Tipri). (Tamil and Maratha and Karnatak):
 7. Garba. (Gujerati).
 8. Kai Koti Kali. (Tamil).
 9. Luddi. (Punjabi).
 10. Bhangra. (Punjabi).
 11. Zimnia Phugdi (Marathi).
 12. Bhale Bhal-Komba-Masa.
 13. Pinnal Kolatham (Simple Patterns) Tamil.
 14. Goph (Marathi).

(B) Favourite Stories of Children. (None)**(C) Skipping.**

1. Skipping stunts—Crossing the arms forward and backward, running while skipping. Single Dhobi, Double Dhobi, Skipping with a big rope—going in and coming out.

(D) Drill

1. Dumb Bell Drill (clicking series).
2. Cymcal Drill.

(E) Lezim

(To start in Standard V only).

N.B.—Exercises enclosed in brackets are also variations.

Charthoke—Ek Jagha (Adhi).

(F) Lathi None

(G) Marching

Attention—Stand at ease—Right turn—Left turn—About turn—Marching in Quick time. Halting—Turning on the March.

Group V Aquatics None

DIVISION III

STANDARDS VI, VII & VIII

(AGE GROUPS 11 PLUS TO 13 PLUS)

Group 1

Standard VI Exercises and Developmental

(A) Developmental

Table 1

1. *Introductory* : Zig-Zag running led by teacher.
2. *Rhythmic Jump* : Astride jumping with clapping overhead. Slapping thighs on returning to position.
3. *Arm* : Arms swinging forward, downward (continuous swinging).
4. *Trunks* : (Hands clasped behind) Raising arms upward and bending trunk forward, downward—Returning to position.

or

(Astride and hips firm) Trunk pressing backward and returning to position.

5. *Leg and Balance* : (Hips firm) Swinging leg forward, backward and returning to position (alternate leg swinging).

Table 2

1. *Introductory* : "Merry-go-round."
2. *Rhythmic Jump* : Skip jumps in place.
3. *Arms* : (Arms sideward raised) Swing arms forward, upward and swinging arms forward, downward, sideward (continuous swinging).
4. *Trunk* : (Astride and hips firm) Rhythmic pressing of trunk downward (three counts, returning to position on fourth).

or

(Astride and arms forward palms facing down) Arms and trunk

swinging to left and returning to position. Trunk swinging to right and returning to position.

Leg and Balance : (Hips firm) Knee raising and lowering alternately.

Table 3

1. *Introductory* : (Groups of four). Three try to encircle one.
2. (*Rhythmic Jump* : (Three skip jumps followed by one star jump).
3. *Arms* : (Arms sideward raised Swing arms sideward upward, sideward downward).
4. *Trunk* : (Hips firm) Knee raising and bending trunk to touch knee with forehead.

or

(Kneel sit with arms raised upward) Trunk pressing backward arching the spine.

5. *Leg and Balance* : (Hips firm) Knee raising upward and leg stretching forward. Alternately with left first then right (four counts).

Standard VII

Table 1

1. *Introductory* : Free running. On signal forming groups of three, four etc., as indicated by teacher.
2. *Rhythmic Jump* : Stride jumps with left foot forward and right foot backward (1) right foot forward and left foot backward (2).
3. *Arm* : Arm circling clock-wise.
4. *Trunk* : (Hips firm) Trunk bending side-ways to left and returning to position. Repeat on right.

or

(Long sitting) Trunk swinging forward to hold ankles and returning to position.

5. *Leg and Balance* : Chest firm and half squatting, returning to position.

Table 2

1. *Introductory* : "Wild Horses."
2. *Rhythmic Jump* : Skip jumps. (Four to left and four to right).
3. *Arm* : Arm circling anti-clock-wise.
4. *Trunk* : (Long sitting with feet apart). Swinging trunk forward to bring forehead to knee and right hand to touch left toes and returning to position. Repeat to touch right toes with left hand.

or

(Chest firm) Flinging arms sideward (1) and trunk bending backward (2) Returning to 1(3) Returning to starting position (4).

Table 3

1. *Introductory* : "Catch the partner's tail" (in couples).
2. *Rhythmic Jump* : Four skip jumps followed by four stride jumps.

3. *Arm* : Swinging arms forward, upward, downward, backward (continuous swinging with heels raising, when arms go up and lowering when arms swing downward backward).
4. *Trunk* : Arms raising forward upward with one leg raising backward with arching of body.

or

Trunk twisting to left with left arm raising upward oblique to left and the right arm across chest. Trunk bending to right with right arm raising upward oblique twisting and left arm across chest.

5. *Leg and Balance* : Folding leg, holding left ankle at the back, hopping on right foot (four counts). Folding leg, holding right ankle at the back, hopping on left foot (four counts).

Standard VIII

Table 1

1. *Introductory* : Simple Tag Game.
2. *Rhythmic Jump* : Four skip jumps forward followed by four skip jumps in place.
3. *Arm* : (Head firm) Trunk pressing left sideward and returning to position. Repeat no right.
4. *Trunk* : (Hips firm) Trunk pressing left sideward with right hand 'HELD FIRM' position—three counts. Returning to starting position fourth count. Repeat to right with left hand 'head firm' position three counts. Returning to starting position.

or

(Prone support) Hips raising and chin pressing against chest.

5. *Agility* : Astride jumping clapping over-head on stride.

Table 2

1. *Introductory* : "Odd Man".
2. *Rhythmic Jumps* : Four astride jumps sideward and four astride jumps with feet forward backward.
3. *Arm* : Swinging arms forward upward with a jump. Swinging arms downward backward with a jump.
4. *Trunk* : (Astride) Re'axed trunk bending slapping ankles, trunk raising and slapping thighs.

or

(Kick the hand with both feet in scissors action).

5. *Agility* : (Hips firm) Hopping eight counts on left foot with raising and lowering right knee. Hopping with right foot and raising and lowering left knee. Repeat.

Table 3

1. *Introductory* : Class in four groups. Each group runs to one direction to touch wall or fence. Running in place till recalled by signal.

