

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 <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * 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)	<p>tournaments</p> <ul style="list-style-type: none"> To teach them about the different types of community sports and their importance in our society. 		community
Unit 2	<p>Children & Women in Sports</p> <ol style="list-style-type: none"> Exercise guidelines of WHO for different age groups. Common postural deformities-knock knees, flat foot, round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures. Women's participation in Sports – Physical, Psychological, and social benefits. Special consideration (menarche and menstrual dysfunction) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * 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).	<ul style="list-style-type: none"> To make them understand about female athlete triad. 		<ul style="list-style-type: none"> * Express female athlete triad according to eating disorders.
Unit 3	<p>Yoga as Preventive measure for Lifestyle Disease</p> <p>1. Obesity: Procedure, Benefits & Contraindications for Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana, Dhanurasana, Ushtrasana, Suryabedhan pranayama.</p> <p>2. Diabetes: Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana, Bhujangasana, Shalabhasana, Dhanurasana, Supta-vajarasana,</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * 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.

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

	<p>UttanMandukasan-a, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi- shodhanapranayam, Sitlipranayam.</p> <p>5. Back Pain and Arthritis: Procedure, Benefits & Contraindications of Tadasan, Urdhawahastootansana, Ardh-Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrsana, Bhujandgasana, Gomukhasana, Bhadrasana, Makarasana, Nadi- Shodhana pranayama.</p>			
Unit 4	<p>Physical Education and Sports for CWSN (Children with Special Needs - Divyang)</p> <p>1. Organizations promoting Disability Sports (Special Olympics; Paralympics; Deaflympics)</p>	<ul style="list-style-type: none"> • To make students understand the concept of Disability and Disorder. • To teach students about the types of disabilities & disorders, their causes, 	<ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * Value the advantages of physical activities for children with special needs * Differentiate between

	<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"> • 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. 	<ul style="list-style-type: none"> ▪ Expeditionary learning. 	<p>methods of categorization in sports for CWSN</p> <ul style="list-style-type: none"> * 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	<p>Sports & Nutrition</p> <p>1. Concept of balanced diet and nutrition</p> <p>2. Macro and Micro Nutrients: Food sources & functions</p> <p>3. Nutritive & Non-Nutritive Components of Diet</p> <p>4. Eating for Weight control</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * 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

	<p>– A Healthy Weight, The Pitfalls of Dieting, Food Intolerance, and Food Myths</p> <p>5. Importance of Diet in Sports-Pre, During and Post competition Requirements</p>	<p>eating for weight loss and the results of the pitfalls of dieting.</p> <ul style="list-style-type: none"> To understand food intolerance & food myths 		<ul style="list-style-type: none"> * Know about foods commonly causing food intolerance * Recognize the pitfalls of dieting and food myths
Unit 6	<p>Test & Measurement in Sports</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 & 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"> 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 	<ul style="list-style-type: none"> Lecture-based instruction, Technology-based learning, Group learning, Individual learning, Inquiry-based learning, Kinesthetic learning, Game-based learning and Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * 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/Rockport Test * Compute Basal Metabolic Rate (BMR) * Describe the procedure of Rikli and Jones - Senior Citizen Fitness Test

	<p>2. Measurement of Cardio-Vascular Fitness – Harvard Step Test – Duration of the Exercise in Seconds $\times 100/5.5 \times$ Pulse count of 1-1.5 Min after Exercise.</p> <p>3. Computing Basal Metabolic Rate (BMR)</p> <p>4. Rikli & Jones - Senior Citizen Fitness Test</p> <ul style="list-style-type: none"> • 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 <p>5. Johnsen – Methney Test of Motor Educability (Front Roll, Roll, Jumping)</p>	Senior Citizen Fitness Test.		
--	---	---------------------------------	--	--

	Half-Turn, Jumping full-turn			
Unit 7	Physiology & Injuries in Sport <ol style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> * 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.

		<ul style="list-style-type: none"> • Understanding the Management of Injuries 		
Unit 8	Biomechanics and Sports <ol style="list-style-type: none"> 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"> • 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. 	<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> * 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 <ol style="list-style-type: none"> 1. Personality; its definition & types (Jung Classification & Big Five Theory) 	<ul style="list-style-type: none"> • To make students understand Personality & its classifications. • To make students 	<ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, 	After completing the unit, the students will be able to: <ul style="list-style-type: none"> * Classify different types of personality and their

	<p>2. Motivation, its type & techniques.</p> <p>3. Exercise Adherence: Reasons, Benefits & Strategies for Enhancing it</p> <p>4. Meaning, Concept & 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"> • 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. 	<ul style="list-style-type: none"> ▪ Inquiry-based learning, ▪ Kinesthetic learning, ▪ Game-based learning and ▪ Expeditionary learning. 	<p>relationship with sports performance.</p> <ul style="list-style-type: none"> * 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	<p>Training in Sports</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"> • Making the students understand the concept of talent identification and methods in sports • Making the students Understand sports 	<ul style="list-style-type: none"> ▪ Lecture-based instruction, ▪ Technology-based learning, ▪ Group learning, ▪ Individual learning, ▪ Inquiry-based learning, ▪ Kinesthetic learning, 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> * understand the concept of talent identification and methods used for talent development in sports

	<p>Meso, Macro Cycle.</p> <p>3. Types & Methods to Develop – Strength, Endurance, and Speed.</p> <p>4. Types & Methods to Develop – Flexibility and Coordinative Ability.</p> <p>5. Circuit Training - Introduction & its importance</p>	<p>training and the different cycle in sports training.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ▪ Game-based learning and ▪ Expeditionary learning. 	<ul style="list-style-type: none"> * 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