ACADEMIC PLANNER- PHYSICAL EDUCATION- XI-XII 2024-25

Physical Education (048)- XI

Date/Schedule		Topic	Specificlearning objectives	SuggestedTeaching Learning process	LearningOutcomeswith specific
July (25 Days) 1st July to 15th July	12	1. Concept, Aims & ObjectivesofPhysical Education	• To make the students understandthemeaning, aims, and objectives of Physical Education.		• Recognizetheconcept, aim, and objectives of Physical Education.
		2. Development of PhysicalEducationin India – Post Independence	• ToTeachstudentsaboutthe development of physical education in India after Independence.	• Lecture-based instruction,	• Identify the Post-independencedevelopment in Physical Education.
16th July to 31st July	13	3. ChangingTrendsin Sports- playing surface, wearable gear and sports equipment, technological advancements	• Toeducatestudentsabout the development of sports surfaces, wearable gear, sports equipment, and technology.	• Technology-based learning,	• CategorizeChangingTrends in Sports-playing surface, wearable gear, sports equipment, technological

		4. Career options in PhysicalEducation		• Group learning,	• Exploredifferentcareer options in the field of Physical Education.
			• Tomakestudentsknowthe different career options available in the field.		
		5. Khelo-IndiaProgram and Fit – India Program		• Individuallearning,	• Makeoutthedevelopmentof Khelo India and Fit India Program.
August (23 Days) 1st Aug to 15 Aug	11		• Tomakethemknowabout the Khelo India Program		
				• Inquiry-basedlearning,	
				•	
				• Game-basedlearning and	
				• Expeditionarylearning.	

16th Aug to 31st Aug	12	**OlympismValue Education**			**Aftercompletingtheunit,the students will be able to:**
		1. Olympism – Concept and Olympics Values (Excellence,	•	• Lecture-based instruction,	• Incorporate values of Olympisminyourlife.
			Tomakethestudentsaware of Concepts and Olympics Values (Excellence, Friendship & Respect)		
September (23 Days) 1st Sep to 15 Sep (11)		2. Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, BalanceAmongBody, Will & Mind		• Technology-based learning,	• DifferentiatebetweenModern andAncient Olympic Games, Paralympics, and Special Olympic games
			• To make students learn about Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence,BalanceAmong Body, Will & Mind		

	3. AncientandModern Olympics		• Group learning,	• IdentitytheOlympicSymbol and Ideals
		• To make students understand ancient and modernOlympicgames.		
	4. Olympics - Symbols, Motto,Flag,Oath,and Anthem		• Individuallearning,	• Describe the structure of the Olympicmovementstructure
	5. Olympic Movement Structure-IOC,NOC, IFS, Other members	• Tomakethestudentsaware of Olympics - Symbols, Motto, Flag, Oath, and Anthem		
			• Inquiry-basedlearning,	
		• To make students learn about the working and functioningofIOC,NOC and		
		IFS,andothermembers.	• Kinestheticlearning,	
			• Game-basedlearning and	
11				

				• Expeditionarylearning.	
16 Sep to 30 Sep(10)	12	**Yoga**	• Tomakethestudentsaware of the meaning and importance of yoga	• Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
		1. Meaning and importanceofYoga		• Technology-based learning,	• Recognizetheconcept of yogaandbeawareofthe importance; of it
			•	• Group learning,	• Identifytheelementsofy
		2. Introductionto AstangaYoga	Tomakethemlearnabout Astanga yoga.	• Individuallearning,	• Identify the Asanas, Pranayama's,meditati
				• Inquiry-basedlearning,	• Classifyvariousyogic activities for the enhancement of concentration
		3. YogicKriyas(Shat Karma)	• To teach students about yogickriya,speciallysh at karmas.	• Kinestheticlearning,	• Know about relaxation techniquesforimproving concentration
October (20 Days) 1st Oct-	8			• Game-basedlearning and	

15 Oct		4. Pranayamaandits types.	• Tomakethelearnand practice types of Pran	• Expeditionarylearning.	
		5. Active Lifestyle and stressmanagement through Yoga	• To make them learn the importanceofyogainstress		
			management.		
		Physical Education and SportsforChildrenwith Special Needs	• Tomakethestudentsaware concept of Disability and Disorder.	• Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
		1. ConceptofDisability and Disorder		• Technology-based learning,	
			• To make students aware of differenttypesofdisabilities.	• Group learning,	• Identify the concept of DisabilityandDisorder.
16 Oct to 31 Oct	12	2. TypesofDisability,its causes & nature (Intellectual disability, Physical disability).		• Individuallearning,	
			• To make students learn aboutDisabilityEtiquette	• Inquiry-basedlearning,	• Outlinetypesofdisabilityand describe their causes and nature.

