CBSE

SYLLABUS 2023-24

(CODE NO. 048)

CLASS-XII

RATIONALE

Sri Aurobindo believed, “For the body to be effective physical education must be rigorous and detailed, far-sighted and methodological. This will be translated into habits. These habits should be controlled and disciplined while remaining flexible enough to adapt themselves to circumstances and to the needs of growth and development of the being”.

Physical education programs at all levels help students develop the knowledge, skills, attitudes, values, and behaviours to initiate and maintain a physically active lifestyle that will continue into and through adulthood. Students are encouraged to use physical activity to develop personal initiative, responsibility, and caring about others and the community.

A positive, supportive environment is essential to the success of the physical education program. This inclusive learning environment allows students to experience positive, challenging, and enjoyable physical activity while learning the benefits and importance of such action. Such an environment accommodates a variety of individual differences such as cultural identity, previous movement experiences, fitness and skill levels, and intellectual, physical, and socio-emotional maturity.

Appropriate instruction in physical education incorporates best practices derived from research and experiences in teaching students. This physical education curriculum sets forth developmental and instructional proper rules in designing, implementing, and evaluating physical education programs.

Therefore, the Physical education committee created a tool, ‘The Physical Education Curriculum’ – which has been researched and designed to provide consistency, coherence, and rigor in the content and process of teaching physical education throughout the schools of the CBSE all over the world.

The Physical education curriculum provides all students with enjoyable and worthwhile learning opportunities where they develop the movement skills and competencies to participate and perform in various physical activities competently, confidently, and safely. It builds students’ motivation and commitment to physical activity and sports within and beyond school. It can encourage students to participate in leadership roles, irrespective of their previous experiences or ability in physical activity. The physical education program also prepares students to develop their careers in physical education and sports. It is one of the dynamic fields, providing numerous opportunities for diverse career options like being a teacher, coach, sports manager, and many more.

Looking into today’s context, physical education is the only subject that not only develops mental, physical, and social attributes among us but also contributes to our overall sense of well-being in our life.

LEARNING OBJECTIVES

1. Optimum Development of Child's Physical Growth, Including Intellectual Development, Emotional Development, Social Development, Personal Development, and Character Building.
2. Imparting and Development of Positive Approach among Children to opt for Physical Education as a Profession.
3. Developing Management Skills to Understand and Organize Sports Tournaments.
4. Learn and Understand the Motor Abilities like Strength, Speed, Endurance, Coordination, And Flexibility.
5. Acquire knowledge about the Human Body and Its Functioning and Effects on Physical Activities.
6. Understand the Process of Growth and Development and its Positive Relationship with Physical Activities.
7. Develop Socio-Psychological Aspects like Control of Emotions, Balanced Behavior, Development of Leadership and Followership Qualities, and Team Spirit.
8. Learn and Understand the Effect of Physical and Physiological Training on Women Athletes.
9. Develop the Habit of Practicing Yoga Asanas and Pranayama Daily to Minimize Hypokinetic Diseases.
10. Learning about Nutrition and the Importance of a Balanced Diet.
11. Understand the application of Laws and Principles of Physics in Sports and Games.
12. Understanding the Characteristics of Children with Special Needs (CWSN) and Learning the Importance of Physical Activates for them.
13. Learning the procedure and application of different Physical and Physiological tests for different Age Categories.
14. Learning and understanding different Games and Sports.

CLASS XII

COURSE STRUCTURE

UNIT NO.	UNIT NAME	NO. OF PERIODS (190 HRS)	THE WEIGHTAGE (MARKS) ALLOTTED
UNIT 1	Management of Sporting Events	15	05 + 04***b****
UNIT 2	Children and Women in Sports	12	07
UNIT 3	Yoga as Preventive measure for Lifestyle Disease	12	06+01 ***b****
UNIT 4	Physical Education & Sports for (CWSN)	13	04+04 ***b****
UNIT 5	Sports & Nutrition	12	07
UNIT 6	Test and Measurement in Sports	13	08
UNIT 7	Physiology & Injuries in Sport	13	04+04 ***b****
UNIT 8	Biomechanics and Sports	18	10
UNIT 9	Psychology and Sports	12	07
UNIT 10	Training in Sports	15	09
PRACTICAL (LAB)#	**Including 3 Practical**	**56**	**30**
TOTAL	**Theory 10 + Practical 3**	**134 + 56 = 190hrs**	**Theory 70 + Practical 30 = 100**

