

## Bhartiya Vidya Mandir Sen. Sec. School, Sector 39, Chandigarh Road, Ludhiana

CLASS - XII Subject: Physical Education Session: 2025-26

Month	Unit/Chapter/Topic	Learning objectives	Resources/Art -Integrated Pedagogy Tools used/E-Resources	Learning outcomes and Skill learnt by students
APRIL	Unit - 1 : Management of sporting events 1. Functions of sports and managements 2. Various committees and their responsibilities 3. Fixtures and their Procedures - Knock-Out (Bye & Seeding) 4. Intramural & Extramural tournaments - Meaning, Objectives & Its Significance 5. Community sports program. (sports day, health run, run for specific cause, run for fun and run for unity)	1. To make the students understand the need and meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament. Meaning of planning in sports, committees, and their responsibilities for conducting the sports for conducting the sports event the different types of detailed procedure tournaments and the detailed procedure of drawing fixtures for knock out, league tournaments, and combination tournaments 3. To make the students understand the need for the meaning and significance of intramural and extramural. 4. To teach them about the different types of community sports and their importance in our society.	1. Lecture-based 2. Technology based 3. Individual learning 4. Group learning 5. Expenditory learning 6. Individual learning 7. Kinesthetic learning 8. Game based learning.	*Describe the functions of sports event management * Classify the committees and their responsibilities in different types of tournament. * Prepare fixture of knockout league and fixture. * Distinguish between intramural and extramural sports events  *Students have learned how to make plan of tournament on any single activity in their life * Students have learned to make different committees and coordinate with their committees. of our life.

