

# Khel Yoga

Physical Education and Well-being  
Textbook for Grade 4



0439

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NCERT

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AND WELL-BEING**  
Textbook for Grade 4

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**OFFICES OF THE PUBLICATION  
DIVISION, NCERT**

NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016 **Phone : 011-26562708**

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bengaluru 560 085 **Phone : 080-26725740**

Navjivan Trust Building  
P.O.Navjivan  
Ahmedabad 380 014 **Phone : 079-27541446**

CWC Campus  
Opp. Dhankal Bus Stop  
Panihati  
Kolkata 700 114 **Phone : 033-25530454**

CWC Complex  
Maligaon  
Guwahati 781 021 **Phone : 0361-2674869**

**Publication Team**

Head, Publication : *M.V. Srinivasan*  
Division

Chief Editor : *Bijnan Sutar*

Chief Business : *Amitabh Kumar*  
Manager

Chief Production : *Deepak Jaiswal*  
Officer (In charge)

Editor : *Bijnan Sutar*

Assistant Production : *Sayuraj A.R.*  
Officer

**Typesetting and design**

*Achin Jain*  
(Green Tree Designing Studio Pvt. Ltd.)



## Foreword

The Foundational Stage in school education, as envisaged by the National Education Policy 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable *samskaras* rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage.

The Preparatory stage acts as a bridge between the Foundational and the Middle stages, spanning three years from Grade 3 to Grade 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way and discovery, and the activity-based learning methods continue, children are also introduced to textbooks and formal classroom settings. This introduction aims not to overwhelm but to establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures children are well-prepared both at the cognitive-sensitive and physical-*pranic* (emotional) levels to effortlessly transition to the Middle Stage.

Adhering to the recommendations of the National Curriculum Framework for School Education (NCF-SE), brought out as a follow-up to the NEP 2020, a new subject area called "Physical Education and Well-being" has been introduced at the Preparatory Stage. This subject aims to promote a love for physical activity and sports; develop capacities for skillful engagement in physical activity and sports; and develop resilience, empathy, and cooperation. India has a wonderful tradition of Yoga which is a wholesome experience for maintaining mind and body wellness. Physical Education and Well-being includes various aspects of Yoga starting from *Yama*, *Niyama*, *Asana*, *Pranayama* and *Dhyana* in a progressive way from Grade 3 till the Secondary Stage. This lays the foundation for holistic health and well-being.



The book for Physical Education and Well-being, titled *Khel Yoga* for Grade 4, is meticulously designed to develop basic motor skills and engage children in local traditional games to have fun while playing and getting connected with our culture. Age-specific aspects of Yoga are designed to lay the foundation for healthy living. The textbook aligns with the competencies included in the NCF-SE 2023 for this stage.

*Khel Yoga* for Grade 4 is in progression of Grade 3 book of physical education and well-being which emphasises the importance of physical activity, values and dispositions essential for life. It incorporates cross-cutting themes, such as inclusion, gender equality, and cultural rootedness. The content and activities are designed to encourage peer group learning, and enrich the educational experience for students, teachers and community. While this textbook is valuable, students should also explore interesting local games and play with friends. This book is not only useful for school learning, but is a valuable resource for parents and community.

While the play-way method continues, the nature of toys and games used for teaching evolves to enhance engagement rather than mere attraction. While this textbook is valuable, children should also explore additional resources on the subject. School libraries, playgrounds, community clubs, etc., should facilitate this extended learning, and parents and teachers should support their endeavours.

An effective learning environment motivates students, keeping them engaged and fostering curiosity and wonder vital for learning.

With confidence, I recommend this textbook to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development, hopeful that it will meet expectations. As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

DINESH PRASAD SAKLANI  
*Director*

New Delhi  
31 March 2025

National Council of Educational  
Research and Training

## About the Book

The Grade 4 textbook for Physical Education and Well-being — *Khel Yoga* is one step ahead of the Grade 3 textbook of this subject. Physical activity is integral to human life and, therefore, integral to the school curriculum. For an individual student, sports and physical activities teach important motor skills, practices of physical fitness, socio-emotional awareness and regulation, associated cognitive abilities, as well as the values of self-discipline, hard work, teamwork, and a gracious acceptance of one's strengths and vulnerabilities.