Note: b*are the Concept based questions like Tactile diagram/data interpretation/case base study for visually Impaired Child

CLASS XII

COURSE CONTENT

Unit No.	Unit Name & Topics	Specific Learning Objectives	Suggested Teaching Learning process	Learning Outcomes with specific competencies
Unit 1	**Management of Sporting Events** 1. Functions of Sports Events Management (Planning, Organising, Staffing, Directing & Controlling) 2. Various Committees & their Responsibilities (pre; during & post) 3. Fixtures and their Procedures – Knock-Out (Bye & Seeding) & League (Staircase, Cyclic, Tabular method) and Combination tournaments. 4. Intramural & Extramural tournaments – Meaning, Objectives & Its Significance	• To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament. • To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out, League Tournaments, and Combination tournaments. • To make the students understand the need for the meaning and significance of intramural and extramural	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Describe the functions of Sports Event management * Classify the committees and their responsibilities in the sports event * Differentiate the different types of tournaments. * Prepare fixtures of knockout, league & combination. * Distinguish between intramural and extramural sports events * Design and prepare different types of

	5. Community sports program (Sports Day, Health Run, Run for Fun, Run for Specific Cause & Run for Unity)	tournaments • To teach them about the different types of community sports and their importance in our society.		community
Unit 2	**Children & Women in Sports** 1. Exercise guidelines of WHO for different age groups. 2. Common postural deformities-knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures. 3. Women's participation in Sports – Physical, Psychological, and social benefits. 4. Special consideration (menarche and menstrual dysfunction)	• To make students understand the exercise guidelines of WHO for different age groups • To make students aware of the common postural deformities • To make students aware of women's sports participation in India and about the special conditions of women. • To make students understand menarche and menstrual dysfunction among women athletes.	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Differentiate exercise guidelines for different stages of growth and development. * Classify common postural deformities and identify corrective measures. * Recognize the role and importance of sports participation of women in India. * Identify special considerations relate to menarche and menstrual dysfunction.

	5. Female athlete triad (osteoporosis, amenorrhea, eating disorders.	• To make them understand about female athlete triad.		* Express female athlete triad according to eating disorders.
Unit 3	**Yoga as Preventive measure for Lifestyle Disease** 1. **Obesity:** Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama. 2. **Diabetes:** Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana,Bhujang asana, Shalabhasana, Dhanurasana, Supta-vajarasana,	• To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma. • To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases.	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Identify the asanas beneficial for different ailments and health problems. * Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis * Describe the procedure for performing a variety of asanas for maximal benefits. * Distinguish the contraindications associated with performing different asanas.

	Paschimottanasan-a, Ardha-Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati. 3. **Asthma:** Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansana, UttanMandukasan-a, Bhujangasana, Dhanurasana, Ushtrasana, Vakrasana, Kapalbhati, Gomukhasana Matsyaasana, Anuloma-Viloma. 4. **Hypertension:** Procedure, Benefits & Contraindications for Tadasana, Katichakransan, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana,			* Outline the role of yogic management for various health benefits and preventive measures.

	UttanMandukasan-a, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi-shodhanapranayam, Sitlipranayam. 5. **Back Pain and Arthritis:** Procedure, Benefits & Contraindications of Tadasan, Urdhawahastootansana, Ardh-Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrsana, Bhujandgasana, Gomukhasana, Bhadrasana, Makarasana, Nadi-Shodhana pranayama.			
Unit 4	**Physical Education and Sports for CWSN (Children with Special Needs - Divyang)** 1. Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics)	• To make students understand the concept of Disability and Disorder. • To teach students about the types of disabilities & disorders, their causes,	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and	**After completing the unit, the students will be able to:** * Value the advantages of physical activities for children with special needs * Differentiate between