2. *Rhythmic Jump* : (Class in four files). Placing hands on the shoulders of the one in front. Astride forward (eight counts) Astride backward to returning to place (eight counts).
3. *Arm* : (Arms sideward raised) Crossing arms overhead and swinging to starting position.
4. *Trunk* : (Hips firm) Lunging sideward left (one) trunk bending sideward left (two) Returning to lung (three) Returning to position (four) Repeat on right.

or

Dropping to crouch with palms flat on the ground (one) Jumping legs backward (two) recovering to crouch (three) Returning to position (four).

5. *Agility* : (Hips firm) Tapping left toes forward oblique, hopping on right (eight counts) Tapping right toes, hopping on left.

FORM EXERCISES AND WALL BARS

(i) Form Exercises

Jumps

1. Right foot on form left on ground, turning about to place left foot on form and right foot on ground.
2. Stand on form, jump off in the air with arms swinging forward upward.
3. Stand sideways to a form, with outside foot on form spring over.
4. Partner Supporting—jump of form.
5. Jump series of forms putting one foot on each.
6. Crouch jump on to and star jump off form.
7. Skip jump forward and backward from form to form.
8. Cat jump or crouch jump, double height of form.

Trunk and Abdomen

1. Several girls sit astride, hands resting on shoulders of one in front. One arm raising forward upward.
2. Sit astride chain clasp hands. Left hand in front, right hand at back. Arms raising head turning and trunk twisting to right. Repeat to left changing hands too.
3. *Rowing* : Lean well forward and pull leaning well back.
4. Back lying on floor with hands grasping form. Left legs to touch form. Later circle upward and over the form to finish in kneeling on the opposite side. Legs raised to perpendicular and lowered to left side also lower to right side, repeat.
5. Lie across form with hands supported on floor. Roll along form.
6. One foot supported on form. Draw big circles with one hand. Also trunk downward to hold ankle.
7. In pairs one foot supported (inner of both) clasp inner hands later all trunk bending to touch outside palms overhead (Arm raised sideward upward as trunk bend inward).

8. Sit on form heads locked across chest. Trunk bending backward spine (partner to support feet at ankles).
9. (In two) Toe to toe, hands joined at shoulder height both lean back until arms are straight, then bend knees crook sitting on the form.
10. *Balance* : (Balancing beam of form on top). (Hip firm) Balance walk forward, backward, sideward. Also with weight on head. Try different stunts, like bounce and catch ball from side to side, while walking, kneeling and progressing turning about and crossing partner, thread the heels, knee full bend and bounce ball around etc. etc.
11. Heaving (Sixes) Lift forms overhead. (Sixes) Lift forms overhead, and full squat. Bound over gap between two form climbs round an inclined forms (Yonder ones).
12. Practise front lying across a form without hand or foot support.
13. Bounding over several forms.
14. Fence vault over three forms.

(ii) Wall Bars

1. **Supine Lying. Supporting Lowest Bar by Hands**
 1. One leg raising perpendicular.
 2. Both legs perpendicular.
 3. Legs over to touch bars.
 4. Legs over also trunk raising (Head on floor).
 5. Legs over to touch bar as high as possible. Lowering them to touch bars one by one, raising again after touching the lowest.
2. **Standing in Front of Bar**
 1. Trunk bending forward downward touching bars one by one. Touch lowest without bending knees return to starting position.
3. **Prone Lying with Hands Supporting Lowest Bar**
 1. Raising leg alternately.
 2. Raising both legs and lower abdomen.
 3. One foot supporting on bar convenient. Height, other foot on ground (Side standing).
 4. Lateral trunk bending outward.
 5. Turn and repeat on other.
4. **One foot Supporting Bar other, on Ground** : (Stand facing bar) Trunk bending forward downward to touch knee with head.
5. **Side Stand with one Foot Supported** : Star stand (Arms and legs extended sideward).
6. **Feet Supported over Convenient Bar** : Hang down gradually lowering the trunk by holding bars lower and lower. Extend arms.
7. **Hands and Feet Supported on Bars facing the Bars**
 1. Extend arms and legs.

2. Bring the hand support lower and lower to touch the same bar off the feet support.

8. Hang from the Projected Bar

- (1) Swing trunk and legs from side to side.

9. (1) (Stand facing the bar) Support hands on bars with trunk forward downward and arms raised backward.
- (2) (Starting position exercise No. 2) Lift legs and trunk (come to inverted position). Bend knees and lower the legs returning to starting position.

10. Sit Facing Bars, Toes under the first Bar

1. Sit ups
2. Place hands on floor by the side of hips. Raise trunk

(B) **Mimetics and Story Plays** None.

(C) **Stunts**

1. One leg squat—squat—squat and stand on one leg only without losing balance.
2. Jump over stick—hold stick in both hands and jump over it without letting go. Also may be done by holding toe with hand of the opposite side and jumping over the hand. Jump both forward and backward.
3. Russian Dance—squat with out leg forward. Change the position of the feet. (Squat on one leg other leg forward, not touching the ground).

(D) **Yogic Exercises.**

Asanas

1. Bhujangasana.
2. Ardha Shalabhasana.
3. Dhanurasana.
4. Halasana.
5. Paschimatanasana.
6. Chakrasana.
7. Vakrasana.
8. Utkatasana.
9. Vrikshanasana.
10. Shalabhasana.
11. Tolangulasana.
12. Bakasana.

(E) **Jambia** None

Group II

Games

(A) **Minor Games**

1. Three deep.
2. Back to back tag.

3. Circle pass Ball.
4. Dodge Ball, and its variations.
5. Luggage Van.
6. Atya Patya.
7. Hu-tu-tu. (Modified only)
8. Teacher Ball.
9. Circle Pass Ball.
10. Spud.
11. Run and Throw.

(B) **Singing Games** None.

(C) **Relays**

1. Rescue Relay.
2. Throw and Sit Relay.
3. Chariot Relay.
4. Tunnel Relay.
5. Rope Skipping Relay.
6. Over and Under Relay.
7. Zig Zag Pass Relay.
8. Ball shooting Relay.
9. Wheel Relay.
10. Ten Trips Relay.
11. Double Hopping Relay.
12. Straddle Over Relay.

