

Series : %BAB%

SET-4

प्रश्न-पत्र कोड
Q.P. Code 75

रोल नं.
Roll No.

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परीक्षार्थी प्रश्न-पत्र कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें।
Candidates must write the Q.P. Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ 8 हैं।
- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए प्रश्न-पत्र कोड को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें।
- कृपया जाँच कर लें कि इस प्रश्न-पत्र में 18 प्रश्न हैं।
- कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, उत्तर-पुस्तिका में प्रश्न का क्रमांक अवश्य लिखें।
- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है। प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा। 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे।
- Please check that this question paper contains 8 printed pages.
- Q.P. Code given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains 18 questions.
- **Please write down the Serial Number of the question in the answer-book before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the candidates will read the question paper only and will not write any answer on the answer-book during this period. *



शारीरिक शिक्षा

PHYSICAL EDUCATION



निर्धारित समय : 2 घण्टे

Time allowed : 2 hours

अधिकतम अंक : 35

Maximum Marks : 35



सामान्य निर्देश :

- (i) प्रश्न-पत्र में तीन खण्ड हैं यथा खण्ड-अ, खण्ड-ब और खण्ड-स ।
- (ii) खण्ड-अ में 9 प्रश्न हैं जिसमें से 7 प्रश्न करने हैं । प्रत्येक प्रश्न 2 अंक का है और 30-50 शब्दों में होना चाहिए ।
- (iii) खण्ड-ब में 5 प्रश्न हैं जिसमें से 3 प्रश्न करने हैं । प्रत्येक प्रश्न 3 अंक का है और 80-100 शब्दों में होना चाहिए ।
- (iv) खण्ड-स में 4 प्रश्न हैं जिसमें से 3 प्रश्न करने हैं । प्रत्येक प्रश्न 4 अंक का है और 100-150 शब्दों में होना चाहिए ।

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खण्ड – अ

1. “आसनों का उपयोग रोकथाम के उपाय के रूप में किया जा सकता है ।” टिप्पणी करें । 2
2. ‘सक्रिय’ और ‘निष्क्रिय’ लक्षक क्या है ? 1 + 1
3. ‘बाह्य अभिप्रेरणा कई बार आंतरिक अभिप्रेरणा को समाप्त कर देती है ।’ स्पष्ट कीजिए । 2
4. दिव्यांगता (अक्षमता) को परिभाषित करते हुए उसके किन्हीं दो प्रकारों को सूचीबद्ध कीजिए । 1 + .5 × 2
5. प्राथमिक चिकित्सा के किन्हीं दो उद्देश्यों का वर्णन कीजिए । 1 + 1
6. समन्वय संबंधी योग्यता के दो प्रकारों को उचित उदाहरण द्वारा स्पष्ट कीजिए । 1 + 1





General Instructions :

- (i) *There are three **Sections** in the Question paper namely **Section A**, **Section B** and **Section C**.*
- (ii) ***Section A** consists **9** questions among which **7** questions have to be attempted. Each question carries **2** marks and should have **30-50** words.*
- (iii) ***Section B** consists **5** questions among which **3** questions have to be attempted. Each question carries **3** marks and should have **80-100** words.*
- (iv) ***Section C** consists **4** questions among which **3** questions have to be attempted. Each question carries **4** marks and should have **100-150** words.*

SECTION – A

1. “Asanas can be used as a preventive measures.” Comment. **2**
2. What is active and passive flexibility ? **1 + 1**
3. “Extrinsic motivation sometimes may kill intrinsic motivation.” Justify. **2**
4. Define disability and list down any two types of disability. **1 + .5 × 2**
5. Describe any 2 objectives of first aid. **1 + 1**
6. Elucidate any 2 types of coordinative ability with suitable example. **1 + 1**





7. स्वलीनता स्पेक्ट्रम विकार (ASD) के लक्षण बताइए । 1 + 1
8. सहनक्षमता का निर्धारण करने वाले किन्हीं दो शरीर-क्रियात्मक कारकों का वर्णन कीजिए । 1 + 1
9. प्रतिरोधक विद्रोही विकार (ODD) के किन्हीं चार कारणों को सूचीबद्ध कीजिए । 2

खण्ड – ब

10. आक्रामकता को परिभाषित करते हुए किन्हीं दो प्रकार की आक्रामकता पर चर्चा कीजिए । 1 + 2
11. दिव्यांगता (अक्षमता) शिष्टाचार से आप क्या समझते हैं ? विशेष आवश्यकता वाले व्यक्ति से संपर्क करते हुए किन्हीं चार दिव्यांगता (अक्षमता) शिष्टाचारों को सूचीबद्ध कीजिए । 1 + 2
12. किन्हीं 2 प्रकार की अस्थि चोटों का चित्र बनाकर, उनके प्रबंधन का वर्णन कीजिए । 1.5 + 1.5

दृष्टिबाधित परीक्षार्थियों के लिए

- किन्हीं दो प्रकार की अस्थि चोटों व उनके प्रबंधन के बारे में लिखिए । 1.5 + 1.5
13. 'मत्स्यासन' के लाभ व विपरीत संकेत लिखिए । 1.5 + 1.5
14. आइसोमेट्रिक और आइसोटॉनिक व्यायाम के बीच अन्तर को उचित उदाहरण देकर समझाइए । 3 × 1