	2. Concept of Classification and Divisioning in Sports. 3. Concept of Inclusion in sports, its need, and Implementation; 4. Advantages of Physical Activities for children with special needs. 5. Strategies to make Physical Activities assessable for children with special needs.	and their nature. • To make them aware of Disability Etiquette. • To make the students Understand the advantage of physical activity for CWSN. • To make the students aware of different strategies for making physical activity accessible for Children with Special Needs.	▪ Expeditionary learning.	methods of categorization in sports for CWSN * Understand concepts and the importance of inclusion in sports * Create advantages for Children with Special Needs through Physical Activities * Strategies physical activities accessible for children with specialneeds
Unit 5	**Sports & Nutrition** 1. Concept of balanced diet and nutrition 2. Macro and Micro Nutrients: Food sources & functions 3. Nutritive & Non-Nutritive Components of Diet 4. Eating for Weight control	• To make the students understand the importance of a balanced diet • To clear the concept of Nutrition – Micro & Macro nutrients, Nutritive & non-Nutritive Components of diet • To make them aware of	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Understand the concept of a balanced diet and nutrition. Classify Nutritive and Non-Nutritive components of the Diet * Identify the ways to maintain a healthy weight

	– A Healthy Weight, The Pitfalls of Dieting, Food Intolerance, and Food Myths 5. Importance of Diet in Sports-Pre, During and Post competition Requirements	eating for weight loss and the results of the pitfalls of dieting. • To understand food intolerance & food myths		* Know about foods commonly causing food intolerance * Recognize the pitfalls of dieting and food myths
Unit 6	**Test & Measurement in Sports** 1. Fitness Test – SAI Khelo India Fitness Test in school: Age group 5-8 years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit & Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls).	• To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General Motor Fitness Test. • To make students to determine physical fitness Index through Harvard Step Test/Rockport Test • To make students to calculate Basal Metabolic Rate (BMR) • To measure the fitness level of Senior Citizens through Rikli and Jones	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Perform SAI Khelo India Fitness Test in school [Age group 5-8 years/ (class 1-3) and Age group 9-18yrs/ (class 4-12) * Determine physical fitness Index through Harvard Step Test/Rock-port Test * Compute Basal Metabolic Rate (BMR) * Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test

	2. Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds x100/5.5 X Pulse count of 1-1.5 Min after Exercise. 3. Computing Basal Metabolic Rate (BMR) 4. Rikli & Jones - Senior Citizen Fitness Test • Chair Stand Test for lower body strength • Arm Curl Test for upper body strength • Chair Sit & Reach Test for lower body flexibility • Back Scratch Test for upper body flexibility • Eight Foot Up & Go Test for agility • Six-Minute Walk Test for Aerobic Endurance 5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping	Senior Citizen Fitness Test.		

	Half-Turn, Jumping full-turn			
Unit 7	**Physiology & Injuries in Sport** 1. Physiological factors determining components of physical fitness 2. Effect of exercise on the Muscular System 3. Effect of exercise on the Cardio-Respiratory System 4. Physiological changes due to aging 5. Sports injuries: Classification (Soft Tissue Injuries -Abrasion, Contusion, Laceration, Incision, Sprain & Strain; Bone & Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique & Impacted)	• Understanding the physiological factors determining the • components of physical fitness. • Learning the effects of exercises on the Muscular system. • Learning the effects of exercises on Cardiovascular system. • Learning the effects of exercises on the Respiratory system. • Learning the changes caused due to aging. • Understanding the Sports Injuries (Classification, Causes, and Prevention) • Understanding the Aims & Objectives of First Aid	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Recognize the physiological factors determining the components of physical fitness. * Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems. * Figure out the physiological changes due to ageing * Classify sports injuries with its Management.