(D) **Major Games**

1. Tennis Quoit.
2. Throw Ball.
3. Langdi.
4. Circle Kho Kho.
5. Kho Kho.
6. Kabaddi. (Modified rules)

(E) **Lead up Games**

1. Captain Ball and variations.
2. End Ball.
3. King Ball.
4. Corner Ball.

Group III

Athletics (To start in Standard VII)

1. 50 Metres Race.
2. 4 × 50 Metres Relay.
3. 60 Metres Hurdle with four hurdles.
4. Ball Throw.
5. High Jump.
6. Long Jump.

7. 75 Metres Race.
 8. 4 × 75 Metres Relay.
 9. Javelin.
 10. Discus.
 11. Shot.
- } Optional.

Group IV**Rhythms****(A) Dance and Dance Drama**

1. Song of Rai Bisha (Bratachari).
2. Western Country Dance like Salengers Round, Black Nag.
3. Fundamentals Polka, Waltz and change steps.
4. Kummi.
5. Kolattam. Tamil.
6. Tipri.
7. Kikiche Pan, Kombda, Agota Pagota—Zimma (Group)—Marathi.
8. Pinnal Kolattam. (Tamil).
9. Kummi (Kollam formation)—Tamil.

(B) Favourite Stories of Children None.**(C) Skipping None.****(D) Drill.**

1. Wand Drill.

(E) Lezim

Standard VI (I) Do-rukh (Pavitra), Gaj Bel, Ghumjao, Sher Dhaj.

Standard VII (I) Age Phalang, Peeche Phalang, Momiya, Chandravat (Chandravat Baithak) Domal (Domal Baithak).

Standard VIII Dast Pao, Gol Chal Do, Gol Chal Ek.

N.B.—Exercises enclosed in brackets are variations and may also be tried.

(F) Lathi

Standard VIII Only Fundamental positions, Hoshiyar—Aram—Seedhi—Ulti—Do Rukh—Ghum Jao.

(G) Marching

1. Changing steps on the march—Dressing in Single File—Dressing Squad with intervals—Numbering—Open and Close Order—Double March—Changing from quick time to double time—Wheeling—Advancing in Single File—the side step—Marching in line—Dismissal.
2. Fancy Marching.

Group V**Aquatics.**

N.B.—Aquatics should be started in this Division if there are safe facilities and one Instructor or helper to every six pupils. Grouping according to ability is important.

Teach the bare fundamentals of learning to swim :—

3. *Arm* : (Arms sideward) Arms swinging downward forward (1) arms swinging downward sideward upward oblique.
4. *Trunk* : Astride and head rest; Trunk twisting left sideward to position, change to twisting on right.

OR

(Astride 'Camel Walk' four steps forward and four steps returning to place.)

5. *Agility* : Hopping on left foot swinging right leg forward and backward. Repeat hopping on right and swinging left leg forward and back.

Standard X

Table 1

1. *Introductory* : "Sat Tali".
2. *Rhythmic Jump* : "Jumping Jack in Pairs".
3. *Arms* : (Arms upward) Circling arms in front from left to right and up, stepping to right (one) Feet together (two) Repeat advancing to right returning to place with arms circling from right to left and stepping left-right to left.
4. *Trunk* : (Head rest) Trunk pressing forward and returning to position.

OR

(Kneel sit and arms upward raised)—Trunk bending sideways and returning to position.

5. *Agility* : Hopping on left with right leg raising sideward (1) Changing to hopping on right with left leg raising sideward (2) (Continuous swinging of legs).

Table 2

1. *Introductory* : Marching.
2. *Rhythmic Jump* : Four skip jumps. Four astride jumps with clapping on even counts.
3. *Arms* : (Arm sideward) arms swinging downward forward (1) Arms swinging downward sideward (2) Arms swinging upward downward to cross in front of thighs (3) arms swinging upward sideward oblique.
4. *Trunk* : Trunk rolling with smooth continuous movement.

OR

(Astride with partners facing, hands on each other's shoulder—arms straight, trunk bending forward) Trunk pressing downward (1) Returning to starting position (2).

5. *Agility* : Skip jumps with arms swinging forward sideward forward downward.

Table 3

1. *Introductory* : "Chain Tag."

2. *Rhythmic Jump* : Three star jumps followed by "crouch sit" (starting again from the standing position).
3. *Arm* : Swinging arms forward, downward sideward, downward forward with left to touching forward, sideward, and returning to place. Repeat the same with right foot.
4. *Trunk* : (Kneel sit hands clasped behind) Trunk bending downward with arms raising behind, to touch ground with forehead.

OR

(Astride) lunging sideward and bending sideward to touch ankle. Left and right alternately.

5. *Agility* : (Crouch sit with finger support) jumping in place.

Standard XI

Table 1

1. *Introductory* : Marching in "Threes" formation.
2. *Rhythmic Jump* : Astride jumps with arm raising sideward on astride.
3. *Arm* : Swinging arms forward downward backward forward with skip jumps.
4. *Trunk* : (Feet astride and arms upward raised) Trunk bending forward downward, to place hands by the side of the feet (1) Prone support and jump feet back (2) Returning to position 2(3) Returning to position (4).

OR

Trunk : (Astride and arms upward raised) Left hand back of neck, right arm sideward raised, head turned toward straight arm, lunging and trunk bending sideward left (1) Returning to position (2) Repeat on right.

5. *Agility* : Raising left arm sideward upward oblique, raising right leg sideward and hopping on left foot, change to right arm sideward upward oblique, raising left leg sideward and hopping on right foot.

Table 2

1. *Introductory* : "Merry-go-round". Concentric circles. Inner circle hands clasped. Outer people support hands on shoulder of the one in front.
2. *Rhythmic Jump* : Astride jumping clapping at the back and in front.
3. *Arm* : (Shoulders firm) Arms raising upward (1) Shoulders firm (2) arms stretching downward (3) shoulders firm (4).
4. *Trunk* : Astride jumping and holding ankle (1) Returning to position.