7. What are the symptoms of Autism Spectrum Disorder ? 1 + 1
8. Explain any 2 physiological factors, help in determining endurance. 1 + 1
9. Enlist any 4 causes of Oppositional Defiant Disorder (ODD). 2

SECTION – B

10. Define aggression. Discuss any 2 types of aggression. 1 + 2
11. What do you mean by disability etiquettes ? List down any 4 disability etiquettes while communicating with a person with special needs. 1 + 2
12. Draw diagram and explain the management of any 2 types of bone injury. 1.5 + 1.5

FOR VISUALLY IMPAIRED CANDIDATES

- Explain any 2 types of bone injury with their management. 1.5 + 1.5
13. Write the benefits and contraindications of Matsyasana. 1.5 + 1.5
14. Differentiate between Isometric and Isotonic exercise with suitable example. 3 × 1





खण्ड – स

15. 'बिग फाइव' थ्योरी के अनुसार व्यक्तित्व की विशेषताएँ बताइए। 4 × 1 = 4
16. हृदय-वाहिका श्वसन तंत्र पर व्यायाम के दो दीर्घकालिक व दो लघुकालिक प्रभावों के बारे में विस्तार से चर्चा कीजिए। 2 + 2
17. सहन-क्षमता को परिभाषित करते हुए सहन-क्षमता बढ़ाने के तरीकों के बारे में चर्चा कीजिए। 1 + 3
18. मोटापे से क्या अभिप्राय है ? मोटापे के नियंत्रण के लिए सुझाए गए किन्हीं दो आसनों का चित्र बनाइए तथा उनकी प्रक्रिया का वर्णन कीजिए। 1 + 1.5 × 2

दृष्टिबाधित परीक्षार्थियों के लिए

- मोटापे के प्रबंधन / नियंत्रण के लिए उपयुक्त किसी एक योगासन की प्रक्रिया तथा उसके लाभों व विपरीत संकेतों का वर्णन कीजिए। 2 + 1 + 1
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SECTION – C

15. What are the personality traits according to the Big Five theory ? $4 \times 1 = 4$
16. Discuss in detail 2 long term and 2 short term effects of exercise on cardio respiratory system. $2 + 2$
17. Define Endurance and discuss the methods of endurance development. $1 + 3$
18. What is Obesity ? Draw stick diagrams of any two asanas recommended to control obesity and explain their procedure. $1 + 1.5 \times 2$

FOR VISUALLY IMPAIRED CANDIDATES

Briefly explain the procedure of any 1 yoga asanas for managing Obesity along with its benefits and contraindications. $2 + 1 + 1$





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Strictly Confidential: (For Internal and Restricted use only)
Senior Secondary School Term II Examination, 2022
Marking Scheme – PHYSICAL EDUCATION (SUBJECT CODE – 048)
(PAPER CODE –75)

General Instructions: -

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2. **“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under IPC.”**
3. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. **However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and marks be awarded to them. In class-XII, while evaluating two competency based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, marks should be awarded.**
4. The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
5. Evaluators will mark (✓) wherever answer is correct. For wrong answer ‘X’ be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
6. If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
7. If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
8. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
9. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

10. A full scale of marks _____(example 0-40 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
11. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 30 answer books per day in main subjects and 35 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
12. Ensure that you do not make the following common types of errors committed by the Examiner in the past :-
- Leaving answer or part thereof unassessed in an answer book.
 - Giving more marks for an answer than assigned to it.
 - Wrong totaling of marks awarded on a reply.
 - Wrong transfer of marks from the inside pages of the answer book to the title page.
 - Wrong question wise totaling on the title page.
 - Wrong totaling of marks of the two columns on the title page.
 - Wrong grand total.
 - Marks in words and figures not tallying.
 - Wrong transfer of marks from the answer book to online award list.
 - Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)
 - Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
13. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
14. Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
15. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
16. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
17. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

General Instructions.

- a. The marking scheme carries only suggested value points for the answers.
- b. These are only Guidelines and do not constitute the complete answer.
- c. The students can have their own expression and if the expression is correct, the marks be awarded accordingly.
- d. The candidates would be permitted to obtain a photocopy of the Answer book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners are once again reminded that they must ensure that evaluation that is carried out strictly as per value points for each answer as given in the marking Scheme.
- e. All the Head Examiners/Additional Head Examiners/Examiners are instructed that while evaluating the answer scripts, if the answer is found to be totally incorrect, (X) should be marking on the incorrect answer and awarded '0' marks.