Since ages India has recognised the centrality of a healthy body and healthy mind as part of any educational experience. A very rich heritage of physical activities and games such as wrestling, *malkhamb*, and archery along with the practice of Yoga emphasise these connections between body, health, well-being, and the holistic development of the human being.

The National Curriculum Framework for School Education 2023 (NCF-SE 2023) recognises the criticality of the health and well-being of individuals as a key factor for success in all other aspects of life. Considering the focus on holistic well-being, NCF-SE has mandated Physical Education and Well-being as a core curricular area for all stages of school education. To help teachers and students achieve the curricular goals of physical education and well-being, for the first time, a textbook has been designed for Grade 4. This book enables students to experience the joy of playing, explore diverse physical activities, think and discuss, learn to play together, and treat each other with kindness. The book has three units: Basic Motor Movements, Our Games, and Yoga.

In **Unit 1—Basic Motor Movements**, students will engage in movements like throwing, catching, running, jumping, kicking, receiving and hitting with and without the help of apparatus. Objects of different sizes, weights and texture are used to facilitate these diverse types of movements. This unit is a continuation of the play-based approach to physical development from the Foundational Stage and prepares students to participate in a diverse set of physical activities.



Children generally love to play games. While playing, they interact with other children, discuss rules, strive to excel, help each other and enjoy being together. In our country, we have many local traditional games from different regions played by children and elders.

Some of these games are included in **Unit 2 —Our Games**. It has 13 traditional games from different parts of the country. Instructions for how to play each game and illustrations showing the details are given in the book. It is possible that some of these games might be played differently in your region; you may customise the rules. After the presentation of each game, suggestions for variations in the rules are given to make the game more interesting and to encourage children to play these games at home with their family and friends. The nomenclature of games is used as it is spoken in various states. We should learn to understand the meaning of these names and to pronounce them correctly.

**Unit 3—Yoga:** This unit introduces students to Yoga for fostering holistic well-being. At this age, children are by nature happy and joyful. Yoga is introduced through interesting activities in a playful way to develop healthy habits and learn preparatory practices required for performing various Yogic techniques in higher classes.

Introduction to *Ashtanga Yoga* (eight aspects of Yoga), and details about the Yoga unit for Grade 4, are given at the end of the book.

In this book, apart from learning games and physical activities, students will learn to follow rules, understand the importance of safe practices and fair play, work harmoniously in groups, treat each other with courtesy and respect as well as help each other, and experience the joy of playing together. The development of these values and dispositions will partly occur while children are engaged in the physical activities and games and partly, they will be reinforced during circle time at the end of the game. Sufficient time must be given for circle time during the physical education and well-being period.

The aim of **Circle Time** is to develop the above values and dispositions through Physical Education. After completion of the physical activity or game, all the students sit in a circle to share their experience during the activity. It is important to set some ground rules for circle time to ensure that all students get opportunities to express themselves.



- Everyone in the circle is equal; no one is more important than the others.
- Everybody should respect each other and their feelings.
- No one must interrupt while another person is speaking.
- Everyone in the circle must get the opportunity to speak, and others must pay full attention to what they are saying.

The teacher can guide the session by asking everyone to share their experience about the activity. This can be expressed through a ‘star’ and a ‘wish’.

A **‘star’** is something that the student really enjoyed in the session. It can be anything, right from the experience of winning the game or helping others to how other team members treated the student.

A **‘wish’** is something that the student wished had happened in the session. It could be something that they or their team could have done better, or it could also be an activity they wished had been included or had more time to play.

Every student can share a star and a wish, and then ‘tag’ another student to share. The process continues till each student gets a turn to share.