November (23 Days) 1st Nov to 15 Nov	10	3.		•	
			• To make the students Understand the aims and objectivesAdaptivePhysical	• Game-basedlearning and	• Adhere to and respect childrenwithspecialneeds by following etiquettes.
		4. Aimandobjectivesof		• Expeditionarylearning.	
16th Nov to 30 Nov	13				
December (24 Days) 1st Dec to 15 Dec	11	AdaptivePhysical Education.	Education		
16th Dec to 31st Dec	13	5.Role of various professionals for children with special needs (Counselor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist,andSpecial			• Identify possibilities and scopeinadaptivephysical education
January (14 Days) 1st Jan to 15 Jan	NIL	Educator)	•		

16th Jan to 31 Jan	13		To make students aware of roleofvariousprofessionals for children with special needs.		• Relate various types of professional support for childrenwithspecialneeds along with their roles and responsibilities.
Febuary (12 Days) 1st Feb to 15 Feb	12	**Physical Fitness, Wellness,andLifestyle**	• To make the students understand the Meaning & importance of Wellness, Health,andPhysicalFitness	• Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
		1. Meaning&importance of Wellness, Health, and Physical Fitness.		• Technology-based learning,	• Explain wellness and its importanceanddefinethe components of wellness.
			• To make students aware of theComponents/Dimensions of Wellness, Health, and Physical Fitness	• Group learning,	
		2. Components/Dimensio ns of Wellness,Health, and Physical Fitness		• Individuallearning,	• Classifyphysicalfitness and recognize its importance in life.

			• To make students learn TraditionalSports&Regional Games to promote wellness	• Inquiry-basedlearning,	
		3. TraditionalSports&RegionalGamesfor promoting wellness		• Kinestheticlearning,	• Distinguish between skill-relatedandhealth-related components of physical fitness.
			• To develop Leadership qualitiesthroughPhysical Activity and Sports in students	• Game-basedlearning and	
		4. Leadership through PhysicalActivityand Sports		• Expeditionarylearning.	• Illustratetraditionalsports and regional games to promote wellness.
		5.IntroductiontoFirst Aid – PRICE	•		• Relate leadership through physicalactivityandsports
			Tomakestudentslearn First Aid and its management skills		
					• Illustratethedifferentsteps used in first aid - PRICE.

		Test,Measurement& Evaluation	• To Introduce the students with the terms like test, measurementandeval uation along with its importance	• Lecture-based instruction,	**Aftercompletingtheu nit,the student s will be able to:**
		1. Define Test, Measurementsand Evaluation.		• Technology-based learning,	
			• To Introducing them the methods of calculating BMI, Waist-hipratioandSkinfold measurement.	• Group learning,	• Definethetermstest, measurement, and evaluation,
		2. Importance of Test, Measurements and EvaluationinSports.		• Individuallearning,	
			• Tomakethestudentsaw are ofthedifferentsomatoty pes.	• Inquiry-basedlearning,	• Differentiatenormand criterion referenced standards,
		3. Calculation of BMI, Waist – Hip Ratio, Skin fold measurement(3-site)		• Kinestheticlearning,	

			• Tomakethestudentslearn the method to measure health-related fitness.	• Game-basedlearning and	• Differentiateformativeand summative evaluation,
		4. Somato Types (Endomorphy, Mesomorphy&Ectomorphy)		• Expeditionarylearning.	
					• Discuss the importance of measurementandevaluation processes,
		5. Measurements of health-relatedfitness			
					• UnderstandBMI:Apopular clinical standard and its computation
					• Differentiate between Endomorphy,Mesomorphy& Ectomorphy h describe the procedure of Anthropometric
					Measurement

