

## Physical Education (Subject Code 048)

### CLASS XI (2025-26)

UNIT NO.	UNIT NAME	THE WEIGHTAGE (MARKS) ALLOTTED
<b>UNIT 1</b>	Changing Trends & Career in Physical Education	04 + 04 <b>b*</b>
<b>UNIT 2</b>	Olympic Value Education	05
<b>UNIT 3</b>	Yoga	06+01 <b>b*</b>
<b>UNIT 4</b>	Physical Education & Sports for CWSN	04+03 <b>b*</b>
<b>UNIT 5</b>	Physical Fitness, Wellness	05
<b>UNIT 6</b>	Test, Measurements & Evaluation	08
<b>UNIT 7</b>	Fundamentals of Anatomy and Physiology in Sports	08
<b>UNIT 8</b>	Fundamentals of Kinesiology and Biomechanics in Sports	04+04 <b>b*</b>
<b>UNIT 9</b>	Psychology and Sports	07
<b>UNIT 10</b>	Training & Doping in Sports	07
<b>PRACTICAL (LAB)<sup>#</sup></b>	<b>Including 3 Practical</b>	30
<b>TOTAL</b>	<b>Theory 10 + Practical 3</b>	<b>Theory 70 + Practical 30 = 100</b>

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

**CLASS XI**  
**COURSE CONTENT**

Unit No.	Unit Name & Topics	Specific learning objectives	Suggested Teaching Learning process	Learning Outcomes with specific Competencies
Unit 1	<b>Changing Trends and Careers in Physical Education</b> 1. Concept, Aims & Objectives of Physical Education 2. Development of Physical Education in India – Post Independence 3. Changing Trends in Sports-playing surface, wearable gear and sports equipment, technological advancements 4. Career options in Physical Education 5. Khelo-India Program and Fit – India Program	<ul style="list-style-type: none"> <li>To make the students understand the meaning, aims, and objectives of Physical Education.</li> <li>To Teach students about the development of physical education in India after Independence.</li> <li>To educate students about the development of sports surfaces, wearable gear, sports equipment, and technology.</li> <li>To make students know the different career options available in the field.</li> <li>To make them know about the Khelo India Program</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>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>Recognize the concept, aim, and objectives of Physical Education.</li> <li>Identify the Post-independence development in Physical Education.</li> <li>Categorize Changing Trends in Sports-playing surface, wearable gear, sports equipment, technological</li> <li>Explore different career options in the field of Physical Education.</li> <li>Make out the development of Khelo India and Fit India Program.</li> </ul>

Unit 2	<b>Olympism Value Education</b>			<b>After completing the unit, the students will be able to:</b>
	<ol style="list-style-type: none"> <li>1. Olympism – Concept and Olympics Values (Excellence, Friendship &amp; Respect)</li> <li>2. Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will &amp; Mind</li> <li>3. Ancient and Modern Olympics</li> <li>4. Olympics - Symbols, Motto, Flag, Oath, and Anthem</li> <li>5. Olympic Movement Structure - IOC, NOC, IFS, Other members</li> </ol>	<ul style="list-style-type: none"> <li>• To make the students aware of Concepts and Olympics Values (Excellence, Friendship &amp; Respect)</li> <li>• To make students learn about Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will &amp; Mind</li> <li>• To make students understand ancient and modern Olympic games.</li> <li>• To make the students aware of Olympics - Symbols, Motto, Flag, Oath, and Anthem</li> <li>• To make students learn about the working and functioning of IOC, NOC and IFS, and other members.</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>	<ul style="list-style-type: none"> <li>• Incorporate values of Olympism in your life.</li> <li>• Differentiate between Modern and Ancient Olympic Games, Paralympics, and Special Olympic games</li> <li>• Identity the Olympic Symbol and Ideals</li> <li>• Describe the structure of the Olympic movement structure</li> </ul>

<b>Unit 3</b>	<b>Yoga</b> 1. Meaning and importance of Yoga 2. Introduction to Astanga Yoga 3. Yogic Kriyas (Shat Karma) 4. Pranayama and its types. 5. Active Lifestyle and stress management through Yoga	<ul style="list-style-type: none"> <li>• To make the students aware of the meaning and importance of yoga</li> <li>• To make them learn about Astanga yoga.</li> <li>• To teach students about yogic kriya, specially shat karmas.</li> <li>• To make the learn and practice types of Pran</li> <li>• To make them learn the importance of yoga in stress management.</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>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>• Recognize the concept of yoga and be aware of the importance ; of it</li> <li>• Identify the elements of yoga</li> <li>• Identify the Asanas, Pranayama's, meditation, and yogic kriyas</li> <li>• Classify various yogic activities for the enhancement of concentration</li> <li>• Know about relaxation techniques for improving concentration</li> </ul>
<b>Unit 4</b>	<b>Physical Education and Sports for Children with Special Needs</b> 1. Concept of Disability and Disorder 2. Types of Disability, its causes & nature (Intellectual disability, Physical disability).	<ul style="list-style-type: none"> <li>• To make the students aware concept of Disability and Disorder.</li> <li>• To make students aware of different types of disabilities.</li> <li>• To make students learn about Disability Etiquette</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>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify the concept of Disability and Disorder.</li> <li>• Outline types of disability and describe their causes and nature.</li> <li>• Adhere to</li> </ul>