This star and wish can be modified over a period to get students to observe themselves, their actions and feelings, and those of others.

Some pertinent and thought-provoking questions can be discussed during this session, like—Are we biased towards our friends when we play? Are we including everyone equally in a game? Are some people not having as much fun?

Apart from star and wish, circle time can also involve engaging discussions related to the context of the game. For example, if some injury happens during the game, the teacher can choose to discuss ‘how to avoid injuries while playing’.

## Session planning

Physical education and well-being is allotted 90 hours per year in Preparatory Stage which is approximately 150 periods in the year. It is essential to plan these sessions effectively for the development of required competencies mentioned in NCF-SE 2023. The three units given in the book should not be completed in sequence; a detailed period-by-period suggestive session plan is given at the end of the book. You may modify the sessions based on the school time-table, but ensure that there is one Yoga period every week and students



get sufficient block periods regularly to complete all the games from Unit 2—‘Our Games’.

For balanced development of skills and values, different types of activities may be planned in each period. Three types of sessions are given below to maximise learning in the given time:

**Type 1** Game practice.

**Type 2** Circle time after play to provide sufficient time for thinking and discussing socio-emotional aspects.

**Type 3** Gamified drills to focus on one specific skill.

The following may be considered while planning a session:

- Warm-up and cool-down activities at the beginning and end of each session to avoid injuries and facilitate quick recovery from physical activity.
- Demonstration and modelling to help students understand what is expected of them.
- Planning the right levels of challenge for different groups of students.
- Planning should be focused on the learning outcomes that need to be achieved. For example, jumping and hopping can be done through movement games like Anti Pil, Indur Beral, etc., and running and dodging can be done through a game of Chho Chho, Anding Oka, etc.

Physical Education is important for both physical and mental health and development. It helps improve a child’s muscular and cardiovascular strength, flexibility, endurance, motor skills, mind-body connection and wellness. It gives students the opportunity to set and strive for personal and achievable goals. Moreover, playing sports also helps students develop the qualities of teamwork, cooperation, problem-solving, discipline, perseverance, and responsibility. In general, physical activity is well established to be among the best for relaxation and facilitates emotional stability and resilience. All these qualities and benefits are also relevant to success in the classroom; studies show that students who stay physically active are more successful with other schoolwork as well. Finally, people who are physically active as young people tend to stay more fit as adults as well, leading them to lead longer, healthier, and more productive lives.


Teachers must ensure all physical education periods are conducted with sincerity giving importance to it equal to all other subjects in the school.



## Note for the Teachers

For a joyful experience, the safety of children and the effective development of competencies, teachers may follow the instructions given below—

- Ensure adequate play area to perform the activities given in the book.
- Ensure that there are no obstructions in the play area and it is safe for students to play.
- Ensure that a first aid kit is available and accessible.
- Ensure that students feel emotionally and socially safe, and are treated with respect, encouragement, support, and have access to fair redressal of grievances during a Physical Education class.
- For group activities, mark the area into smaller blocks to prevent students from running into each other.
- While dividing students into teams, make sure that teams are fair and balanced in terms of bodyweight, height and skills required for the activity.
- Encourage students to be aware of their surroundings while playing.
- Instruct students not to aim at the opponent, unless told otherwise, while performing any movement. Discuss why this is important.
- Encourage students to be considerate of teammate's skills while practising. For example, if they hit the ball too hard and their teammate is not able to handle it, they must reduce the force.
- Encourage students to be careful while pushing or pulling an opponent when participating in an activity that requires this.
- Encourage students to treat each other with kindness, focus on enjoying the game and not just on the outcome of the game.
- Encourage students to collect all equipment after their use.
- Ensure active participation of all students in all activities.
- Allow children to explore different types of materials and objects to play with, such as different sizes of softballs and bats, tyres, small spades (blunted), or any kind of local toy or object. Making a sand pit and having access to a small shallow water source can also be considered.
- Allow students to communicate with each other freely and encourage them to collaborate.