OR

Trunk rolling (smoothly).

5. *Agility* : Hopping on left, crossing right foot over left and tapping with toes and tapping with heels to right side (four counts) changing to hopping on right, crossing left foot over right tapping with toes, and tapping heels on left side (four counts).

Table 3

1. *Introductory* : Follow the leader.
2. *Rhythmic Jump* : Skip jump clapping on every count.
3. *Arm* : Swinging arms forward upward, left to touching, forward downward, forward, downward backward, left toe touching backward, (three counts) and replace foot on (4) Repeat on left.
4. *Trunk* : Stoop kneel sitting, arms extending, forward (1) Raising arms upward and arching trunk backward (2) (Sitting on heels all the time).

OR

Ashtan gadand.

5. *Agility* : Hopping on left foot, crossing right leg over left and tapping with left toes (1) Hopping on left foot, with right toes to the right side (2) (eight counts) Doing same—Hopping on right and tapping with left toes crossed to right (1) and tapping to left (2).

Form and Wall Bar Exercises

Activities under this head may be selected from the list given under the same head in Division III.

(B) **Story Plays and Mimetics** None

(C) **Stunts** None

(D) **Yogic Exercises**

1. Kukutasana.
2. Vajrasana.
3. Nauli.
4. Uddiyana.

(E) **Jambia**

1. Sheer.
2. Bahera.
3. Tamacha.
4. Khochi.
5. Tangdi.
6. Kamar.

} Offence and Defence.

Group II

Games

(A) **Minor Games** None

(B) **Singing Games** None

(C) **Relays** None

(D) **Major Games**

1. Net Ball.
2. Basket Ball.
3. Soft Ball.
4. Volley Ball.
5. Badminton Ball and Shuttle cock.
6. Hockey.
7. Teni Quoit.

8. Throw Ball.

9. Kho Kho.

(E) Leadups

None.

Group III.**Athletics**

1. 100 Metres Race.
2. 4 × 100 Metres Relay.
3. 80 Metres Hurdles—Optional.
4. High Jump.
5. Long Jump.

Throws

1. Ball Throw.
2. Javelin.
3. Discus.
4. Shot.

} Optional.

Group IV**Rhythms****(A) Dances and Dance Dramas**

Repeat the activities under this head as in Division III.

(B) Favourite Stories of Children

None.

(C) Skipping

None.

(D) Drill

1. Indian Clubs

(E) Lezim

(Exercises enclosed in brackets are variations and may also be tried).

Chakar Gol (Gol Baithak) Muh Milap—Vajedar Ek—Do—Ghati
 Lezim—Ath Avaj (Peeche Pao—Age Pao)—Pavitra Baithak—
 Phirki and Hool—Bhadanga Chal Ek—Bhadanga Chal Do.

(F) Lathi

Age Phalang, Peeche Phalang—Do Mukhi—Namasthe Ek—Namasthe
 Do—Lathi Jorese (Chaumukhi Do) Jangmo—Bagalmo—Chau-
 mukhi Ek—(Jang Chhaukhi—Bagol Chaukhi)—Seedhi Bel—
 Ulti Bel—Dhori Bel—Jang Bel— Begal Bel—Anikat.

(G) Marching

Revision of the previously learnt activities.

Group V**Aquatics**

1. Emphasize form, ease and endurance of previously learnt strokes. Add other kinds of strokes (until pupil knows the crawl, breast, side, butterfly and back strokes).
2. Treading water, floating, skulling, surface diving.
3. Elementary life saving—throwing ropes—free swimming carries (using sticks towels etc.)
4. (a) Starting, turning and relay races.
 (b) Life saving instructions.

APPENDIX II(A)

EXPLANATORY

Instructions for Yogic Exercises**1. Bhujangasana**

Lie prone on the ground and touch it with the forehead. Let the palms rest on the ground by the side of the chest. Throw back the head slowly but fully. Slowly raise the chest. Slowly raise the abdomen.

2. Ardha-Shalabhasana

Lie prone on the ground and touch it with the chin. Clench your fists allowing the arms to lie along the body. Raise the right leg backward, making an angle of 45 degrees. Lower down the same to its original position. Raise similarly the left leg. Lower down the same to its original position. This completes Ardha-Shalabhasana which is only an easier modification of the Shalabhasana.

3. Dhanurasana

Lie prone on the ground with chin resting on it, and the arms placed along the body. Raise the head. Bend the legs in the knee joints. Grasp the ankles in the corresponding hands. Raise backward the chest and the thighs, resting the whole body on the abdomen.

4. Halasana

Lie supine on the ground with the hands stretched along the body. Raise the legs making an angle of 30 degrees. Rest. Raise them further making an angle of 60 degrees. Rest. Raise them still further making an angle of 90 degrees. Rest. That completes Ardha-Halasana.

Move the legs still further toward your head till you touch the ground with your toes. Rest. Move your toes a little further away from the head. (Second Stage). Rest. Move the toes to the farthest limit (Third Stage). Rest. Bend the stretching arms and prepare a finger-lock close beyond your head. Slide away the toes to their farthest limit. Rest.

5. Paschimatanasana

Sit on the ground stretching out your legs side by side. Prepare hooks by bending the index fingers. Catch the corresponding big toes in these hooks. Bend the trunk forward. Touch the legs with your forehead.

6. Chakrasana

Stand erect and then bend side way till the palm of the corresponding hand reaches the corresponding knee. Do the same on the other side. Repeat.

7. Vakrasana

Sit on the ground with extended legs. Raise one knee till the corresponding foot is placed by the side of the opposite knee. Then twist the trunk, pass the opposite hand around the raised knee in such a way that its arm presses on the raised knee and its palm rests on the ground by the side of the face of the raised leg. The other hand should go as far back as possible and its palm should rest behind the body.

The pose admits of being tried by raising the knee alternately.

8. **Utkatasana**

Balance yourself on the toes with knees bent forward and held apart from each other, and let the buttocks resting on the raised heels. Hold the body erect, the hands rest on the corresponding knees.

