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# CBSE



## SYLLABUS 2024-25

### (CODE NO. 048)

### CLASS-XI

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## 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 Activities 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 XI**  
**COURSE STRUCTURE**

UNIT NO.	UNIT NAME	NO. OF PERIODS (190 HRS)	THE WEIGHTAGE (MARKS) ALLOTTED
<b>UNIT 1</b>	Changing Trends & Career in Physical Education	15	04 + 04 <b>b*</b>
<b>UNIT 2</b>	Olympic Value Education	10	05
<b>UNIT 3</b>	Yoga	14	06+01 <b>b*</b>
<b>UNIT 4</b>	Physical Education & Sports for CWSN	13	04+03 <b>b*</b>
<b>UNIT 5</b>	Physical Fitness, Wellness	10	05
<b>UNIT 6</b>	Test, Measurements & Evaluation	15	08
<b>UNIT 7</b>	Fundamentals of Anatomy and Physiology in Sports	15	08
<b>UNIT 8</b>	Fundamentals of Kinesiology and Biomechanics in Sports	15	04+04 <b>b*</b>
<b>UNIT 9</b>	Psychology and Sports	13	07
<b>UNIT 10</b>	Training & Doping in Sports	14	07
<b>PRACTICAL (LAB)#</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>

**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>



<b>Unit 2</b>	<b>Olympism Value Education</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>	<b>After completing the unit, the students will be able to:</b> <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>
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<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). 3. Disability Etiquette 4. Aim and objectives of	<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> <li>To make the students Understand the aims and objectives Adaptive Physical</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 and respect children with special needs by following etiquettes.</li> </ul>





	<p>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>	<p>Education</p> <ul style="list-style-type: none"> <li>To make students aware of role of various professionals for children with special needs.</li> </ul>		<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 promoting wellness</p> <p>4. Leadership through Physical Activity and Sports</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 promote wellness</li> <li>To develop Leadership qualities through Physical Activity and Sports in 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> <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 components of physical fitness.</li> <li>Illustrate traditional sports and regional games to promote wellness.</li> </ul>



	5. Introduction to First Aid – PRICE	<ul style="list-style-type: none"> <li>To make students learn First Aid and its management skills</li> </ul>		<ul style="list-style-type: none"> <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>	<b>Test, Measurement &amp; Evaluation</b> <ol style="list-style-type: none"> <li>Define Test, Measurements and Evaluation.</li> <li>Importance of Test, Measurements and Evaluation in Sports.</li> <li>Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site)</li> <li>Somato Types (Endomorphy, Mesomorphy &amp; Ectomorphy)</li> <li>Measurements of health-related fitness</li> </ol>	<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> <li>To make the students learn the method to measure health-related fitness.</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 student s will be able to:</b> <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 BMI: A popular clinical standard and its computation</li> <li>Differentiate between Endomorphy, Mesomorphy &amp; Ectomorphy h describe the procedure of Anthropometric</li> </ul>



				Measurement
<b>Unit 7</b>	<b>Fundamentals of Anatomy, Physiology in Sports</b> <ol style="list-style-type: none"> <li>1. Definition and importance of Anatomy and Physiology in Exercise and Sports.</li> <li>2. Functions of Skeletal System, Classification of Bones, and Types of Joints.</li> <li>3. Properties and Functions of Muscles.</li> <li>4. Structure and Functions of Circulatory System and Heart.</li> <li>5. 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>	<b>After completing the unit, the students will be able to:</b> <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 it's working.</li> <li>• Identify and analyses the layout and functions of Circulatory System.</li> </ul>
<b>Unit 8</b>	<b>Fundamentals Of Kinesiology And Biomechanics in Sports</b> <ol style="list-style-type: none"> <li>1. Definition and Importance of</li> </ol>	<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> </ul>	<ul style="list-style-type: none"> <li>• Lecture-based instruction,</li> <li>• Technology-based learning,</li> <li>• Group 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</li> </ul>



	<p>Kinesiology and Biomechanics in Sports.</p> <p>2. Principles of Biomechanics</p> <p>3. Kinetics and Kinematics in Sports</p> <p>4. Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination &amp; Pronation</p> <p>5. Axis and Planes – Concept and its application in body movements</p>	<ul style="list-style-type: none"> <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>• Individual learning,</li> <li>• Inquiry-based learning,</li> <li>• Kinesthetic learning,</li> <li>• Game-based learning and</li> <li>• Expeditionary learning.</li> </ul>	<p>application in sports.</p> <ul style="list-style-type: none"> <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>
<p><b>Unit 9</b></p>	<p><b>Psychology and Sports</b></p> <p>1. Definition &amp; Importance of Psychology in Physical Education &amp; Sports;</p> <p>2. Developmental Characteristics at Different Stages of Development;</p>	<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 be able to differentiate characteristics of growth and development at different stages.</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>• Identify the role of Psychology in Physical Education and Sports</li> <li>• Differentiate characteristics of growth and development at different stages.</li> </ul>



	<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>	<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>Expeditionary learning.</li> </ul>	<ul style="list-style-type: none"> <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>
<p><b>Unit 10</b></p>	<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; Strategies</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> <li>Acquire the ability to differentiate between the skill, technique, tactics &amp; strategies in sports training.</li> </ul>



	5. Concept of Doping and its disadvantages	students. • To make students aware of the doping substances and their disadvantages in sports.		• Interpret concept of doping.
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### 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:** Anyone one IOA recognized Sport/Game of choice. Labelled diagram of Field & Equipment. Also mention its Rules, Terminologies & Skills.