		Fundamentals of Anatomy,Physiologyi n Sports	•	• Lecture-based instruction,	**Aftercompletingtheu nit,the students will be able to:**
		1. Definition and importance of Anatomy and PhysiologyinExercise and Sports.	Thestudentswilllearnth e meaning and definition & identify the importance of anatomy, physiology, and kinesiology.	• Technology-based learning,	• Identifytheimportance of anatomy and physiology.
				• Group learning,	
		2. Functions of Skeletal System,Classification of Bones, and Types of Joints.	• Studentswillunderstan dthe main functions and Classification of Bone and the Types of Joints.	• Individuallearning,	• Recognizethefunction sof the skeleton.
			.	• Inquiry-basedlearning,	
		3. Properties and FunctionsofMuscles.	• The students will learn the PropertiesandFunction sof Muscles.	• Kinestheticlearning,	• Understandthefunction sof bones and identify various types of joints.
				• Game-basedlearning and Expeditionary learning.	

		4. Structure and Functions of CirculatorySystem and Heart.	• The students will learn the Structure and Functions of theCirculatorySystema nd Heart.		• Figureouttheproperties and functions of muscles and understand how they work.
		5. Structureand Functions of	• Thestudentswilllearnth e StructureandFunctions of Respiratory System.		• Understandtheanatom yof the respiratory system and describe it's working.
		RespiratorySystem.			
					• Identifyandanalysesth e layout and functions of Circulatory System.
		Fundamentals Of Kinesiology And BiomechanicsinSpor ts	• Thestudentswilllearnth e meaning and definition & identify the importance of Kinesiology and Biomechanics in sports.	• Lecture-based instruction,	**Aftercompletingtheu nit,the students will be able to:**
		1.Definitionand Importanceof		• Technology-based learning,	
				• Group learning,	• UnderstandKinesiolog yand Biomechanics with their

		Kinesiology and Biomechanicsin Sports.		• Individuallearning,	applicationinsports.
			•	• Inquiry-basedlearning,	
		2. Principles of Biomechanics	Tomakethestudentslearn the principles of biomechanics.	• Kinestheticlearning,	• Explain biomechanical principlesandtheirutilization in sports and physical education.
				• Game-basedlearning and	
		3. Kinetics and KinematicsinSports	• To make the students understandtheconcept of KineticsandKinematics in Sports	• Expeditionarylearning.	• Illustratefundamentalbody movementsandtheirbasic patterns.
		4. Types of Body Movements-Flexion, Extension,Abduction, Adduction, Rotation, Circumduction, Supination &Pronation	• To make the students learn aboutdifferenttypesofbody movements.		• Learn about the Axis and Planesandtheirapplication with body movements.
		5. Axis and Planes – Concept and its applicationinbody movements			

			• To make the students understandtheconcept of Axis and Planes and its application in body movements.		
		PsychologyandSports	• Thestudentswillidentify the definition and importance of Psychology in Physical Education and sports.	• Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
		1. Definition & Importance of Psychology in PhysicalEducation&Sports;		• Technology-based learning,	• Identify the role of PsychologyinPhysical Education and Sports
			• The students will be able to differentiatecharacteristicsof growth and development at different stages.	• Group learning,	
		2. Developmental Characteristics at DifferentStagesof Development;		• Individuallearning,	• Differentiatecharacteristics ofgrowthanddevelopment at different stages.
				• Inquiry-basedlearning,	

				• Kinestheticlearning,	
				• Game-basedlearning and	
			• - Studentswillbeableto identify the issues and management related to adolescents.	• Expeditionarylearning.	• Explaintheissuesrelatedto adolescent behavior and Team Cohesion in Sports
		3. AdolescentProblems & their Management;			
			•		• Correlate the psychological conceptswiththesports and athlete specific situations
		4. TeamCohesionand Sports;	The students will be able to understandtheimportanceof team cohesion in sports.		
		5. Introduction to Psychological Attributes:Attention, Resilience, Mental Toughness	• Studentswilldistinguish different Psychological AttributeslikeAttention,		

			Resilience,andMental Toughness.		
		Training&Dopingin Sports	• Tomakethestudentsaware about of concepts and principles of sports training.	• Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
		1. Concept and PrinciplesofSports Training		• Technology-based learning,	• Understandtheconcept and principles of sports training.
			• To make students learn and understand the Training Load,OverLoad,Adaptation, and Recovery concepts.	• Group learning,	
		2. Training Load: Over Load,Adaptation,and Recovery		• Individuallearning,	• Summarisetrainingloadand its concept.
		3. Warming-up & LimberingDown– Types, Method &Importance	• To make students Understand the importance ofwarningupandlimbering down exercises.	• Inquiry-basedlearning,	

				• Kinestheticlearning,	• Understand the concept of warmingup&limbering down in sports training and their types, method & importance.
		4. Concept of Skill, Technique,Tactics&Strategies	• To introduce the terms like Skills,Techniques,Tactics, and Strategies to the	• Game-basedlearning and	
				• Expeditionarylearning.	• Acquire the ability to differentiate between the skill, technique, tactics & strategiesinsportstraining.
			students.		
		5.Concept of Doping anditsdisadvantages			• Interpretconceptofdoping.
			• To make students aware of the doping substances and theirdisadvantagesinsports.		

