

**CLASS XII**
**COURSE STRUCTURE**

<b>UNIT NO.</b>	<b>UNIT NAME</b>	<b>NO. OF PERIODS (190 HRS)</b>	<b>THE WEIGHTAGE (MARKS) ALLOTTED</b>
<b>UNIT 1</b>	Management of Sporting Events	15	05 + 04 <i>b*</i>
<b>UNIT 2</b>	Children and Women in Sports	12	07
<b>UNIT 3</b>	Yoga as Preventive measure for Lifestyle Disease	12	06+01 <i>b*</i>
<b>UNIT 4</b>	Physical Education & Sports for (CWSN)	13	04+04 <i>b*</i>
<b>UNIT 5</b>	Sports & Nutrition	12	07
<b>UNIT 6</b>	Test and Measurement in Sports	13	08
<b>UNIT 7</b>	Physiology & Injuries in Sport	13	04+04 <i>b*</i>
<b>UNIT 8</b>	Biomechanics and Sports	18	10
<b>UNIT 9</b>	Psychology and Sports	12	07
<b>UNIT 10</b>	Training in Sports	15	09
<b>PRACTICAL (LAB)<sup>#</sup></b>	<b>Including 3 Practical</b>	<b>56</b>	<b>30</b>
<b>TOTAL</b>	<b>Theory 10 + Practical 3</b>	<b>134 + 56 = 190hrs</b>	<b>Theory 70 + Practical 30 = 100</b>
<b>Note: b*are the Concept based questions like Tactile diagram/data interpretation/case base study for visually Impaired Child</b>			

## CLASS XII

### COURSE CONTENT

Unit No.	Unit Name & Topics	Specific Learning Objectives	Suggested Teaching Learning process	Learning Outcomes with specific competencies
<b>Unit 1</b>	<b>Management of Sporting Events</b> <ol style="list-style-type: none"> <li>1. Functions of Sports Events Management (Planning, Organising, Staffing, Directing &amp; Controlling)</li> <li>2. Various Committees &amp; their Responsibilities (pre; during &amp; post)</li> <li>3. Fixtures and their Procedures – Knock-Out (Bye &amp; Seeding) &amp; League (Staircase, Cyclic, Tabular method) and Combination tournaments.</li> <li>4. Intramural &amp; Extramural tournaments – Meaning, Objectives &amp; Its Significance</li> </ol>	<ul style="list-style-type: none"> <li>• To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament.</li> <li>• To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out, League Tournaments, and Combination tournaments.</li> <li>• To make the students understand the need for the meaning and significance of intramural and extramural</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-based instruction,</li> <li>▪ Technology-based learning,</li> <li>▪ Group learning,</li> <li>▪ Individual learning,</li> <li>▪ Inquiry-based learning,</li> <li>▪ Kinesthetic learning,</li> <li>▪ Game-based learning and</li> <li>▪ Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Describe the functions of Sports Event management</li> <li>* Classify the committees and their responsibilities in the sports event</li> <li>* Differentiate the different types of tournaments.</li> <li>* Prepare fixtures of knockout, league &amp; combination.</li> <li>* Distinguish between intramural and extramural sports events</li> <li>* Design and prepare different types of</li> </ul>

	<p>5. Community sports program (Sports Day, Health Run, Run for Fun, Run for Specific Cause &amp; Run for Unity)</p>	<p>tournaments</p> <ul style="list-style-type: none"> <li>• To teach them about the different types of community sports and their importance in our society.</li> </ul>		community
<b>Unit 2</b>	<p><b>Children &amp; Women in Sports</b></p> <p>1. Exercise guidelines of WHO for different age groups.</p> <p>2. Common postural deformities-knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures.</p> <p>3. Women's participation in Sports – Physical, Psychological, and social benefits.</p> <p>4. Special consideration (menarche and menstrual dysfunction)</p>	<ul style="list-style-type: none"> <li>• To make students understand the exercise guidelines of WHO for different age groups</li> <li>• To make students aware of the common postural deformities</li> <li>• To make students aware of women's sports participation in India and about the special conditions of women.</li> <li>• To make students understand menarche and menstrual dysfunction among women athletes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-based instruction,</li> <li>▪ Technology-based learning,</li> <li>▪ Group learning,</li> <li>▪ Individual learning,</li> <li>▪ Inquiry-based learning,</li> <li>▪ Kinesthetic learning,</li> <li>▪ Game-based learning and</li> <li>▪ Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Differentiate exercise guidelines for different stages of growth and development.</li> <li>* Classify common postural deformities and identify corrective measures.</li> <li>* Recognize the role and importance of sports participation of women in India.</li> <li>* Identify special considerations relate to menarche and menstrual dysfunction.</li> </ul>