9. **Vrikshasana**

Stand erect on both the feet. Fold the right leg side-ways, placing the right foot in the left groin balancing the body on the left foot. Hands to be folded in Namaskara fashion in front of the chest. Do the same with alternate legs.

10. **Shalabhasana**

Lie prone on the ground and touch it with the chin. Clench your fists allowing the arms to lie along the body. Inhale deeply and hold your breath. Stiffen the whole frame and raise backward both the legs as far as you can, putting pressure on the arms.

11. **Tolangulasana**

While sitting form a footlock by folding the crossed legs upon the thigh with feet in opposite groins. Lie supine on the ground. Clench fists and place them behind the buttocks. Raise the trunk and the head on the one side folded legs on the other, balancing the body on clenched fists and forearms.

12. **Bakasana**

Form the foot-lock as in Tolangulasana resting the palms on the ground by the side of thighs. Then lift the body on the hands till the knees are brought in the armpits. Bend the head slightly forward.

13. **Kukkutasana**

Form a foot-lock as in Tolangulasana. Insert the hands and forearms in between the folded legs up to elbow and place the palms on the ground with fingers pointing forward out-stretched. Lift the body up across the hands till the folded legs are raised to the elbows. Bend the trunk slightly forward.

14. **Vajrasana**

Sit on the ground stretching out the legs close together. Fold both the legs in the knee-joints and arrange the feet by the side of the buttocks, keeping the soles turned upward. Bring the knees close to each other and cover them with the palms. Close the eyes.

15. **Nauli**

While maintaining Uddiyana give a repeated downward and forward stroke to the abdominal recti just above the Pubic bone. While doing this press the thighs with the hands. The recti will contract and stand out isolated, from the other muscles. That completes Nauli-Madhyama.

While maintaining Nauli-Madhyama put more pressure on the right thigh with the right hand, giving a greater bend to the whole body on the right side. Simultaneously relax the left side. This keeps the right rectus contracted, rolling it further to the right, but allows the left rectus to be inactive. This completes Dakshina Nauli.

While maintaining Nauli-Madhyama put more pressure on the left thigh with the left hand, giving a greater bend to the whole body on the side. Simultaneously relax the side. This keeps the left rectus contracted, rolling it

further to the left but allows the right rectus to be inactive. This completes Vama-Nauli.

After mastering Madhyama, Dakshina and Vama Nauli, try to practise them in quick succession giving the abdomen an undulating appearance from right to left and from left to right. This completes Nauli.

16. Uddiyana

Stand on the ground with legs apart. Bend a little forward slightly flex the legs in the knee joints. Rest the hands on the thighs. Exhale completely, contracting the abdominal muscles. Hold breath. Practise mock inhalation by raising the ribs and relaxing the abdominal muscles. The abdomen will wear a concave appearance.

APPENDIX II(B)

List of Breaks

NOTE.—To take away the monotony of the table it is advisable to introduce a break between. Here are a few samples of breaks. Teachers, when monotony crops in can invent and introduce many more :

1. Places change. Two lines change places.
2. Turning in place with a jump repeat quickly.
Left right or about.
3. Turning in place with a jump one by one quickly the leader starting first.
4. Files running round corresponding members of the adjacent files (Outer and inner).
5. Whole file run round adjacent file (Inner round outer *vice versa*).
6. Revolve round ones finger placed on the ground.
7. Files counter marching.
8. Files counter running.
9. Head fixed, the rest in the files run round her.
10. Tail fixed, the rest in the file run round her.
11. Tug of war with corresponding members in an adjacent file.
12. Tug of War. One file against another.
13. Spin the top. Jump and about-turn completely in the air.
14. In pairs—catch the partners' tail.
15. "Thunder, rain and lightning.
Thunder—stamping feet.
Rain—rubbing palms with shu shu."
Lightning—Clapping fast.
16. In lines linked. Galloping sideward as indicated by teacher.
17. In lines linked. Skipping forward and backwards as indicated by the teacher.
18. Winding up—Hands joined—line winds round head of the line—Unwinding when all have finished.
19. Zima any variety indicated by teacher.
20. Phugadi indicated by teacher.
21. In files—slap the back of the one in front, on signal and repeat.

22. In files—Slap the back of the one in front slap thighs on signal.
23. Touch the object indicated and come back.
24. Merry-go-round in small groups of six.
25. Merry-go-round with alternate persons standing and long sitting.

APPENDIX II(C)

Key to organisation of the activities included in the Syllabus

Group I Developmental and Exercises

- (A) (i) Exercises [Forms & Wall Exercises as well (ii) Developmental].
- (B) Mimetics and Story Plays.
- (C) Stunts.
- (D) Yogic Exercises.
- (E) Jambia.

Group II Games

- (A) Minor Games.
- (B) Singing Games.
- (C) Relays.
- (D) Major Games.
- (E) Leadup Games.

Group III Athletics

Group IV Rhythms

- (A) Dance and Dance Drama.
- (B) Favourite Stories of children.
- (C) Skipping.
- (D) Drill.
- (E) Lezim.
- (F) Lathi.
- (G) Marching.

Group V Aquatics

APPENDIX III
NORMS FOR PHYSICAL EFFICIENCY TESTS
(BOYS AND GIRLS)
CONTENTS

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3. Norms for Physical Efficiency Tests	5—6

INTRODUCTION

The Central Advisory Board of Physical Education and Recreation, at its meeting at New Delhi on 23rd and 24th December, 1954, appointed a Sub-Committee, consisting of the following, to investigate and prescribe Norms of Physical Fitness for children (for boys and girls separately) between the age-group of 10 plus to 17 plus :—

- (i) Shri G. D. Sondhi,
 Honorary Adviser (Youth Welfare). *Convener*
 Ministry of Education,
New Delhi.
- (ii) Shri P. M. Joseph,
 Principal,
 Government Training Institute of Physical Education,
Kandivali—(Bombay).
- (iii) Shri C. C. Abraham,
 Principal,
 Y.M.C.A. College of Physical Education,
Madras.