	<p>3. Disability Etiquette</p> <p>4. Aim and objectives of Adaptive physical Education</p> <p>5. Role of various professionals for children with special needs (Counselor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist, and Special Educator)</p>	<ul style="list-style-type: none"> <li>To make the students Understand the aims and objectives Adaptive Physical Education</li> <li>To make students aware of role of various professionals for children with special needs.</li> </ul>		<p>and respect children with special needs by following etiquettes.</p> <ul style="list-style-type: none"> <li>Identify possibilities and scope in adaptive physical education</li> <li>Relate various types of professional support for children with special needs along with their roles and responsibilities.</li> </ul>
<b>Unit 5</b>	<p><b>Physical Fitness, Wellness, and Lifestyle</b></p> <p>1. Meaning &amp; importance of Wellness, Health, and Physical Fitness.</p> <p>2. Components/ Dimensions of Wellness, Health, and Physical Fitness</p> <p>3. Traditional Sports &amp; Regional Games for</p>	<ul style="list-style-type: none"> <li>To make the students understand the Meaning &amp; importance of Wellness, Health, and Physical Fitness</li> <li>To make students aware of the Components/ Dimensions of Wellness, Health, and Physical Fitness</li> <li>To make students learn Traditional Sports &amp; Regional Games to</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>Explain wellness and its importance and define the components of wellness.</li> <li>Classify physical fitness and recognize its importance in life.</li> <li>Distinguish between skill-related and health-related</li> </ul>

	<p>promoting wellness</p> <p>4. Leadership through Physical Activity and Sports</p> <p>5. Introduction to First Aid – PRICE</p>	<p>promote wellness</p> <ul style="list-style-type: none"> <li>To develop Leadership qualities through Physical Activity and Sports in students</li> <li>To make students learn First Aid and its management skills</li> </ul>		<p>components of physical fitness.</p> <ul style="list-style-type: none"> <li>Illustrate traditional sports and regional games to promote wellness.</li> <li>Relate leadership through physical activity and sports</li> <li>Illustrate the different steps used in first aid - PRICE.</li> </ul>
<b>Unit 6</b>	<p><b>Test, Measurement &amp; Evaluation</b></p> <p>1. Define Test, Measurements and Evaluation.</p> <p>2. Importance of Test, Measurements and Evaluation in Sports.</p> <p>3. Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site)</p> <p>4. Somato Types (Endomorphy Mesomorphy &amp; Ectomorphy)</p>	<ul style="list-style-type: none"> <li>To Introduce the students with the terms like test, measurement and evaluation along with its importance</li> <li>To Introducing them the methods of calculating BMI, Waist- hip ratio and Skin fold measurement.</li> <li>To make the students aware of the different somatotypes.</li> </ul> <p>To make the students learn the method to measure health-related fitness.</p>	<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 student s will be able to:</b></p> <ul style="list-style-type: none"> <li>Define the terms test, measurement, and evaluation,</li> <li>Differentiate norm and criterion referenced standards,</li> <li>Differentiate formative and summative evaluation,</li> <li>Discuss the importance of measurement and evaluation processes,</li> <li>Understand</li> </ul>

	5. Measurements of health-related fitness			<p>BMI: A popular clinical standard and its computation</p> <ul style="list-style-type: none"> <li>Differentiate between Endomorphy, Mesomorphy &amp; Ectomorphy and describe the procedure of Anthropometric Measurement</li> </ul>
<b>Unit 7</b>	<p><b>Fundamentals of Anatomy, Physiology in Sports</b></p> <ol style="list-style-type: none"> <li>Definition and importance of Anatomy and Physiology in Exercise and Sports.</li> <li>Functions of Skeletal System, Classification of Bones, and Types of Joints.</li> <li>Properties and Functions of Muscles.</li> <li>Structure and Functions of Circulatory System and Heart.</li> <li>Structure and Functions of Respiratory System.</li> </ol>	<ul style="list-style-type: none"> <li>The students will learn the meaning and definition &amp; identify the importance of anatomy, physiology, and kinesiology.</li> <li>Students will understand the main functions and Classification of Bone and the Types of Joints.</li> <li>The students will learn the Properties and Functions of Muscles.</li> <li>The students will learn the Structure and Functions of the Circulatory System and Heart.</li> <li>The students will learn the Structure and Functions of Respiratory System.</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>Identify the importance of anatomy and physiology.</li> <li>Recognize the functions of the skeleton.</li> <li>Understand the functions of bones and identify various types of joints.</li> <li>Figure out the properties and functions of muscles and understand how they work.</li> <li>Understand the anatomy of the respiratory system and describe its working.</li> <li>Identify and analyse the layout and functions of Circulatory System.</li> </ul>