	5. Female athlete triad (osteoporosis, amenorrhea, eating disorders).	<ul style="list-style-type: none"> <li>• To make them understand about female athlete triad.</li> </ul>		<ul style="list-style-type: none"> <li>* Express female athlete triad according to eating disorders.</li> </ul>
<b>Unit 3</b>	<p><b>Yoga as Preventive measure for Lifestyle Disease</b></p> <p>1. <b>Obesity:</b> Procedure, Benefits &amp; Contraindications for Tadasana, Katicakrasana, Pavanmuktasana, Matsayasan, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama.</p> <p>2. <b>Diabetes:</b> Procedure, Benefits &amp; Contraindications for Katicakrasana, Pavanmuktasana, Bhujang asana, Shalabhasana, Dhanurasana, Supta-vajarasana,</p>	<ul style="list-style-type: none"> <li>• To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes, Back Pain and Asthma.</li> <li>• To teach about different Asanas in detail which can help as a preventive Measures for those Lifestyle Diseases.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-based instruction,</li> <li>▪ Technology-based learning,</li> <li>▪ Group learning,</li> <li>▪ Individual learning,</li> <li>▪ Inquiry-based learning,</li> <li>▪ Kinesthetic learning,</li> <li>▪ Game-based learning and</li> <li>▪ Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Identify the asanas beneficial for different ailments and health problems.</li> <li>* Recognize importance of various asanas for preventive measures of obesity, diabetes, asthma, hypertension, back pain and arthritis</li> <li>* Describe the procedure for performing a variety of asanas for maximal benefits.</li> <li>* Distinguish the contraindications associated with performing different asanas.</li> </ul>

	<p>Paschimottanasan-a, Ardha-Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati.</p> <p>3. <b>Asthma:</b> Procedure, Benefits &amp; Contraindications for Tadasana, Urdhwahastottansana, UttanMandukasan-a, Bhujangasana, Dhanurasana, Ushtrasana, Vakrasana, Kapalbhati, Gomukhasana Matsyaasana, Anuloma-Viloma.</p> <p>4. <b>Hypertension:</b> Procedure, Benefits &amp; Contraindications for Tadasana, Katichakransasan, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana,</p>			<ul style="list-style-type: none"> <li>* Outline the role of yogic management for various health benefits and preventive measures.</li> </ul>
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	<p>UttanMandukasan-a, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi-shodhanapranayam, Sitlpranayam.</p> <p><b>5. Back Pain and Arthritis:</b> Procedure, Benefits &amp; Contraindications of Tadasan, Urdhawahastootansana, Ardh-Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrsana, Bhujanggasana, Gomukhasana, Bhadrasana, Makarasana, Nadi-Shodhana pranayama.</p>			
<b>Unit 4</b>	<p><b>Physical Education and Sports for CWSN (Children with Special Needs - Divyang)</b></p> <p>1. Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics)</p>	<ul style="list-style-type: none"> <li>• To make students understand the concept of Disability and Disorder.</li> <li>• To teach students about the types of disabilities &amp; disorders, their causes,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-based instruction,</li> <li>▪ Technology-based learning,</li> <li>▪ Group learning,</li> <li>▪ Individual learning,</li> <li>▪ Inquiry-based learning,</li> <li>▪ Kinesthetic learning,</li> <li>▪ Game-based learning and</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Value the advantages of physical activities for children with special needs</li> <li>* Differentiate between</li> </ul>

	<p>2. Concept of Classification and Divisioning in Sports.</p> <p>3. Concept of Inclusion in sports, its need, and Implementation;</p> <p>4. Advantages of Physical Activities for children with special needs.</p> <p>5. Strategies to make Physical Activities assessable for children with special needs.</p>	<p>and their nature.</p> <ul style="list-style-type: none"> <li>• To make them aware of Disability Etiquette.</li> <li>• To make the students Understand the advantage of physical activity for CWSN.</li> <li>• To make the students aware of different strategies for making physical activity accessible for Children with Special Needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expeditionary learning.</li> </ul>	<p>methods of categorization in sports for CWSN</p> <ul style="list-style-type: none"> <li>* Understand concepts and the importance of inclusion in sports</li> <li>* Create advantages for Children with Special Needs through Physical Activities</li> <li>* Strategies physical activities accessible for children with specialneeds</li> </ul>
<b>Unit 5</b>	<p><b>Sports &amp; Nutrition</b></p> <p>1. Concept of balanced diet and nutrition</p> <p>2. Macro and Micro Nutrients: Food sources &amp; functions</p> <p>3. Nutritive &amp; Non-Nutritive Components of Diet</p> <p>4. Eating for Weight control</p>	<ul style="list-style-type: none"> <li>• To make the students understand the importance of a balanced diet</li> <li>• To clear the concept of Nutrition – Micro &amp; Macro nutrients, Nutritive &amp; non-Nutritive Components of diet</li> <li>• To make them aware of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-based instruction,</li> <li>▪ Technology-based learning,</li> <li>▪ Group learning,</li> <li>▪ Individual learning,</li> <li>▪ Inquiry-based learning,</li> <li>▪ Kinesthetic learning,</li> <li>▪ Game-based learning and</li> <li>▪ Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Understand the concept of a balanced diet and nutrition. Classify Nutritive and Non-Nutritive components of the Diet</li> <li>* Identify the ways to maintain a healthy weight</li> </ul>