		Class- XII - Physical Education - Academic Planner			
XII		**UnitName&Topics**	**SpecificLearning Objectives**	**SuggestedTeaching Learning process**	**LearningOutcomeswith specific competencies**
July (25 Days) 1st July to 15th July	12	**Management of SportingEvents**	• To make the students understandtheneedand meaning of planning in sports, committees, and their responsibilities for conducting the sports event or tournament.	▪ Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
		1. Functions of Sports EventsManagement (Planning, Organising,Staffing, Directing &Controlling)		▪ Technology-based learning,	* Describethefunctionsof Sports Event management

			• To teach them about the different types of tournaments and the detailed procedure of drawing fixtures for Knock Out,LeagueTournaments, and Combination tournaments.	▪ Group learning,	
16th July to 31st July	13	2. Various Committees & their Responsibilities(pre; during & post)		▪ Individuallearning,	* Classifythecommittees and their responsibilities in the sports event
			• To make the students understand the need for the meaning and significanceofintramural and extramural	▪ Inquiry-basedlearning,	
		3. Fixtures and their Procedures–Knock-Out (Bye & Seeding) &League(Staircase, Cyclic, Tabular method) and Combination tournaments.		▪ Kinestheticlearning,	* Differentiatethedifferenttypes of tournaments.
				▪ Game-basedlearning and	

August (23 Days) 1st Aug to 15 Aug	11			▪ Expeditionarylearning.	* Preparefixturesofknockout, league & combination.
					* Distinguishbetweenintramural and extramural sports events
					* Designandpreparedifferent types of community
			tournaments		
		4. Intramural &Extramural tournaments – Meaning,Objectives & Its Significance			
16th Aug to 31st Aug	12		•		
		5. Community sports program(SportsDay, Health Run, Run for Fun, Run for Specific Cause & Run for Unity)	Toteachthemaboutthe different types of community sports and their importance in our society.		

		Children&Womenin Sports	• To make students understandtheexercise guidelines of WHO for different age groups	▪ Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
September (23 Days) 1st Sep to 15 Sep (11)		1. Exerciseguidelinesof WHOfordifferentage groups.		▪ Technology-based learning,	* Differentiateexerciseguidelines for different stages of growth and development.
			• Tomakestudentsaware of the common postural deformities	▪ Group learning,	
		2. Common postural deformities-knock knees,flatfoot,round shoulders, Lordosis, Kyphosis, Scoliosis, and bow legs and their respective corrective measures.		▪ Individuallearning,	* Classifycommonpostural deformities and identify corrective measures.
			• Tomakestudentsaware of women's sports participationinIndiaand about the special conditions of women.	▪ Inquiry-basedlearning,	

	3. Women's		▪ Kinestheticlearning,	* Recognize the role and importance of sports participationofwomeninIndia.
			▪ Game-basedlearning and	
			▪ Expeditionarylearning.	* Identifyspecialconsiderations relate to menarche and
	participationinSports – Physical,	•		menstrualdysfunction.
	Psychological, and social benefits.	To make students understandmenarchea nd menstrual dysfunction among women athletes.		
11				* Express female athlete triad accordingtoeatingdisorders.
	4. Specialconsideration (menarche and menstrual dysfunction)	• Tomakethemunderstand aboutfemaleathletetriad.		