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

	<p>UNIT-2: Children and women in sports</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 socail benefits.</p> <p>4. Special consideration .(menarche and menstrual dysfunction)</p> <p>5. female athelete triad . (osteoprosis,amenorrhea,</p>	<p>1. To make students understand the exercise guidelines of WHO for different age groups.</p> <p>2. To nake studenst aware of the common postural deformities. 3. To make students aware of women's sports participation in India and about the special conditions of women.</p> <p>4. To make students understand menarche and menstrual dysfunction among women athletes. 5. To make them understand about female athlete triad.</p>		<p><a href="http://www.ncert.com">www.ncert.com</a></p>	<p>1. Differentiate exercise guidelines for differents stages of growth and development.</p> <p>2. Classify common postural and identify corrective meaures 3. Recognize the role and importance of the sports participation of women in India.</p> <p>4. Identify special considerations relate to menarche and menstrual dysfunction.</p> <p>5. Express female athlete triad according to eating disorders.</p>	<p>1. Studenst have learnt the basic and motor development of human body. 2. Students have learned to identify the body posture and corrective measures .</p> <p>3. Students have learned the importance of physical activites and Yoga in our daily life.</p>
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<p>May</p>	<p>UNIT-3: Yoga as preventive measures for lifestyle disease  1. Obesity: Procedure , benefits,and contraindications for Tada asana , katichakrasana, Pavanmuktasana , Matsayasana, Halasana, Paschimotanasana, Ardhmatsyendrasana, Dhanur asana, Ushtrasana, Suryabedhan pranayam. 2. Diabetes: Procedure , benefits,and contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana , Dhanurasana, Suptavajrasana, Paschimotanasana, Ardhmastendrasana, Mandukasana, Gomukhasana, Yogmudra, Ushtrasana, Kapalabhati.  3. Asthma: Procedure, benefits and contraindications for Tadasana, Urdhwahastottanasana, Uttanmandukasana, Bhujangasana, Dhanurasana, Usthrasana, Vakrasana, Kapalabhati, Gomukhasana, Matsyaasana, Anulom- Viloma.  4. Hypertension: Procedure, benefits and contraindications for Tadasana, Karichakrasana, Uttanpadasana , Ardh halasana, Sarala Matyasana, Gomukhasana, Uttanmandukasana , Vakrasana, Uttanmandukasana, Bhujangasana, Makrasana, Shavasana, Nadishodhanpranayam, Sitalipranayam  5. Backpain and Arthritis : Procedure, benefits and</p>	<p>1. To make students Understand about the main lifestyle disease- Hypertension , Diabetes, Backpain, and Asthma.  2. To teach about different Asanas in detail which can help as a preventive measures for those lifestyle diseases.</p>	<p>1. Lecture-based  2. Technology based  3. Individual learning  4. Group learning  5. Expenditory learning  6. Individual learning  7. Kinesthetic learning  8. Game based learning.</p>	<p><a href="http://www.ncert.com">www.ncert.com</a></p>	<p>1. Identify the asanas beneficial for different ailments and health problems.  2. Recognize importance of various asanas for preventive measures of obesity , diabetes, asthma, hypertension, backpain and arthritis.  3. Describe the procedure for performing a variety of asanas for maximal benefits.  4. Distinguish the contraindications associated with performing different asanas.  5. Outline the role of yogic management for various health benefits and preventive measures.</p>	<p>1. Students have learned that Yoga is one of the heritage of India .  2. Student have learned to perform various asanas and Pranayams.  3. Students have learned to identify the asana and use of asana for correct or reducing the effect of diseases.</p>
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	<p>UNIT-4:Physical education and sports for CWSN.</p> <ol style="list-style-type: none"> <li>1. Organizations promoting disability sports(special olympics,paralympics, deaflympics)</li> <li>2. Concept of classification and divisioning in sports.</li> <li>3. Concept of inclusion CWSN.</li> <li>4. Advantages of Physical activites for Physical assesable for CWSN.</li> <li>5. Strategies to make Physical activities for children with special needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. To make students understand the concept of Disability and disorder.</li> <li>2. To teach students about the types of disabilities and disorders , their causes, and their nature.</li> <li>3. To make them aware of disability Etiquette.</li> <li>4. To make the students understand the advantage of physical activity for CWSN.</li> <li>5. To make the students aware of different strategies for making physical activites accessible for CWSN.</li> </ol>		<p><a href="http://www.ncert.com">www.ncert.com</a></p>	<ol style="list-style-type: none"> <li>1. Value the advantages of physical activites for CWSN.</li> <li>2. Differentiate between methods of categorization in sports for CWSN.</li> <li>3. Understand concepts and the importance of inclusion in sports.</li> <li>4. Creative advantages for CWSN through physical activites.</li> <li>5. Strategies Physical activites accesible for CWSN.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students have learned to identify for common disabilities found in human body.</li> <li>2. Students have learned how to make best physical activites for Special types of children.</li> <li>3. Students have learned which all the thing to remenber while dealing with the normal as well as soecial kind of children or people.</li> </ol>
<p>JUNE</p>	<p><b>SUMMER VACATION</b></p>					
<p>July</p>	<p>UNIT-5:Sports and nutrition</p> <ol style="list-style-type: none"> <li>1. Concept of balanced diet and nutrition.</li> <li>2. Macro and Micro Nutrients : food sources and functions .</li> <li>3. Nutritive and Non-nutritive components of diet.</li> <li>4. Eating for weight control- A healthy weight , The pitfalls of dieting , food intolerance and Food myths.</li> <li>5. Importance of diet in Sports Pre, During and Post competition requirements.</li> </ol>	<ol style="list-style-type: none"> <li>1. To make the students understand the importance of a balanced diet.</li> <li>2. To clear the co ceot of Nutrition- Micro and Macro nutrients , Nutritive components of diet.</li> <li>3. To make them awarw of eating for weight loss and the results of the pitifalls of dieting.</li> <li>4. To understand food intolerance and food myths.</li> </ol>			<ol style="list-style-type: none"> <li>1. Underdtand the concept of a balanced diet and nutrition . Classify Nutritive and Non- Nutritive components of the diet.</li> <li>2. Identify the ways to maintain a healthy weigt.</li> <li>3. Know about foods commonly causing food intolerance.</li> <li>4. Recognize the pitfalls od dieting and food myths</li> </ol>	<ol style="list-style-type: none"> <li>1. Children have learned the inportance of diet in daily life.</li> <li>2. Children have learned to identify the nutritive and non nutritive diet.</li> <li>3. Children have learned the harmful effect of the disorder in eating in our daily life.</li> <li>4. Children have learned about various diseases which occurs due to irregularity in our daily life like obesity.</li> </ol>