The objectives behind these Tests were that these tests should be the minimum targets which all children, except those exempted on medical grounds, must reach for general physical efficiency. The children should be able to satisfy the minimum standard prescribed for their age-groups. Therefore, no record making tests were contemplated showing brilliance of performance, agility, strength and skill. The Board agreed that the collected data would form the basis for standardised tests for the country as a whole.

The Sub-Committee held its first meeting on 24th December, 1954 and submitted its interim report to the Board on the same day. After some general discussion the Board decided that before the Tests were finally laid down, data should be collected from various States by administering certain Experimental Tests to 40 children picked up at random. It was further decided by the Board that these Experimental Tests should be administered to boys and girls separately, starting from the age-group of 10 plus to 17 plus.

These norms of physical fitness recommended by the Sub-Committee are to be reached as a result of a regular programme of physical activities in schools.

The task of prescribing these norms proved more difficult than had been anticipated. The data regarding the performance abilities of boys and girls which was collected from different States revealed great inconsistencies and obvious inaccuracies. The Sub-Committee endeavoured to make the best use it could of the data collected, but it should be noted that the data collected is defective. Where inaccuracies were obvious and irreconcilable, the Sub-Committee had to fix standards in a somewhat arbitrary fashion, but care has been taken to err on the side of low standards so that they are certain to be within the reach of any normal boy or girl with some effort and practice. The Sub-Committee recommends at the same time that, after one or two years of trial all over the country, when sufficient data becomes available, these Norms should be revised,

DESCRIPTION AND TESTING
PROCEDURE OF PHYSICAL EFFICIENCY TESTS

Tests for Boys
(1) 50 Meters Run

Facilities

1. A 50 yards strip of even ground at least 4 feet wide.
2. A stop watch.
3. A flag.
4. Chunam.

Description

The runner may take the 'crouch start' or the 'standing start'. It would be advisable to take a crouch start. On the command 'On your mark' the runner will take his or her position behind the starting line. On the command 'Ready' the runner will get ready to run. On the command 'Go' the runner will start running forward. To enable the runners to run straight, a line 4' wide may be marked by 2 lines.

Testing Procedure

(a) Establish a starting line and a finish line exactly 50 Meters apart. (b) Assign one among the group as the starter. The starter should get the runner ready behind the starting line and start the run as indicated in the Description—'On your mark'—'Ready'....'Go'....On 'go' he also signals the start by smartly dropping the flag he has held overhead. (c) Assign one as the recorder. (d) The leader will stand at the finish line with the stop watch in hand. (e) The leader will then blow a whistle as a signal to start the race. (f) The starter will then get the runner ready behind the starting line and start the race. (g) When the competitor breaks an imaginary tape over the finish line, the watch should be stopped. (h) Announce the time to the nearest fiftieth of a second and record.

100 yards sprint

For the 100 Meters Run the same procedure as in the 50 Meters Run may be adopted. The time taken by each runner to complete 100 Meters may be recorded.

(2) High Jump

Facilities

1. A jumping pit filled with sand.
2. Proper High jump Standards.
3. Cross bar—either a straight bamboo or a wooden bar.
4. Tape.

Description

The competitor shall not knock off or dislodge the cross-bar with the hands or any part of his body, nor pass the perpendicular plane of the cross-bar in attempting a jump. Such attempt constitutes a trial and should be counted against. The cross-bar for high jump may be a wooden cross-bar or a bamboo cross-bar.

Testing Procedure

(a) Set the standards at the edge of the jumping pit at a distance of 10—12 feet apart and place a straight bamboo of wooden cross-bar at a measured height. (b) The competitor may adopt any style of jumping. He may approach the bar from any direction. (c) Three trials are allowed at each height. The cross-bar is raised evenly one inch at a time when every jumper has completed the height (either failed, or cleared successfully). If a jumper knocks down the bar consecutively three times he is eliminated. (d) The best height cleared is recorded.

(3) Long Jump

Facilities

1. A landing Pit 6—9 ft. wide, 16—18 ft. long, 12—18 inches deep filled with sand.
2. A "Take off" board or a line marked at 5 ft. from the edge of the pit.

Description

The distance jumped is measured at right angles to the nearest break in the ground made by any part of the body of the contestant to the edge of the take-off board or the line nearest to the pit. It is a foul, if any contestant touches the ground beyond the take-off board or line, with any part of his body. Such jump shall not be measured but it shall be counted against the competitor.

Testing Procedure

(a) See that the sand in the pit is level. (b) If there is no take-off-board, make a take-off-line at a suitable distance from the pit. (c) Assign two judges to assist in measuring the jumps. (d) Each contestant is to be given three trials, the best of the three trials is the record for the contestant. (e) The leader must watch the take-off-board or line for fouls, also read the tape and record. The 0 mark of the tape should be held at the place of landing and readings taken at the take-off board, at the edge nearer the pit.

(4) Cricket Ball Throw

Facilities

1. 3 to 4 Cricket Balls.
2. Measuring tape.
3. Throwing line.
4. Paper and pins or stones.

Description

From behind the throwing line a cricket ball is thrown. The distance between the line and the point where the ball fell is measured and this is the thrower's record. Measurement should be made perpendicular to the throwing line extended.

Procedure

(a) Mark the throwing line with a runway of 50 to 100 ft. (b) The thrower makes the throw from behind this line. (c) He throws the ball into the fair field with an over-hand throw (Girls may be permitted to throw underhand, but they must be encouraged to throw overhand). (d) If in the act of throwing or after, the throwing line is stepped upon or the fair

field is touched by any of the body, it is treated as foul. A foul throw is not measured but is to be treated as a trial. (e) Three trials are allowed to each person. (f) The best distance is credited to the individual. (g) The running or standing start may be employed.

(5) Chin-ups

Facilities

Horizontal bar

Description

A horizontal bar or a bamboo pole, tied or fixed horizontally at a suitable height may be used for conducting this test. The contestant must grasp the bar or the pole with an ordinary grasp with knuckles to the face with arms fully extended and legs hanging freely. From this position he pulls himself up, till the arms are completely bent at the elbows and the chin goes above the bar and comes to a straight arm hang. This is repeated as many times as possible.