		5. Femaleathletetriad (osteoporosis, amenorrhea, eating			
16 Sep to 30 Sep(10)	12	disorders.			
		Yoga as Preventive measureforLifestyle Disease	• To make students Understand about the main life style disease - Obesity, Hypertension, Diabetes,BackPainand Asthma.	▪ Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
		1.**Obesity:**Procedure, Benefits & Contraindicationsfor Tadasana, Katichakrasana, Pavanmuktasana, Matsayasana, Halasana, Pachimottansana, Ardha – Matsyendrasana,	• To teach about different Asanasindetailwhichcan help as a preventive Measures for those Lifestyle Diseases.	▪ Technology-based learning,	* Identifytheasanasbeneficial for different ailments and health problems.
		Dhanurasana,		▪ Group learning,	
				▪ Individuallearning,	* Recognize importance of various asanas for preventive measuresofobesity,diabetes, asthma, hypertension, back pain and arthritis

				▪ Inquiry-basedlearning,	
October (20 Days) 1st Oct-15 Oct	8			▪ Kinestheticlearning,	* Describetheprocedure for
				▪ Game-based learning and	performingavarietyofasanas for maximal benefits.
				▪ Expeditionarylearning.	
		Ushtrasana, Suryabedhan pranayama.			
					* Distinguish the contraindicationsassociated with performing different asanas.

		2. **Diabetes:**Procedure, Benefits & Contraindications for Katichakrasana, Pavanmuktasana,Bhujangasana, Shalabhasana, Dhanurasana,Supta-vajarasana, Paschimottanasan-a, Ardha-Mastendrasana, Mandukasana, Gomukasana, Yogmudra, Ushtrasana, Kapalabhati.			
16 Oct to 31 Oct	12				* Outline the role of yogic managementforvariou shealth benefits and preventive measures.
		3. **Asthma:** Procedure, Benefits & Contraindications for Tadasana, Urdhwahastottansana,UttanMandukasan-			
November (23 Days) 1st Nov to 15 Nov	10	a, Bhujangasana,			

		Dhanurasana, Ushtrasana, Vakrasana, Kapalbhati, Gomukhasana Matsyaasana, Anuloma-Viloma.			
16th Nov to 30 Nov	13				
December (24 Days) 1st Dec to 15 Dec	11	4. **Hypertension:** Procedure, Benefits & Contraindications for Tadasana, Katichakransan, Uttanpadasana, Ardha Halasana, Sarala Matyasana, Gomukhasana, UttanMandukasan-a, Vakrasana, Bhujangasana, Makarasana, Shavasana, Nadi-shodhanapranayam, Sitlipranayam.			
16th Dec to 31st Dec	13				
January (14 Days) 1st Jan to 15 Jan	NIL	5. **Back Pain and Arthritis:**Procedure, Benefits & Contraindications of			
16th Jan to 31 Jan	13				

Febuary (12 Days) 1st Feb to 15 Feb	12				
		Tadasan, Urdhawahastootansana, Ardh-Chakrasana, Ushtrasana, Vakrasana, Sarala Maysyendrsana, Bhujandgasana, Gomukhasana, Bhadrasana, Makarasana, Nadi-Shodhana			
		pranayama.			
		Physical Education and Sports for CWSN (ChildrenwithSpecial Needs - Divyang)	• To make students understandtheconcept of Disability and Disorder.	▪ Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
		1. Organizations promotingDisability Sports (Special Olympics; Paralympics; Deaflympics)		▪ Technology-based learning,	* Value the advantages of physical activities for childrenwithspecialneeds

			• To teach students about thetypesofdisabilities& disorders, their causes, and their nature.	▪ Group learning,	
		2. Concept of Classification and DivisioninginSports.		▪ Individuallearning,	* Differentiatebetweenmethods ofcategorizationinsportsfor CWSN
			• Tomakethemawareof Disability Etiquette.	▪ Inquiry-basedlearning,	
		3. ConceptofInclusion		▪ Kinestheticlearning,	* Understand concepts and the importanceofinclusioninsports
			• To make the students Understandtheadvantage of physical activity for	▪ Game-based learning and	
				▪ Expeditionarylearning.	* Createadvantagesfor
					ChildrenwithSpecialNeeds through Physical Activities
		in sports, its need, andImplementation;	CWSN.		