August	<p>UNIT-6 : Test and measurement in sports. 1. Fitness test- SAI khelo India test in school. Age group 58yrs /class 1-3: BMI, Flamingo balance test and plate tapping test. Age group 9-18 / class 412: BMI, 50mt speed test , 600mt Run /walk , Sit and reach flexibility test , Strength test . (partial abdominal curl up, push up for boys, modified push ups for girls)</p> <p>2. Measurements of cardiovascular fitness- Harvard Step test - Duration of the exercise in Seconds x 100/5.5 X pulse count of 1-1.5 min after exercise.</p> <p>3. Computing Basal metabolic rate (BMR).</p> <p>4. Rikli and Jones- Senior citizen fitness test.</p> <p>* Chair stand test for lower body strength.</p> <p>* Arm curl test for upper body strength.</p> <p>* Chair sit and reach test for lower body flexibility. *</p> <p>Back scratch test for upper body flexibility.</p> <p>* Eight foot Up and Go test for agility.</p> <p>* Six Minute walk test for aerobic endurance.</p> <p>5. Johnsen-Methney test of Motor educability .(front roll, back roll, jumping half turn, jumping full turn )</p>	<p>1. To make students understand and conduct SAI khelo India fitness test and to make students understand and conduct General Motor fitness test.</p> <p>2. To make students to determine physical fitness Index through Harvard step test / Rockport test. 3. To make students to calculate Basal Metabolic Rate(BMR).</p> <p>4. To measure the fitness level of senior citizens through Rikli and Jones senior citizen fitness test.</p>	<p>1. Lecture-based</p> <p>2. Technology based</p> <p>3. Individual learning</p> <p>4. Group learning</p> <p>5. Expenditory learning</p> <p>6. Individual learning</p> <p>7. Kinesthetic learning</p> <p>8. Game based learning.</p>	<p><a href="http://www.ncert.com">www.ncert.com</a></p>	<p>1. Perform SAI khelo India fitness test in school.</p> <p>2. Determine physical fitness index through Harvard step test/ Rockport test.</p> <p>3. Compute Basal metabolic rate (BMR)</p> <p>4. Describe the procedure of Rikli and Jones - senior citizen fitness test.</p>	<p>1. Student have learned about the minimum fitness of the body. 2. Student have learned how to measure the minimum fitness of the human body at different stage of life.</p> <p>3. Students have learned to identify the test which is used to measure which kind of fitness of a person .</p> <p>4. Student have learned how to conduct , check and evaluate various fitness components of school going students and senior citizen</p>
SEPT	<b>SUMMER VACATION</b>					

OCT	<p>UNIT-7:Physiology and injuries in sports.</p> <ol style="list-style-type: none"> <li>Physiological factors determining components of physical fitness.</li> <li>Effect of exercise on the Muscular System.</li> <li>Effect of exercise on the Cardio- Respiratory System.</li> <li>Physiological changes due to aging.</li> <li>Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain &amp; Strain bone and joint injuries dislocation, fractures- green stick, comminuted, transverse oblique and impacted)"</li> </ol>	<ol 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.</li> <li>Understanding the aims and objectives of first aid .</li> <li>Understanding the management of injuries.</li> </ol>	<ol style="list-style-type: none"> <li>Lecture-based</li> <li>Technology based</li> <li>Individual learning</li> <li>Group learning</li> <li>Expenditory learning</li> <li>Individual learning</li> <li>Kinesthetic learning</li> <li>Game based learning.</li> </ol>	<a href="http://www.ncert.com">www.ncert.com</a>	<ol 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> </ol>	<ol style="list-style-type: none"> <li>Students have learned the basic physical and physiological differences between male and female.</li> <li>Students have learned physiological factor determining components of physical fitness.</li> <li>Students have learned about different body systems of human body which is going to help him to maintain proper physical fitness of the body.</li> <li>Student have learned the effects of exercise on various systems of human body by which he or she can maintain the proper body shape or size by regular physical activities according to their body .</li> </ol>
NOV	<p>UNIT-8:Biomechanics and Sports.</p> <ol style="list-style-type: none"> <li>Newton's Law of Motion &amp; its application in sports</li> <li>Types of Levers and their application in Sports.</li> <li>Equilibrium Dynamic &amp; Static and Centre of Gravity and its application in sports.</li> <li>Friction &amp; Sports.</li> <li>Projectile in Sports.</li> </ol>	<ol 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> </ol>	<ol style="list-style-type: none"> <li>Lecture-based</li> <li>Technology based</li> <li>Individual learning</li> <li>Group learning</li> <li>Expenditory learning</li> <li>Individual learning</li> <li>Kinesthetic learning</li> <li>Game based learning.</li> </ol>	<a href="http://www.ncert.com">www.ncert.com</a>	<ol 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> </ol>	<ol style="list-style-type: none"> <li>Students have learned how to use different types of laws in our daily life activities.</li> <li>Students have learned about lever, C.G, friction and projectile in efficient way to perform better in sports or competition.</li> </ol>