MARKING SCHEME

Senior Secondary School Examination TERM–II, 2022

PHYSICAL EDUCATION (Subject Code – 048)

[Paper Code – 75]

Maximum Marks: 35

Section - A

| Q. No. | EXPECTED ANSWER / VALUE POINTS | Marks |
|--------|---|-------|
| 1. | “Asanas can be used as a preventive measure.” Comment. <ul style="list-style-type: none">• Asanas strengthen the Immune System• Improve blood circulation• Efficient working of Respiratory System• Improves Digestive System• Efficiency of the Nervous System increases.• Excretory System becomes efficient• Stimulate and regulate the functions of endocrine glands• Improve concentration ability• Improve body flexibility | 2 |
| | (Any 4 or any other relevant points) | 2 |
| 2. | What is Active and Passive flexibility? <ol style="list-style-type: none">1. Active Flexibility: It is the ability of joints to do movements without any external help. The stretching is done to its full range without the help of a partner. It is further divided into two categories- Static and Dynamic flexibility.2. Passive Flexibility: It is the ability of joints to do movements with external help. E.g. performing stretching exercise with the help of partner. | 1+1 |
| | | 2 |
| 3. | “Extrinsic motivation sometimes may kill intrinsic motivation.” Justify. <p>Extrinsic motivation refers to behavior that’s driven by external rewards like cash, fame, grades, and praise.</p> <p>Extrinsic motivation sometimes may kill intrinsic motivation. As a consequence of extrinsic motivation an athlete initiates and assists an activity for attraction, incentive, rewards etc.</p> <p>Earlier or later the athlete loses interest and quits the sport once the rewards etc. aren’t any longer forthcoming.</p> <p>For example, children may start playing cricket for fun and excitement, and may be motivated to practice and compete regularly at sports training centres but may</p> | 2 |

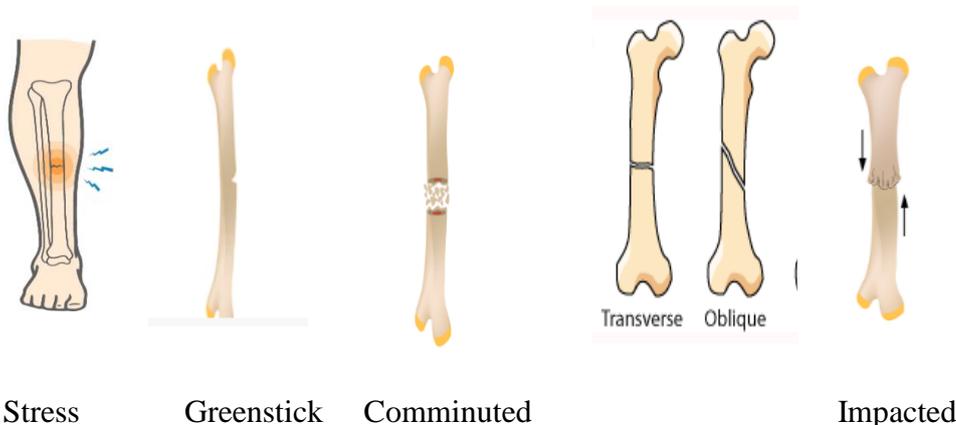
| | | |
|----|--|-----------------------|
| | <p>start feeling the burden of meeting the expectation of coaches and parents to succeed, This conflict between the motives to exercise or participate in sports usually leads to burnout and later to dropping out from sports altogether.</p> <p>(Any other similar points)</p> | 2 |
| 4. | <p>Define disability and list down any two types of disability. A physical or mental condition that limits a person's movements, senses, or activities.</p> <p>Or</p> <p>Disability is the state of an individual, when he/she cannot work efficiently.</p> <div style="text-align: center;"> <p>Disability</p> <pre> graph TD A[Disability] --> B[Cognitive] A --> C[Intellectual] A --> D[Physical Disability] B --> B1[Memory disorder,] B --> B2[Hyperactive] B --> B3[Dyslexia] C --> C1[Reasoning] C --> C2[Learning] C --> C3[Problem solving] C --> C4[Communication] C --> C5[Judgment] D --> D1[Mobility] D --> D2[Dexterity,] D --> D3[Respiratory disorder,] D --> D4[Vision] D --> D5[Epilepsy] D --> D6[Sleep disorder] D --> D7[Motor deficiency] D --> D8[Sensory impairment] </pre> </div> <p>(Any one relevant definition and any 2 types of relevant disabilities)</p> | <p>1+½+½</p> <p>2</p> |
| 5. | <p>Describe any 2 objectives of first aid.</p> <ol style="list-style-type: none"> 1 Preserves Life 2 Promotes recovery 3 Protects from unconsciousness 4 Prevents the escalation of the illness or Injury 5 Pain relief 6 To make the victim comfortable till he is transported to a medical facility as per necessity. <p>(explain any 2 points)</p> | <p>1+1</p> <p>2</p> |

| | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|---|---|--------------------------|--|---|------------------------|--|---|------------------------|---|---|-----------------------------|--|---|---------------------------------|---|---|--------------------------|---|---|-----------------------------|---|---|
| <p>6.</p> | <p>Elucidate any 2 types of coordinative ability with suitable example.</p> <table border="1" data-bbox="304 235 1326 1361"> <tr> <td data-bbox="304 235 347 383">1</td> <td data-bbox="347 235 595 383">Reaction Ability:</td> <td data-bbox="595 235 1326 383">It is ability to react against the signal. It is of 2 types—simple reaction ability and complex reaction ability. E.g. 100 Mts. start</td> </tr> <tr> <td data-bbox="304 383 347 517">2</td> <td data-bbox="347 383 595 517">Balance Ability</td> <td data-bbox="595 383 1326 517">It is the ability to maintain the balance during static and moving condition. <i>E.g.</i> Water-skiing or performing on balancing beam.</td> </tr> <tr> <td data-bbox="304 517 347 667">3</td> <td data-bbox="347 517 595 667">Rhythm Ability:</td> <td data-bbox="595 517 1326 667">It is the ability to understand the rhythm and to do the movement accordingly. E.g. This kind of ability is vital in gymnastics, synchronized swimming acts diving and figure skating.</td> </tr> <tr> <td data-bbox="304 667 347 817">4</td> <td data-bbox="347 667 595 817">Adaptation Ability :</td> <td data-bbox="595 667 1326 817">Ability to change the complete movement on the basis of changes or anticipated changes in the situation. E.g. This ability is needed in combat sports like judo, wresting, etc.</td> </tr> <tr> <td data-bbox="304 817 347 996">5</td> <td data-bbox="347 817 595 996">Differentiation Ability:</td> <td data-bbox="595 817 1326 996">It is ability to achieve high level of fine tuning between the individual movement phases and body part movements E.g. basketball dribbling by a fresher and movement efficiency through regular practice.</td> </tr> <tr> <td data-bbox="304 996 347 1220">6</td> <td data-bbox="347 996 595 1220">Coupling Ability:</td> <td data-bbox="595 996 1326 1220">It is the ability to couple two or more movements of different body parts for performing perfect sports movements. E.g. Coordination between hands, feet and eyes like marching, smashing etc.</td> </tr> <tr> <td data-bbox="304 1220 347 1361">7</td> <td data-bbox="347 1220 595 1361">Orientation Ability:</td> <td data-bbox="595 1220 1326 1361">Ability to change position and movement of the body in time and space in relation to a definite field of action. E.g. Starting from the blocks in sprints.</td> </tr> </table> <p style="text-align: center;">(Any 2 types with any relevant example)</p> | 1 | Reaction Ability: | It is ability to react against the signal. It is of 2 types—simple reaction ability and complex reaction ability. E.g. 100 Mts. start | 2 | Balance Ability | It is the ability to maintain the balance during static and moving condition. <i>E.g.</i> Water-skiing or performing on balancing beam. | 3 | Rhythm Ability: | It is the ability to understand the rhythm and to do the movement accordingly. E.g. This kind of ability is vital in gymnastics, synchronized swimming acts diving and figure skating. | 4 | Adaptation Ability : | Ability to change the complete movement on the basis of changes or anticipated changes in the situation. E.g. This ability is needed in combat sports like judo, wresting, etc. | 5 | Differentiation Ability: | It is ability to achieve high level of fine tuning between the individual movement phases and body part movements E.g. basketball dribbling by a fresher and movement efficiency through regular practice. | 6 | Coupling Ability: | It is the ability to couple two or more movements of different body parts for performing perfect sports movements. E.g. Coordination between hands, feet and eyes like marching, smashing etc. | 7 | Orientation Ability: | Ability to change position and movement of the body in time and space in relation to a definite field of action. E.g. Starting from the blocks in sprints. | <p style="text-align: center;">1+1</p> <hr/> <p style="text-align: center;">2</p> |
| 1 | Reaction Ability: | It is ability to react against the signal. It is of 2 types—simple reaction ability and complex reaction ability. E.g. 100 Mts. start | | | | | | | | | | | | | | | | | | | | | |
| 2 | Balance Ability | It is the ability to maintain the balance during static and moving condition. <i>E.g.</i> Water-skiing or performing on balancing beam. | | | | | | | | | | | | | | | | | | | | | |
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| 4 | Adaptation Ability : | Ability to change the complete movement on the basis of changes or anticipated changes in the situation. E.g. This ability is needed in combat sports like judo, wresting, etc. | | | | | | | | | | | | | | | | | | | | | |
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| 6 | Coupling Ability: | It is the ability to couple two or more movements of different body parts for performing perfect sports movements. E.g. Coordination between hands, feet and eyes like marching, smashing etc. | | | | | | | | | | | | | | | | | | | | | |
| 7 | Orientation Ability: | Ability to change position and movement of the body in time and space in relation to a definite field of action. E.g. Starting from the blocks in sprints. | | | | | | | | | | | | | | | | | | | | | |
| <p>7.</p> | <p>What are the symptoms of Autism Spectrum Disorder?</p> <ol style="list-style-type: none"> 1 Difficulty in communication. 2 Repetitive behaviour. 3 Does not express emotions. 4 Avoids eye contact 5 Touching object repeatedly 6 Don't make friends. 7 Sensitive to taste, smell and sound. 8 Difficulty in speech. 9 Failure to show interest, not responding to name 10 Avoid social interactions. <p style="text-align: right;">(Any 2 relevant points)</p> | <p style="text-align: center;">1+1</p> <hr/> <p style="text-align: center;">2</p> | | | | | | | | | | | | | | | | | | | | | |