					* Strategiesphysicalactivities accessible for children with specialneeds
		4. Advantages of PhysicalActivitiesfor children with special needs.	•		
			To make the students aware of different strategies for making physical activity accessibleforChildren with Special Needs.		
		5. Strategies to make Physical Activities assessable for childrenwithspecial			
		needs.			
		Sports&Nutrition	• To make the students understandtheimportance of a balanced diet	▪ Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**

		1. Conceptofbalanced diet and nutrition		▪ Technology-based learning,	* Understand the concept of a balanced diet and nutrition. Classify Nutritive and Non-Nutritivecomponentsof theDiet
			• To clear the concept of Nutrition–Micro&Macro nutrients,Nutritive&non- Nutritive Components of diet	▪ Group learning,	
		2. Macro and Micro Nutrients: Food sources&functions	• To make them aware of eating for weight loss and theresultsofthepitfallsof dieting.	▪ Individuallearning,	* Identifythewaystomaintaina healthy weight
				▪ Inquiry-basedlearning,	
		3. Nutritive & Non-Nutritive ComponentsofDiet	• Tounderstandfood	▪ Kinestheticlearning,	* Knowaboutfoodscommonly causing food intolerance
		4. Eating for Weight control – A Healthy Weight,ThePitfalls of Dieting, Food		▪ Game-based learning and	
		Intolerance,and		▪ Expeditionarylearning.	* Recognizethe

					pitfallsofdietingandfoodmyths
		FoodMyths	intolerance&food myths		
		5.ImportanceofDietin Sports-Pre, During andPostcompetition Requirements			
		Test&Measurement in Sports	•	▪ Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
		1.Fitness Test – SAI KheloIndiaFitness Test in school:	To make students Understand and conduct SAIKHELOINDIAFitness	▪ Technology-based learning,	* PerformSAIKheloIndia Fitness Test in school [Age group 5-8 years/ (class 1-3) and Age
			Testandtomakestudents Understand and conduct General Motor Fitness Test.		group 9-18yrs/ (class 4-12)
				▪ Group learning,	
		Agegroup5-8years/ class 1-3: BMI, Flamingo Balance Test, Plate Tapping Test	• To make students to determinephysicalfitness Index through Harvard Step Test/Rockport Test	▪ Individuallearning,	* Determine physical fitness IndexthroughHarvardStep Test/Rock- port Test
			• To make students to calculateBasalMetabolic Rate (BMR)	▪ Inquiry-basedlearning,	

		Age group 9-18yrs/ class 4-12: BMI, 50mt Speed test, 600mtRun/Walk,Sit & Reach flexibility test, Strength Test (Partial Abdominal Curl Up, Push-Ups for boys, Modified Push-Ups for girls).		▪ Kinestheticlearning,	* ComputeBasalMetabolicRate (BMR)
			• To measure the fitness level of Senior Citizens throughRikliandJones Senior Citizen Fitness Test.	▪ Game-based learning and	
				▪ Expeditionarylearning.	* Describetheprocedure ofRikli and Jones - Senior Citizen Fitness Test
		2.			
		Measurement of Cardio-Vascular Fitness – Harvard StepTest–Duration of the Exercise in Seconds x100/5.5 X Pulse count of 1-1.5 Min after Exercise.			

		3. ComputingBasal Metabolic Rate (BMR)			
		4. Rikli&Jones-Senior Citizen Fitness Test			
		• ChairStandTestfor lower body strength			
		• Arm Curl Test for upperbodystrength			
		• Chair Sit & Reach Testforlowerbody flexibility			
		• BackScratchTestfor upper body flexibility			
		• EightFootUp&Go Test for agility			
		• Six-MinuteWalkTest for Aerobic			
		Endurance			

		5.Johnsen–Methney Test of Motor Educability (Front Roll, Roll, Jumping Half-Turn, Jumping full-turn			
		Physiology&Injuries in Sport	•	▪ Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
		1. Physiologicalfactors determining components of physical fitness	Understanding the physiologicalfactors determining the	▪ Technology-based learning,	* Recognizethephysiological factors determining the components ofphysicalfitness.
			• componentsofphysical fitness.	▪ Group learning,	
		2. Effect of exercise on theMuscularSystem		▪ Individuallearning,	
			• Learning the effects of exercisesontheMuscular system.	▪ Inquiry-basedlearning,	* Comprehend the effects of exercise on the Muscular systemandcardiorespiratory systems.
		3. Effectofexerciseon the Cardio- Respiratory System		▪ Kinestheticlearning,	