	<ul style="list-style-type: none"> <li>– A Healthy Weight, The Pitfalls of Dieting, Food Intolerance, and Food Myths</li> </ul> <p>5. Importance of Diet in Sports-Pre, During and Post competition Requirements</p>	<ul style="list-style-type: none"> <li>eating for weight loss and the results of the pitfalls of dieting.</li> <li>To understand food intolerance &amp; food myths</li> </ul>		<ul style="list-style-type: none"> <li>* Know about foods commonly causing food intolerance</li> <li>* Recognize the pitfalls of dieting and food myths</li> </ul>
<b>Unit 6</b>	<p><b>Test &amp; Measurement in Sports</b></p> <p>1. Fitness Test – SAI Khelo India Fitness Test in school:</p> <p>Age group 5-8 years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test</p> <p>Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mt Run/Walk, Sit &amp; Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls).</p>	<ul style="list-style-type: none"> <li>To make students Understand and conduct SAI KHELO INDIA Fitness Test and to make students Understand and conduct General Motor Fitness Test.</li> <li>To make students to determine physical fitness Index through Harvard Step Test/Rockport Test</li> <li>To make students to calculate Basal Metabolic Rate (BMR)</li> <li>To measure the fitness level of Senior Citizens through Rikli and Jones</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Perform SAI Khelo India Fitness Test in school [Age group 5-8 years/ (class 1-3) and Age group 9-18yrs/ (class 4-12)</li> <li>* Determine physical fitness Index through Harvard Step Test/Rockport Test</li> <li>* Compute Basal Metabolic Rate (BMR)</li> <li>* Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test</li> </ul>

	<p>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.</p> <p>3. Computing Basal Metabolic Rate (BMR)</p> <p>4. Rikli &amp; Jones - Senior Citizen Fitness Test</p> <ul style="list-style-type: none"> <li>• Chair Stand Test for lower body strength</li> <li>• Arm Curl Test for upper body strength</li> <li>• Chair Sit &amp; Reach Test for lower body flexibility</li> <li>• Back Scratch Test for upper body flexibility</li> <li>• Eight Foot Up &amp; Go Test for agility</li> <li>• Six-Minute Walk Test for Aerobic Endurance</li> </ul> <p>5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping</p>	<p>Senior Citizen Fitness Test.</p>		
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	Half-Turn, Jumping full-turn			
<b>Unit 7</b>	<b>Physiology &amp; Injuries in Sport</b> <ol style="list-style-type: none"> <li>1. Physiological factors determining components of physical fitness</li> <li>2. Effect of exercise on the Muscular System</li> <li>3. Effect of exercise on the Cardio-Respiratory System</li> <li>4. Physiological changes due to aging</li> <li>5. Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain &amp; Strain; Bone &amp; Joint Injuries - Dislocation, Fractures - Green Stick, Comminuted, Transverse Oblique &amp; Impacted)</li> </ol>	<ul style="list-style-type: none"> <li>• Understanding the physiological factors determining the components of physical fitness.</li> <li>• Learning the effects of exercises on the Muscular system.</li> <li>• Learning the effects of exercises on Cardiovascular system.</li> <li>• Learning the effects of exercises on the Respiratory system.</li> <li>• Learning the changes caused due to aging.</li> <li>• Understanding the Sports Injuries (Classification, Causes, and Prevention)</li> <li>• Understanding the Aims &amp; Objectives of First Aid</li> </ul> <ul style="list-style-type: none"> <li>▪ Lecture-based instruction,</li> <li>▪ Technology-based learning,</li> <li>▪ Group learning,</li> <li>▪ Individual learning,</li> <li>▪ Inquiry-based learning,</li> <li>▪ Kinesthetic learning,</li> <li>▪ Game-based learning and</li> <li>▪ Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Recognize the physiological factors determining the components of physical fitness.</li> <li>* Comprehend the effects of exercise on the Muscular system and cardiorespiratory systems.</li> <li>* Figure out the physiological changes due to ageing</li> <li>* Classify sports injuries with its Management.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Understanding the Management of Injuries</li> </ul>		
<b>Unit 8</b>	<b>Biomechanics and Sports</b>  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	<ul style="list-style-type: none"> <li>• Understanding Newton's Laws of Motion and their Application in Sports.</li> <li>• Make students understand the lever and its application in sports.</li> <li>• Make students understand the concept of Equilibrium and its application in sports.</li> <li>• Understanding Friction in Sports.</li> <li>• Understanding the concept of Projectile in sports.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-based instruction,</li> <li>▪ Technology-based learning,</li> <li>▪ Group learning,</li> <li>▪ Individual learning,</li> <li>▪ Inquiry-based learning,</li> <li>▪ Kinesthetic learning,</li> <li>▪ Game-based learning and</li> <li>▪ Expeditionary learning.</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Understand Newton's Law of Motion and its application in sports</li> <li>* Recognize the concept of Equilibrium and its application in sports.</li> <li>* Know about the Centre of Gravity and will be able to apply it in sports</li> <li>* Define Friction and application in sports.</li> <li>* Understand the concept of Projectile in sports.</li> </ul>
<b>Unit 9</b>	<b>Psychology and Sports</b>  1. Personality; its definition & types (Jung Classification & Big Five Theory)	<ul style="list-style-type: none"> <li>• To make students understand Personality &amp; its classifications.</li> <li>• To make students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture-based instruction,</li> <li>▪ Technology-based learning,</li> <li>▪ Group learning,</li> <li>▪ Individual learning,</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* Classify different types of personality and their</li> </ul>