Testing Procedure

(a) The contestant must start from the straight arm position. (b) The chinning over the bar must be observed. (c) The feet must not be allowed to touch the ground. (d) Only one trial shall be allowed. (e) The number of completed pull-ups is recorded. (f) Count loudly as each pull-up is completed.

(6) Baithak

Description

This is an indigenous exercise done in a variety of ways. For testing purpose the ordinary baithak is to be used. This is done as follows. Standing with feet about 8"—12" apart, bend the arms with a downward sweep and do a full knee bend and then immediately come to the standing position. Repeat this movement as many times as prescribed.

Testing Procedure

(a) Demonstrate the ordinary baithak. (b) Take one contestant at a time. (c) The number of baithaks done by each contestant is recorded. (d) Count each baithak as it is completed.

(7) Dands

Description

Dands are also done in a variety of ways. In this case the ordinary (seedha) dand is used. The distance between the hands should be that between the two shoulders and that between the feet 50 p.c. greater.

Testing Procedure

(a) Demonstrate the ordinary dand. (b) Take one contestant at a time. (c) Count each dand as it is completed. (d) Record the total dands completed.

Tests for Girls

For 50 metres run, throwing the cricket ball and long jump, the descriptions and testing procedures given for these items for the boys' tests will be followed.

(1) Skipping on the spot in 30 seconds**Facilities**

(1) Skipping rope (to be adjusted to individual's requirements). Provide different lengths or knot-up to shorten.

(2) Stop watch.

Description

The contestant will hold a skipping rope in both hands and adjust the rope. The number of times she is able to skip over the rope as it is swung round the body is recorded.

Testing Procedure

(a) The contestant may be asked to get hold of the rope and get ready. (b) She may be given one or two trials before taking the test. (c) The competitor is then asked to get ready and then the command 'Go' or 'Begin' is given. (d) Start the watch as soon as the command 'Go' is given. (e) Count the number of successful skips made in 30 seconds. (f) Incomplete or broken skips are not to be counted. (g) Two trials may be given and the best performance recorded.

(2) Tennis Ball Bouncing in 30 Seconds**Facilities**

1. Old Tennis Balls.
2. Stop Watch.
3. Smooth floor preferably an indoor floor.
4. A 20 ft. circle in diameter.

Description

Use an old tennis ball. A circle 20 feet in diameter may be marked. The ground or floor must be smooth and even. The contestant may be asked to bounce the tennis ball with either hand continuously.

Testing Procedure

(a) The contestant may be asked to practise bouncing once or twice. (b) On the word 'Go' or 'Begin' the contestant may start the tennis ball bouncing. (c) Start the watch as soon as the command 'Go' is given. (d) Count the number of successful bouncings in 30 seconds. (e) The ball should not go outside the 20 feet circle during the bouncing. If it does, it must be brought back into the circle and the bouncing started over again. All bounces outside the circle, if any, should be ignored. (f) Two trials may be given and the best performance recorded.

(3) Sit Ups in 30 seconds**Facilities**

1. A smooth floor preferably with a mat or carpet to lie upon.
2. A fixed bar 4 inches above the floor. The lowest rung of wall bars. or the cross-bar of a heavy table, stool or chair.
3. Stop Watch.

Description

The contestant will lie on her back with the arms locked behind the neck and the feet held fast by inserting them under the bar provided.

The starting position for this exercise is lying down with arms bent fingers locked and placed on the nape of neck. Elbow resting on the ground. Feet fixed under a firm bar to prevent them from being lifted in the act of sitting up. Knees should be straight and on the floor throughout.

From this lying down position the girl raises herself to the sitting up position, twists the trunk to left, bends forward to touch the left knee with the right elbow. From here the individual returns to lying down position. All this constitutes one sit up. The same is repeated again but the trunk is now twisted to the right and the left elbow is brought to the right knee. Returning to the lying down position makes the second sit-up. Thus starting from lying down, coming up to the sitting, twisting, bending forward, and then back to starting position will alone make a complete sit-up. Only completed sit-ups are scored, against the prescribed time *i.e.* 30 seconds.

Testing Procedure

(a) Demonstrate how the sit-ups is to be done. (b) Ask the contestant to take the lying down position with the arms locked behind the neck and the feet held fast. (c) On the command 'Go' the contestant will start the sit-ups. (d) Start the watch as soon as the contestant begins the first sit-up. (e) Count each sit-up as it is completed. (f) Record and total sit-ups completed in 30 seconds. (g) Be sure that each sit-up is completed before beginning the next one. (h) Incomplete sit-ups may not be counted.

PHYSICAL EFFICIENCY TESTS (BOYS AND GIRLS)

Boys						
Items	Standards for each Age Group					
	10 yrs	11 yrs	12 yrs			
50 Meters Run	9.2 sec.	9 Secs.	8.7 Secs.			
High Jump	2'-7"	2'-9"	2'-11"			
Long Jump	8'-0"	8'-6"	9'-0"			
Cricket Ball Throw	75'-0"	85'-0"	95'-0"			
	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	17+
100 Meters Run	17 Secs.	16.5 Secs.	16 Secs.	15.5 Secs.	15.2 Secs.	15 Secs.
High Jump	3'-0"	3'-2"	3'-4"	3'-6"	3'-8"	3'-10"
Long Jump	10'-0"	10'-6"	11'-0"	11'-6"	12'-0"	12'-6"
Cricket Ball- Throw	105 ft.	115 ft.	125 ft.	135 ft.	150 ft.	160 ft.
Chin Ups	1	2	3	4	5	6
Dands	10	15	20	25	30	40
Baithaks	20	30	40	50	60	80
Girls						
	10 yrs.	11 yrs.	12 yrs.	13 yrs.		
50 Meters Run	9.5 Secs.	9.3 Secs.	9.1 Secs.	8.9 Secs.		
Skiping-30 Seconds	35	40	45	50		
Ball Bouncing- 30 Secs.	35	40	45	50		
Cricket Ball- Throw	35'	40'	45'	50'		
Sit Ups-30 Secs.	8	10	12	14		