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| 8. | <p>Explain any two physiological factors, help in determining endurance.</p> <ol style="list-style-type: none"> 1. Aerobic capacity 2. Oxygen Intake 3. Oxygen uptake 4. Energy reserve 5. Lactic acid tolerance 6. Anaerobic capacity 7. Movement Economy 8. Vo2 max 9. Muscle composition <p style="text-align: right;">(Explain any 2 points)</p> | <p style="text-align: center;">1+1</p> <hr/> <p style="text-align: center;">2</p> |
| 9. | <p>Enlist any 4 causes of Oppositional Defiant Disorder.</p> <ol style="list-style-type: none"> 1 Biological or Genetic factors 2 Physical Factors 3 Psychological Factors 4 Social Factors 5 Environmental Factor <p style="text-align: center;">(list any 4 relevant characteristics from the above factors)</p> | <p style="text-align: center;">2</p> <hr/> <p style="text-align: center;">2</p> |
| Section- B | | |
| 10. | <p>Define aggression. Discuss any 2 types of Aggression.</p> <p>Aggression: The kind of behaviour that causes harm or damage to people or property.</p> <p style="text-align: center;">Or (any other relevant definition)</p> <p>Types:</p> <p><u>Hostile aggression</u> refers to actions motivated by anger and that are intended solely to harm someone. Their primary aim is to cause injury to the other human being. Unplanned, reactionary, impulsive, fuelled by intense emotions, aggressors have a loss of control during outbursts and experience physiological hyper arousal.</p> <p><u>Instrumental aggression</u> is necessary to achieve performance goals. Athletes attempt to injure an opponent because they believe that doing so will increase their chances of victory. Instrumental aggression is used to gain advantage or win not because of enmity or anger.</p> <p><u>Assertive Behaviour:</u> The aim of assertive behaviour is to communicate productively with another person, achieving what is often described as a win/win outcome. This involves standing up for your own rights without violating those of the other person. To do this, you need to express your needs, wants, opinions, beliefs and feelings in a direct, honest and adult way.</p> <p style="text-align: center;">Or</p> | <p style="text-align: center;">1+2</p> |

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| | (Similar Explanation for any two) | 3 |
| 11. | <p>What do you mean by disability etiquettes? List down any 4 disability etiquettes while communicating with a person with special needs.</p> <p>Disability etiquettes are a set of guidelines dealing specifically with how to approach a person with disability.</p> <p style="text-align: center;">OR</p> <p>Disability etiquettes refer to communicating and interacting respectfully and courteously with people who have disabilities.</p> <p><u>Disability etiquettes</u></p> <ul style="list-style-type: none"> • Communication should be two ways - speaking to the person directly, and not to the person accompanying her/him - Establish a rapport with her/him • If necessary, use a communication aid such as a communication book or communication device. • Keep your tone low. • Communicate with the individual slowly and clearly. • Give them time to respond. • Language to be used must be very nice and humble. • Always look at and speak directly to the person. • Never be rude. Always be polite. • Speak clearly and slowly, but without exaggerating your lip movements or shouting. • Use sign language if you and the person are both familiar with it. • When an interpreter accompanies a person, direct your remarks to the person rather than to the interpreter. • While talking to that person keep your body low and be in front of his eye level. • Without any hurry, hear out the person patiently. • Try to read body language and lip sync. Don't make awkward faces. • If there is any trouble in understanding, then provide enough time for the person to explain. • Use short questions and answers while communication. • While coming in contact with a person with visual impairment always introduce yourself. <p style="text-align: center;">(Any four relevant points)</p> | <p>1+2</p> <p>3</p> |

12. Draw diagram and explain the management of any 2 types of bone injury.



Stress

Greenstick

Comminuted

Transverse Oblique

Impacted

Management of Bone Injuries

a. Stress Fracture

1. Rest while the bone heals itself.
2. Apply ice for 24 to 48 hours. (Every 2 hrs. for 15-20 mins.)
3. Give painkillers with the consent of medical expert.
4. Use a splint if there is a need for immobilization
5. Start putting lightweight on the affected area after the swelling is reduced.
6. Avoid doing the activity that caused fracture for at least 6 weeks.
7. Take physiotherapy after the restoration of the bone to normal condition.

b. Greenstick Fracture

1. Immobilization with the help of a removable splint
2. swelling can be reduced with medicine
3. Use painkillers with the consent of medical expert.
4. Take physiotherapy after the restoration of the bone to normal condition.

c. Comminuted Fracture

1. Use plasters and splint above and below the fractured area as there are many fragment pieces of bone.
2. Use painkillers with the consent of medical expert.
3. Take physiotherapy after the restoration of the bone to normal condition.

d. Transverse Fracture

1. Hospitalization is not necessary if the injury is limited to the minor break.
2. Serious Case in which the spinal cord can damage requires an operation.
3. Use Painkiller and avoid any activity.
4. Take physiotherapy after the restoration of the bone to normal condition.

e. Oblique Bone Fracture

1. Most Oblique bone fracture requires surgery for treatment.
2. If the damage is extensive, metal rods and screws are used to hold the bone in place.
3. Take physiotherapy after the restoration of the bone to normal condition.