	<p>2. Motivation, its type &amp; techniques.</p> <p>3. Exercise Adherence: Reasons, Benefits &amp; Strategies for Enhancing it</p> <p>4. Meaning, Concept &amp; Types of Aggressions in Sports</p> <p>5. Psychological Attributes in Sports – Self-Esteem, Mental Imagery, Self-Talk, Goal Setting</p>	<p>understand motivation and its techniques.</p> <ul style="list-style-type: none"> <li>To make students about Exercise Adherence and Strategies for enhancing Adherence to Exercise.</li> <li>To make them aware of Aggression in sports and types.</li> <li>To make students understand Psychological Attributes in Sports.</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> <li>Game-based learning and</li> <li>Expeditionary learning.</li> </ul>	<p>relationship with sports performance.</p> <ul style="list-style-type: none"> <li>* Recognise the concept of motivation and identify various types of motivation.</li> <li>* Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence.</li> <li>* Differentiate between different types of aggression in sports.</li> <li>* Explain various psychological attributes in sports.</li> </ul>
<b>Unit 10</b>	<p><b>Training in Sports</b></p> <p>1. Concept of Talent Identification and Talent Development in Sports</p> <p>2. Introduction to Sports Training Cycle – Micro,</p>	<ul style="list-style-type: none"> <li>Making the students understand the concept of talent identification and methods in sports</li> <li>Making the students Understand sports</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-based instruction,</li> <li>Technology-based learning,</li> <li>Group learning,</li> <li>Individual learning,</li> <li>Inquiry-based learning,</li> <li>Kinesthetic learning,</li> </ul>	<p><b>After completing the unit, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>* understand the concept of talent identification and methods used for talent development in sports</li> </ul>

	<p>Meso, Macro Cycle.</p> <p>3. Types &amp; Methods to Develop – Strength, Endurance, and Speed.</p> <p>4. Types &amp; Methods to Develop – Flexibility and Coordinative Ability.</p> <p>5. Circuit Training - Introduction &amp; its importance</p>	<p>training and the different cycle in sports training.</p> <ul style="list-style-type: none"> <li>• Making the students Understand different types &amp; methods of strengths,</li> <li>• endurance, and speed.</li> <li>• Making the students Understand different types &amp; methods of flexibility and</li> <li>• coordinative ability.</li> <li>• Making the students understand Circuit training and its importance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Game-based learning and</li> <li>▪ Expeditionary learning.</li> </ul>	<ul style="list-style-type: none"> <li>* Understand sports training and the different cycle used in the training process.</li> <li>* Understand different types &amp; methods to develop -strength, endurance, and speed in sports training.</li> <li>* Understand different types &amp; methods to develop – flexibility and coordinative ability.</li> <li>* Understand Circuit training and its importance.</li> </ul>
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### GUIDELINES FOR INTERNAL ASSESSMENT (PRACTICAL/ PROJECTS ETC.)

<b>PRACTICAL</b>	<b>(Max. Marks 30)</b>
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:** Any 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

[cbseacademic.nic.in/web\\_material/Manuals/PhysicalEducation11\\_2022.pdf](https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation11_2022.pdf)



CBSE Physical Education Class XII Text Book

[cbseacademic.nic.in/web\\_material/Manuals/PhysicalEducation12\\_2022.pdf](https://cbseacademic.nic.in/web_material/Manuals/PhysicalEducation12_2022.pdf)



## SUGGESTED READING

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