DEC	<p>UNIT-9:Psychology and sports.</p> <p>1. Personality : its types and definition.(jung classification and big five theory)</p> <p>2. Motivation , its types and techniques.</p> <p>3. Exercise adherence : reason , benefits and strategies for enhancing it.</p> <p>4. Meaning , concept and types of aggressions in sports. 5. Psychological attributes in sports- self esteem , mental imagery , self talk , goal setting.</p>	<p>1. To make students understand personality and its classifications. 2. To make students understand motivation and its techniques. 3. To make students about exercise adherence and strategies for enhancing adherence to exercise. 4. To make them aware of aggression in sports and types. 5. To make students understand psychological attributes in sports.</p>	<p>1. Lecture-based 2. Technology based 3. Individual learning 4. Group learning 5. Expository learning 6. Individual learning</p>	<p><a href="http://www.ncert.com">www.ncert.com</a></p>	<p>1. Classify the different types of personality and their relationship with sports performance. 2. Recognize the concept motivation and identify various types of motivation. 3. Identify various reasons to exercise, its associated benefits and strategies to promote exercise adherence. 4. Differentiate between different types of aggression in sports. 5. Explain various psychological attributes in sports.</p>	<p>1. Students have learned how to groom themselves or present in front of others. 2. Students have learned to utilize their aggression in a positive way which is going to enhance their performance in any activities. 3. Identify various reasons to exercise its associated benefits and strategies to promote exercise adherence. 4. Recognize the concept of motivation and identify various types of motivation . 5. Students will be able to classify different types of personality and their relationship with sports performance.</p>
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JAN	<p>UNIT-10: Training in sports.</p> <p>1. Concept of talent identification and talent development in sports.</p> <p>2. Introduction to sports training cycle - Micro , Meso , Macro cycle.</p> <p>3. Types and methods to develop - strength , endurance and speed .</p> <p>4. Types and methods to develop - flexibility and coordinative ability. 5. Circuit training - introduction and its importance</p>	<p>1. Making the students understand the concept of talent identification and methods in sports. 2. Making the students understand sports training and the different cycle in sports training . 3. Making the students understand different types and methods of strengths. 4. Making the students understand different types of flexibility and coordinative ability. 5. Making the students understand circuit training and its importance.</p>	<p>6. Individual learning 7. Kinesthetic learning 8. Game based learning.</p>		<p>1. Understand the concept of talent identification and methods used for talent development in sports. 2. Understand sports training and the different cycle used in the training process. 3. Understand different types and methods to develop - strength , endurance and speed in sports training. 4. Understanding different types and methods to develop - flexibility and coordinative ability. 5. Understanding circuit training and its importance.</p>	<p>1. Students will be able to understand how to identify and develop talent in sports. 2. Students will be able to understand sports training and the cycle used in the training process. 3. Students will be able to understand the training method to improve the components of fitness. 4. Students will be able to understand circuit training and its importance.</p>
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