f. Impacted Fractures

1. Use a Sling or splint for immobilization.

1½+1½

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| | <p>2. For severe cases, surgery is required. 3. Take physiotherapy after the restoration of the bone to normal condition.</p> <p>(Any two types with diagram and management technique)</p> <p>Note for visually impaired candidates pick any two types of bone injury with their management from the above.</p> | 3 |
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| 13. | <p>Write the benefits and contraindications of Matsyasana.</p> <p>Benefits :</p> <ol style="list-style-type: none"> 1. Matsyasana opens and stretches the neck muscles and shoulders. 2. Helps in opening the chest and corrects round shoulders too. 3. This posture provides relief from respiratory disorders by encouraging deep breathing. Hence, Matsyasana increases lung capacity to a great extent. 4. This posture (with the spine curved and bent backwards) provides a great way of strengthening the back muscles with the formation of the arch. 5. There is an increased supply of blood to the cervical and thoracic regions of the back that helps tone the parathyroid, pituitary and pineal glands. 6. The practice of Matsyasana brings down the tensions and the stiffness at the neck and the shoulders. It also helps in curing the initial stages of spondylitis with the guidance of an experienced yoga teacher. 7. The repeated practice of Matsyasana improves the flexibility of the neck. This flexibility in the neck helps in the practice of various other yoga poses of advance level. 8. This posture helps to regulate emotions and stress. <p>Contraindications :</p> <ol style="list-style-type: none"> 1. People who are suffering from heart diseases, high blood pressure or low blood pressure should not perform Matsyasana. 2. Patients of migraine and insomnia should also abstain from practicing the fish posture. 3. Individuals having serious neck or lower-back injuries are recommended strongly not to perform this pose. 4. Men and women who just had an abdominal surgery should not perform Matsyasana. This also applies to people with hernia. 5. If a person has issues like dizziness or cervical spine problems, then he or she should not perform this asana. 6. People having peptic ulcers should also refrain from including Matsyasana in their yoga routine. 7. The pose should be performed only under the close observation of an experienced yoga teacher. <p style="text-align: center;">(Any 3 benefits and any 3 contraindication)</p> | <p>1½+</p> <p>1½</p> <hr/> <p>3</p> |
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| 14. | Differentiate between Isometric and Isotonic exercises with suitable example. | | 1×3 3 | |
| | | Isometric | | Isotonic |
| | 1 | Isometric exercise involves static muscle contraction against a stationary resistance. | | Isotonic exercise involves dynamic movement but doesn't require a constant movement speed. |
| | 2 | It is used in only few games like Gymnastics, weightlifting, wrestling etc. | | It is the most popular and effective type of strength training used in almost all games and sports. |
| | 3 | It develops maximum strength. | | It develops explosive strength. |
| | 4 | Iso-same, metric-length this is a type of muscle contraction in which muscle remains at same length. | | Iso-same, tonic- tension, a type in which the muscle changes in length either shortening or lengthening. |
| | 5 | It can rehabilitate immobilised joints | | Does not contribute to rehabilitation. |
| | 6 | Strength developed do not last long | | Strength developed remains for a longer period. |
| | 7 | Poor development of coordination and skill. | | Develops excellent coordination. |
| | 8 | Does not contribute to develop endurance and speed. | | Contributes to develop endurance and speed |
| | 9 | Movements of exercising body parts are not visible. | | Movements of exercising body parts are visible. |
| | 10 | Recovery from muscular fatigue is slow. | | Recovery from muscular fatigue is fast. |
| 11 | e.g. Pushing against wall, Flexed arm hang etc. | e.g. Push-ups, Pull-ups, Rope climbing, bench press etc. | | |
| (Any 3 relevant points) | | | | |
| Section - C | | | | |
| 15. | What are the personality traits according to the Big Five Theory? Personality Traits:- Big five Theory Openness – <ul style="list-style-type: none"> - More willing to embrace new things - Being imaginative - Insightful and having variety of interest - Open minded - Curious Extraversion – <ul style="list-style-type: none"> - Talkative, vocal and energetic - Socialize easily and make friends easily. - Positive emotions - Enthusiastic - Action oriented Conscientiousness – | | 1×4 | |