		• Understanding the Management of Injuries		
Unit 8	**Biomechanics and Sports** 1. Newton's Law of Motion & its application in sports 2. Types of Levers and their application in Sports. 3. Equilibrium – Dynamic & Static and Centre of Gravity and its application in sports 4. Friction & Sports 5. Projectile in Sports	• Understanding Newton's Laws of Motion and their Application in Sports. • Make students understand the lever and its application in sports. • Make students understand the concept of Equilibrium and its application in • sports. • Understanding Friction in Sports. • Understanding the concept of Projectile in sports.	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	**After completing the unit, the students will be able to:** * Understand Newton's Law of Motion and its application in sports * Recognize the concept of Equilibrium and its application in sports. * Know about the Centre of Gravity and will be able to apply it in sports * Define Friction and application in sports. * Understand the concept of Projectile in sports.
Unit 9	**Psychology and Sports** 1. Personality; its definition & types (Jung Classification & Big Five Theory)	• To make students understand Personality & its classifications. • To make students	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning,	**After completing the unit, the students will be able to:** * Classify different types of personality and their

	2. Motivation, its type & techniques. 3. Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it 4. Meaning, Concept & Types of Aggressions in Sports 5. Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self-Talk, Goal Setting	understand motivation and its techniques. • To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise. • To make them aware of Aggression in sports and types. • To make students understand Psychological Attributes in Sports.	▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning.	relationship with sports performance. * Recognise the concept of motivation and identify various types of motivation. * Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence. * Differentiate between different types of aggression in sports. * Explain various psychological attributes in sports.
Unit 10	**Training in Sports** 1. Concept of Talent Identification and Talent Development in Sports 2. Introduction to Sports Training Cycle – Micro,	• Making the students understand the concept of talent identification and methods in sports • Making the students Understand sports	▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning,	**After completing the unit, the students will be able to:** * understand the concept of talent identification and methods used for talent development in sports

	Meso, Macro Cycle. 3. Types & Methods to Develop – Strength, Endurance, and Speed. 4. Types & Methods to Develop – Flexibility and Coordinative Ability. 5. Circuit Training - Introduction & its importance	training and the different cycle in sports training. • Making the students Understand different types & methods of strengths, • endurance, and speed. • Making the students Understand different types & methods of flexibility and • coordinative ability. • Making the students understand Circuit training and its importance.	▪ Game-based learning and ▪ Expeditionary learning.	* Understand sports training and the different cycle used in the training process. * Understand different types & methods to develop -strength, endurance, and speed in sports training. * Understand different types & methods to develop – flexibility and coordinative ability. * Understand Circuit training and its importance.

GUIDELINES FOR INTERNAL ASSESSMENT (PRACTICAL/ PROJECTS ETC.)

PRACTICAL	**(Max. Marks 30)**
Physical Fitness Test: SAI Khelo India Test, Brockport Physical Fitness Test (BPFT)*	6 Marks
Proficiency in Games and Sports (Skill of any one IOA recognized Sport/Game of Choice)**	7 Marks

Yogic Practices	7 Marks
Record File ***	5 Marks
Viva Voce (Health/ Games & Sports/ Yoga)	5 Marks

- *Test for CWSN (any 4 items out of 27 items. One item from each component: Aerobic Function, Body Composition, Muscular strength & Endurance, Range of Motion or Flexibility)
- **CWSN (Children With Special Needs – Divyang): Bocce/Boccia , Sitting Volleyball, Wheel Chair Basketball, Unified Badminton, Unified Basketball, Unified Football, Blind Cricket, Goalball, Floorball, Wheel Chair Races and Throws, or any other Sport/Game of choice.
- **Children with Special Needs can also opt any one Sport/Game from the list as alternative to Yogic Practices. However, the Sport/Game must be different from Test - 'Proficiency in Games and Sports'

*****Record File shall include:**

- **Practical-1:** Fitness tests administration. (SAI Khelo India Test)
- **Practical-2:** Procedure for Asanas, Benefits & Contraindication for any two Asanas for each lifestyle disease.
- **Practical-3:** Anyone one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also, mention its Rules, Terminologies & Skills.

PRESCRIBED TEXTBOOKS (CLASS XI & XII)

CBSE Physical Education Class XI Text Book
https://cbseacademic.nic.in//web_material/Manuals/PhysicalEducation11_2022.pdf

CBSE Physical Education Class XII Text Book
https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation12_2022.pdf

SUGGESTED READING

- Ajmar Singh et.al. (2016). Essentials of Physical Education. Delhi: Kalyani Publication.
- Chakraborty, S. (2007). Sports Management. Delhi: Prerna Prakashan.
- Kamlesh, M. (2005). Methods in Physical Education. Delhi: Friends Publications
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