			• Learning the effects of exerciseson Cardiovascularsystem.	▪ Game-basedlearning and	* Figureoutthephysiological changes due to ageing
		4. Physiological changesduetoaging	• Learningtheeffectsof exercises on the Respiratory system.	▪ Expeditionarylearning.	
		5. Sports injuries: Classification (Soft Tissue Injuries - Abrasion,Contusion, Laceration, Incision,	• Learningthechanges caused due to aging.		* Classifysportsinjurieswithits Management.
		Sprain&Strain;			
			• UnderstandingtheSports		
		Bone& Joint Injuries	Injuries (Classification, Causes,andPreventio n)		
		- Dislocation, Fractures - Green Stick,Comminuted, TransverseOblique & Impacted)	•		
			UnderstandingtheAims& Objectives of First Aid		

			• Understanding the ManagementofInjuries		
		Biomechanicsand Sports	• UnderstandingNewton's LawsofMotionandtheir Application in Sports.	▪ Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
		1. Newton's Law of Motion & its applicationinsports		▪ Technology-based learning,	* UnderstandNewton'sLawof Motion and its application in sports
			• Makestudentsunderstand the lever and its application in sports.	▪ Group learning,	
		2. TypesofLeversand their application in Sports.		▪ Individuallearning,	* Recognize the concept of Equilibriumanditsapplicationin sports.
			• Makestudentsunderstand the concept of Equilibrium and its application in	▪ Inquiry-basedlearning,	
		3. Equilibrium – Dynamic&Staticand CentreofGravityand its application in sports	• sports.	▪ Kinestheticlearning,	* Know about the Centre of Gravityandwillbeableto apply it in sports

				▪ Game-basedlearning and	
		4. Friction& Sports	• UnderstandingFrictionin Sports.	▪ Expeditionarylearning.	* DefineFrictionandapplication in sports.
		5. ProjectileinSports	• Understanding the conceptofProjectilein sports.		* Understandtheconcept of Projectile in sports.
		Psychologyand Sports	• To make students understandPersonality &	▪ Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
		1. Personality; its definition & types (JungClassification & Big Five Theory)	its classifications.	▪ Technology-based learning,	* Classifydifferenttypesof personality and their relationship with sports performance.
				▪ Group learning,	
		2. Motivation,itstype&techniques.	•	▪ Individuallearning,	* Recognise the concept of motivationandidentifyvarious types of motivation.
			To make students understandmotivation and its techniques.	▪ Inquiry-basedlearning,	

		3. ExerciseAdherence: Reasons, Benefits & Strategies for Enhancing it		▪ Kinestheticlearning,	* Identify various reasons to exercise,itsassociated benefits and strategies to promote exercise adherence.
			• To make studentsabout ExerciseAdherenceand Strategiesforenhancing Adherence to Exercise.	▪ Game-basedlearning and	
		4. Meaning,Concept& Types of Aggressions in Sports		▪ Expeditionarylearning.	* Differentiatebetweendifferent types of aggression in sports.
			• To make them aware of Aggressioninsportsand types.		
		5. Psychological AttributesinSports– Self-Esteem, Mental Imagery, Self-Talk,			* Explainvariouspsychological attributes in sports.
		Goal Setting	• To make students understandPsychological Attributes in Sports.		

		Trainingin Sports	• Making the students understandtheconcept of talent identification and methods in sports	▪ Lecture-based instruction,	**Aftercompletingtheunit,the students will be able to:**
		1.Concept of Talent Identification and TalentDevelopment		▪ Technology-based learning,	*understandtheconceptoftalent identification and methods used for talent development in sports
		inSports		▪ Group learning,	
			• Making the students Understandsportstraining and the different cycle in sports training.	▪ Individuallearning,	
		2. IntroductiontoSports Training Cycle – Micro, Meso, Macro Cycle.		▪ Inquiry-basedlearning,	* Understandsportstrainingand the different cycle used in the training process.
			• Making the students Understanddifferenttypes & methods of strengths,	▪	

		3. Types&Methodsto Develop–Strength, Endurance, and Speed.	• endurance,andspeed.	Kinestheticlearning,	* Understand different types & methods to develop - strength, endurance,andspeedi nsports training.
				▪ Game-basedlearning and	* Understand different types & methodstodevelop–fle xibility and coordinative ability.
		4. Types&Methodsto Develop–Flexibility and Coordinative Ability.	• Making the students Understand different types &methodsofflexibilitya nd	▪ Expeditionarylearning.	* UnderstandCircuittrain ingand its importance.
			• coordinativeability.		
		5. CircuitTraining- Introduction&its			
		importance	• Making the students understandCircuittraini ng and its importance.		