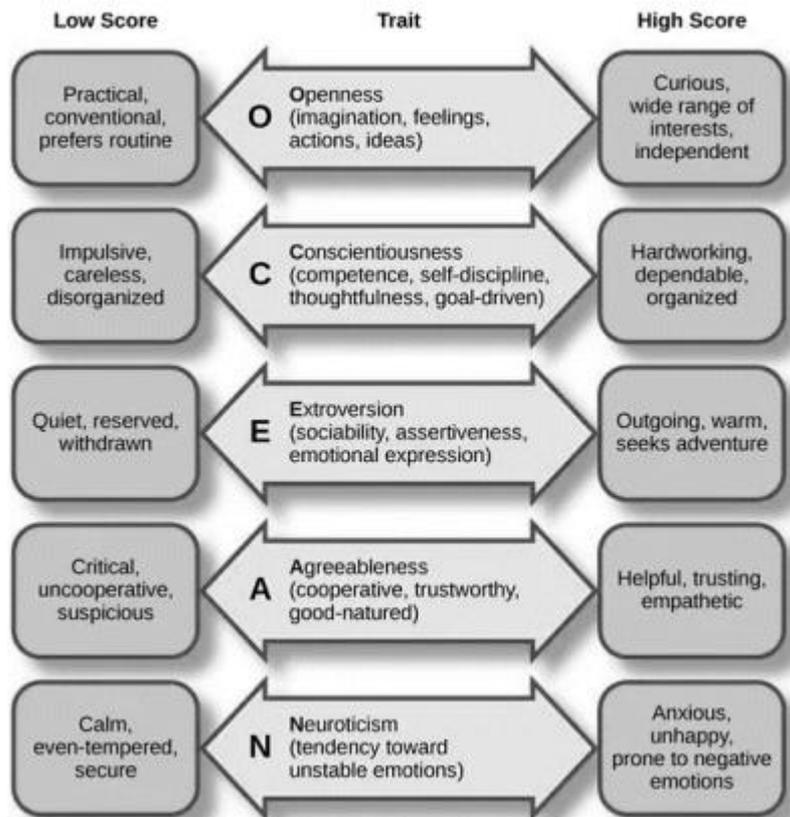
- Honest, hardworking and wise people.
- Trustworthy, dutiful,
- Self-disciplined and responsible.
- Detail oriented
- Punctual
- Strong work ethics

Agreeableness –

- Kind loving and compassionate
- Agree with others and compatible
- Co- operative and polite.
- Empathetic and affectionate
- Trustworthy and honest

Neuroticism –

- Emotionally unstable
- Unsuccessful in maintaining inter personal relationships.
- Sad and moody
- Feeling of self-doubt
- Anxiety and irritability
- Unable to handle stress
- Self-conscious and shy



(explain any 4 traits)

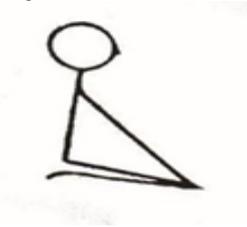
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| 16. | <p>Discuss in detail 2 long-term and 2 short-term effects of exercise on cardio respiratory system.</p> <p><i>Short-term effects of exercise on cardiorespiratory :</i></p> <ol style="list-style-type: none"> 1. Increased heart rate 2. Increased blood circulation 3. Increased blood pressure 4. Increased stroke volume 5. Increased cardiac output 6. Increased breath rate 7. Increased tidal volume 8. Oxygen up-take increase <p><i>Long-term effects of exercise on cardiovascular system :</i></p> <ol style="list-style-type: none"> 1. Increased size and strength of heart 2. Low level of accumulation of lactic acid 3. Decrease in resting heart rate 4. Normal blood pressure. 5. Increase in stroke volume and cardiac output 6. Increase strength of intercostal muscles 7. Diaphragm muscles strengthen 8. Lungs volume increases 9. Vital capacity increases 10. No of RBC & WBC increases 11. Diffusion of gases increases 12. Unused Alveoli become active 13. Delay in Second wind. 14. Increase in Residual volume | 2+2 |
| | (Explain any 2 points from each category) | 4 |

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| <p>17.</p> | <p>Define endurance and discuss the methods of endurance development. Endurance – Ability to Sustain an Activity. Or Physiologic capacity of an individual to sustain movement over a period of time. Or Ability to resist fatigue</p> <p>Methods of Endurance development 1. Continuous training method. 2. Interval training method 3. Fartlek training method</p> <p>1. Continuous Method: Best method. Exercise is performed without break. Intensity remains low but exercise is done for a longer period. Best example: Cross country race. Rate of heart beat remains btw 140 - 160 beats per minute Total duration of exercise is not less than 30 minute Duration can be increased according to ability of athlete. It can be either slow or fast continuous.</p> <p>2. Interval Method: Based on effect and recovery principle. Recovery period is given to athlete after each speedy workout. Recovery period can be adjusted according to efficiency of athlete. Load can be increased by reducing the recovery period or by increasing the workout eg: 1. 400 mts race with 80% speed 2. Working or jogging till heart rate comes down to 120-140 beats/min 3. 400 mts race with 80% speed Repetitions depend on experience or capacity of athlete</p> <p>3. Fartlek method: It means speed play Blending of continuous and interval training Lays emphasise on both aerobic & anaerobic systems Pace or speed is not pre planned and is left on discretion of individual. Speed can be changed as per surroundings. (Hills, Rivers, Forest, Muddy roads etc.) Heart rate ranges between 140-180 beats/min and the duration of training depends upon the experience of athlete.</p> | <p>1+3</p> |
| <p>(Any one relevant definition and explain 3 methods)</p> | | <p>4</p> |
| <p>18.</p> | <p>What is obesity? Draw stick diagram of any two asanas recommended to control obesity and explain their procedure. Obesity is a condition in which excess body fat accumulates to such an extent that health may be affected. It is commonly defined as a Body Mass Index (BMI) of 30kg/m² or higher. Or Obesity, in absolute terms, is an increase of body adipose tissue (fat tissue) mass. Or</p> | <p>1+(1½ ×2)</p> |