<b>Unit 8</b>	<b>Fundamentals Of Kinesiology And Biomechanics in Sports</b>  1. Definition and Importance of Kinesiology and Biomechanics in Sports.  2. Principles of Biomechanics  3. Kinetics and Kinematics in Sports  4. Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation  5. Axis and Planes – Concept and its application in body movements	<ul style="list-style-type: none"> <li>• The students will learn the meaning and definition &amp; identify the importance of Kinesiology and Biomechanics in sports.</li> <li>• To make the students learn the principles of biomechanics</li> <li>• To make the students understand the concept of Kinetics and Kinematics in Sports</li> <li>• To make the students learn about different types of body movements.</li> <li>• To make the students understand the concept of Axis and Planes and its application in body movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning, 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>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>• Understand Kinesiology and Biomechanics with their application in sports</li> <li>• Explain biomechanical principles and their utilization in sports and physical education.</li> <li>• Illustrate fundamental body movements and their basic patterns.</li> <li>• Learn about the Axis and Planes and their application with body movements</li> </ul>
<b>Unit 9</b>	<b>Psychology and Sports</b> 1. Definition & Importance of Psychology in Physical Education & Sports; 2. Develop-	<ul style="list-style-type: none"> <li>• The students will identify the definition and importance of Psychology in Physical Education and sports.</li> <li>• The students will</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>	<b>After completing the unit, the students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify the role of Psychology in Physical Education and Sports</li> </ul>



	<p>mental Characteristics at Different Stages of Development.</p> <p>3. Adolescent Problems &amp; their Management;</p> <p>4. Team Cohesion and Sports;</p> <p>5. Introduction to Psychological Attributes: Attention, Resilience, Mental Toughness</p>	<p>be able to differentiate characteristics of growth and development at different stages.</p> <ul style="list-style-type: none"> <li>- Students will be able to identify the issues and management related to adolescents</li> <li>The students will be able to understand the importance of team cohesion in sports</li> <li>Students will distinguish different Psychological Attributes like Attention, Resilience, and Mental Toughness.</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry-based learning,</li> <li>Kinesthetic learning, Game-based learning and</li> <li>Expeditionary learning</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate characteristics of growth and development at different stages.</li> <li>Explain the issues related to adolescent behavior and Team Cohesion in Sports</li> <li>Correlate the psychological concepts with the sports and athlete specific situations</li> </ul>
<b>Unit 10</b>	<p><b>Training &amp; Doping in Sports</b></p> <p>1. Concept and Principles of Sports Training</p> <p>2. Training Load: Over Load, Adaptation, and Recovery</p> <p>3. Warming-up &amp; Limbering Down – Types, Method &amp; Importance.</p> <p>4. Concept of Skill, Technique, Tactics &amp;</p>	<ul style="list-style-type: none"> <li>To make the students aware about of concepts and principles of sports training.</li> <li>To make students learn and understand the Training Load, Over Load, Adaptation, and Recovery concepts.</li> <li>To make students Understand the importance of warning up and limbering down exercises.</li> <li>To introduce the terms like Skills, Techniques, Tactics, and Strategies to the</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 and principles of sports training.</li> <li>Summarise training load and its concept.</li> <li>Understand the concept of warming up &amp; limbering down in sports training and their types, method &amp; importance.</li> </ul>

	Strategies	students.		<ul style="list-style-type: none"> <li>Acquire the ability to differentiate between the skill, technique, tactics &amp; strategies in sports training</li> <li>Interpret concept of doping.</li> </ul>
	5. Concept of Doping and its disadvantages	<ul style="list-style-type: none"> <li>To make students aware of the doping substances and their disadvantages in sports.</li> </ul>		

**GUIDELINES FOR INTERNAL ASSESSMENT**  
(PRACTICAL/ PROJECTS ETC.)

<b>PRACTICAL (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.

**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

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**PRESCRIBED TEXTBOOKS (CLASS XI & XII)**



CBSE Physical Education Class XI Text Book

[https://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

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