	14 yrs.	15 yrs.	16 yrs.	17 yrs.	17+
100 Meters Run	10 Secs.	18.7 Secs.	18.5 Secs.	18.3 Secs.	18 Secs.
Cricket Ball					
Throw	52'-0"	55'-0"	58'-0"	61'-0"	65'-0"
Long Jump	7'-0"	7'-6"	7'-9"	8'-0"	8'-3"
Sit Ups	20	22	24	26	28
(1 Minute)					

APPENDIX IV
SHORT-TERM TRAINING COURSE
IN
PHYSICAL EDUCATION

Short Term Course in Physical Education

(As formerly conducted in Bombay)

The short-term courses in Physical Education were conducted on the premises of the Training Institute for Physical Education, Kandivali, Bombay under the direction of the Principal of the Institute. The main purpose of the course was to acquaint class teachers with the importance and methods of modern Physical education and to make them Physical education-minded.

Period of Training

The period covered two and a half months. Annually, two courses were conducted—December 1st to 14th of February and March 1st to 15th of May. From the climatic point of view as well as from the point of the convenience of the teachers attending the course and the Schools deputing them, these months were found to be the most convenient.

Trainees

Teachers—Men and Women—who had completed two years of service in a school and who agreed to serve the school, after the training for a period of at least two years were only admitted. The candidates had to send their applications for admission, through the Head of the School and the Educational Inspector of the District. Educational Inspectors, after scrutinizing the applications had to give their remarks as "Recommended" or "Non-Recommended" and only those whose applications were recommended were considered by the Principal. The final selection, however, rested with the Principal. In doing this the Principal ensured that candidates selected were from the different Districts in the State.

Candidates had to be below the age of 35 years and certified as medically fit. Preference was given to those who have an aptitude and liking for Physical education. In rare cases where candidates were otherwise fit and strongly recommended by the Educational Inspector, the age limit was suitably relaxed.

The course was intended for teachers who were Matriculates or Secondary School Certificate holders, since Graduates were expected to join the one-year Diploma Course. In special cases this rule was relaxed and a few graduate teachers also were admitted.

Total admission was restricted to 100. In the early courses 200 admissions were made.

Expenses

All the expenses involved were met from Government funds. This included third class railway fare for return journey as well as free accommodation and food, during the period of training.

Staff

Assistant Deputy Educational Inspectors for Physical Education from the Districts and selected teachers holding the Diploma in Physical Education, working in Government Schools, were transferred to the Institute to work as Instructors. A senior person was designated the Head Instructor. He was assisted by four others, one of whom was a lady who looked after the training and welfare of the women teachers. All the Instructors stayed on the premises in close proximity to the trainees, camp.

The Course was divided under three Heads

A. Theory, B. Physical Activities. C. Practice Teaching. Details are as follows :

Syllabus for Short Term Course in Physical Education for Secondary School Teachers.

A. Theory

(1) Elementary Anatomy and Physiology

With special reference to Physical activities. An elementary knowledge of various systems of the body and their functions.

(2) Health Education

- (a) Co-ordination of Health Education and Physical Education.
- (b) Health Service—Medical Inspection, Follow-up work, prevention of communicable disease in schools.
- (c) Health Supervision—Care of school premises, provision of sanitary facilities.
- (d) Health Instruction—Elementary Hygiene—personal and community. Nutrition and dietetics—knowledge of food values and balanced diets. Good posture and its importance.
- (e) First Aid—How to render it.

(3) Psychology and Principles of Physical Education

- (a) Modern interpretation of Physical Education. Its relation to education and its place in schools. Its aim and objectives.
- (b) Needs and interests of Secondary school children and activities, and programmes to meet these needs.
- (c) Nature of the school child and the influence of physical education on this.
- (d) Play tendency and its significance to the teachers.

(4) Organization and Administration of Physical Education

- (a) Scheme of organization in a school.
- (b) Time-table.

- (c) Leadership in physical education and the part of the class-room teacher in the promotion of physical education.
- (d) Need for a planned course of study.
- (e) Methods of checking progress of pupils in Physical Education.

(5) Materials and Methods in Physical Education

- (a) Lay-out and care of play-grounds.
- (b) Care of equipment.
- (c) Methods of teaching various types of physical activities.
- (d) Lesson plan in Physical Education.
- (e) Methods of organising Group Competitions, Efficiency Tests, Tournaments, Sports meets, Intra-murals, Demonstrations, Health Days, Play Days, Picnics, Excursions, etc.
- (f) Rules of important Major Games.

(6) Scouting—An elementary course in scouting

B. Physical Activities

- (1) Introductory activities. (2) Marching. (3) Exercises of Calisthenics. (4) Light Apparatus Drills. (5) Lezim. (6) Lathi. (7) Asanas. (8) Tumbling, Stunts and Pyramids. (9) Imitations, Story Plays and Action Songs. (10) Rhythmical Activities. (11) Games of low organization. (12) Athletics. (13) Major Games.

NOTE—Activities under the above heads should be selected from detailed syllabus suggested for Secondary schools.

C. Practice Teaching

As many supervised lessons as possible. Not less than six such lessons. Women were trained in activities suited to their needs.

Through practical projects and competitions the trainees got first-hand experience of organizing and officiating in various activities. Trainees were required to keep detailed notes and diaries and these were inspected from time to time.

Daily Routine

6.30 a.m.— 8.30 a.m. Physical Activities.

10.30. a.m.—12.30. p.m. Lectures and Discussions.

4.30 p.m.— 6.30. p.m. Physical Activities (Mostly Games)

Saturdays were half-days and Sundays full Holidays. Occasionally Saturdays were full days for organizing Sports-meets; picnics etc.

Certificate

On the completion of the course Certificates of Attendance were awarded to the trainees. These certificates were recognised by the Department as qualification for the teachers to assist the Diploma holder in Physical Education in a school, in the programme of Physical Education or, in his absence, to be in charge of Physical Education till such time when the Diploma holder was appointed on the staff of the School.

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