(Any other Similar Explanation)

Any two out of the following Asanas

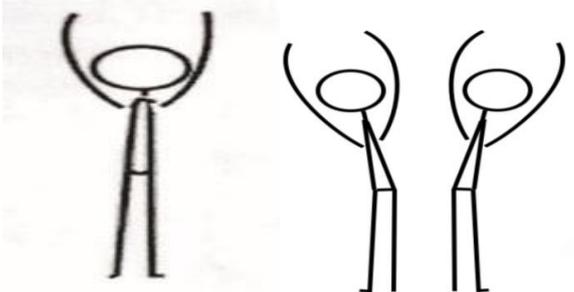
Vajarasana



Procedure:

1. Kneel on the ground on floor with your knees, ankles and toes touching the ground.
2. Toes should be stretched backwards.
3. Place palms of both the hands on your knees.
4. Upper body must be straight.
5. Keep control on breath, take a long breath, hold and exhale.
6. For mental peace, keep your eyes closed and focus on breath.
7. Be in that position for 5-10 minutes.

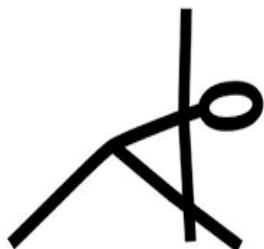
Hastasana



Procedure:

1. Stand erect with both feet together.
2. Stretch palms facing in an upward direction.
3. Keep hands straight and near to ears. Do not strain.
4. Keep knees straight.
5. Exhale while bending to one side.
6. Hold in this position for 10-15 seconds.
7. Inhale and come back to centre.
8. Repeat it from other side as well.

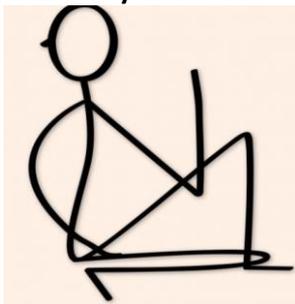
Trikonasana



Procedure:

1. Stand erect on both legs.
2. Keep your legs 1-2 feet apart so that the body weight is balanced properly.
3. Stretch the arms sideways and raise them to shoulder level.
4. Your arms should be parallel to the floor in a straight line.
5. Bend to the left side from waist towards the floor.
6. Place left hand on the left foot.
7. Stretch the right arm upwards.
8. Maintain this position for 5-10 seconds
9. Breathe normally.
10. Repeat the same procedure on the other side.

Ardhmatsyendrasana



1. Sit on the mat and extend legs in front.
2. Bend knee of left leg and place the left foot close to your right buttock.
3. Bend the right knee and place right foot on the ground.
4. Keep the left foot on right knee and keep the right hand on the backside.
5. Bend the right arm elbow and encircle the waist as much as possible as if trying to touch the naval.
6. Turn the head towards right side and try to look behind over the shoulder.
7. Repeat the same procedure on the other side.

For visually impaired Candidates

Briefly explain the procedure of any 1 yoga asana for managing Obesity along with its benefits and contraindications.

1. Vajarasana

Benefits:

1. Vajrasana increases flexibility in the ankles.
2. Folding of knees and thighs stretches the quadriceps muscles and improves blood circulation.

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| | <p>3. Elevating the spine from the floor, alters the flow of blood in the pelvic region and pelvic muscles are strengthened.</p> <p>4. Vajrasana can be practised even after a meal. In fact, it increases the efficiency of the digestive system and aids digestion.</p> <p>5. It increases the blood circulation in the abdominal area.</p> <p>6. This asana helps with people suffering from sciatica and sacral infections.</p> <p>7. It is beneficial for those suffering from stomach ailments such as peptic ulcer or hyper acidity.</p> <p>8. It strengthens the pelvic muscles which helps prevent hernia and aids women in childbirth.</p> <p>Contraindications:</p> <p>10. Person suffering from piles should not practice it.</p> <p>11. This asana should not be practised if one is suffering from injured ligaments at the ankles or at the knees.</p> <p>12. Those suffering from hernia or intestinal ulcers should take medical advice and guidance before practicing this asana and should perform it under supervision of a trained yoga teacher.</p> <p>13. Runners should avoid this if they have injury in their hamstrings or the calves.</p> <p>14. This asana is not to be practised by people who have severe arthritis and pain in the knees.</p> <p>2. Hastasana (Hastottanasana)</p> <p>Benefits:</p> <p>1. This asana improves curvature of the spine.</p> <p>2. It exercises back, neck and spinal joints.</p> <p>3. This asana relieves constipation.</p> <p>4. It makes the waist slim, the chest board and removes fatty deposits on hips. It also increase height of growing children.</p> <p>Contraindications:</p> <p>1. Avoid this asana if you are suffering from severe back, neck and shoulder pain.</p> <p>2. Patients suffering from pain in the sciatic nerve should also avoid practicing this asana.</p> <p>3. Trikonasana</p> <p>4. Ardhmatsyasana</p> <p>(Any 2 benefits and 2 contraindication of any 2 asana listed above)</p> | <p>2+2</p> <hr/> <p>4</p> |
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