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- Provide enough rest time for students between activities.
  - Interesting stories and role models may be used to motivate children in improving their competencies.
  - Be on the alert for situations where students may be facing some distress.
  - Keep phone numbers of doctors and emergency services (e.g. ambulance) handy.
  - In Unit II assessment, teacher can take feedback from parents and on the basis of their observation, teacher may fill the assessment form.

Atul Dubey  
*Member-Coordinator, Textbook Development Team*  
*Assistant Professor, Physical Education,*  
Department of Education in Social Sciences, NCERT

## National Syllabus and Teaching Learning Material Committee (NSTC)

1. M. C. Pant, *Chancellor*, National Institute of Educational Planning and Administration (NIEPA) (**Chairperson**)
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3. Sudha Murty, *Acclaimed Writer and Educationist*
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7. Shankar Mahadevan, *Music Maestro*, Mumbai
8. U. Vimal Kumar, *Director*, Prakash Padukone Badminton Academy, Bengaluru
9. Michel Danino, *Visiting Professor*, IIT – Gandhinagar
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14. Gajanan Londhe, *Head*, Programme Office, NSTC
15. Rabin Chhetri, *Director*, SCERT, Sikkim
16. Pratyusha Kumar Mandal, *Professor*, Department of Education in Social Sciences, NCERT, New Delhi
17. Dinesh Kumar, *Professor*, Department of Education in Sciences and Mathematics, NCERT, New Delhi
18. Kirti Kapur, *Professor*, Department of Education in Languages, NCERT, New Delhi
19. Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development, NCERT, New Delhi (**Member-Secretary**)

# THE CONSTITUTION OF INDIA

## PREAMBLE

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

**JUSTICE**, social, economic and political;

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

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

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

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

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

# Textbook Development Team

## Contributors

Lalit Sharma, *Professor*, Indira Gandhi Institute of Physical Education and Sports Sciences, Delhi University (**Team Leader**)

Abhishek Rathore, *State Head*, Madhya Pradesh – Azim Premji Foundation

Dibendu Kumar Bej, *Assistant Professor*, Regional Institute of Education (NCERT), Ajmer

Gajraj Singh Rathore, *Physical Education Teacher*, Institute of Advanced Studies in Education, Ajmer, Rajasthan

Harish Kumar, *Assistant Professor* (Health and Physical Education), SCERT, Delhi

Manish Shukla, *Assistant Professor*, Department of Physical Education, Agra College, Agra

Mayank Sharma, *Lecturer*, Physical Education, Directorate of Education, Government of NCT, Delhi

Narender Singh, *Assistant Professor*, Babasaheb Bhimrao Ambedkar Central University, Lucknow

Pramod Singh, *Assistant Director* of Physical Education, University of Rajasthan

Prativa Shree, *Associate Professor*, HP Central University, Dharamsala

Sindu R, *Research Associate*, Samvit Research Foundation, Kempegowda Nagar, Bengaluru, Karnataka

Subhasis Biswas, *Assistant Professor*, Department of Physical Education, ICFAI University, Tripura

## Member-Coordinator

Atul Dubey, *Assistant Professor*, Physical Education, Department of Education in Social Sciences, NCERT, New Delhi



## **Reviewer**

Gajanan Londhe, *Head*, Programme Office, NSTC

Mukesh Kumar Verma, *Associate Professor*, Physical Education,  
Department of Education in Social Sciences, NCERT, New Delhi

Subir Debnath, *Sports Officer (Faculty)*, Malaviya National Institute  
of Technology Jaipur, JLN Marg, Malaviyanagar, Jaipur, Rajasthan

Swetank Pathak, *Senior Consultant*, Programme Office, NSTC

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# CONSTITUTION OF INDIA

## Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions and reasonable restrictions)

guarantees these

## Fundamental Rights

### Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

### Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

### Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

### Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

### Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

### Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.