



BK BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS
SENIOR SECONDARY CO-ED DAY CUM BOYS' RESIDENTIAL SCHOOL
ANNUAL SYLLABUS SPLIT UP (2025-26)
CLASS – XI – PHYSICAL EDUCATION



SUBJECT: PHYSICAL EDUCATION (048)

MONTH		TOPIC	SUB TOPIC	TEACHING AIDS, DIGITAL TOOLS & LINKS	LEARNING OUTCOMES WITH SPECIFIC COMPETENCIES
APRIL No. of Days (23)	WEEK-1	Unit-1: Changing Trends and Careers in Physical Education	Concept, Aims & Objectives of Physical Education Development of Physical Education in India – Post Independence	<ul style="list-style-type: none"> -Lecture-based instruction -Technology-based Learning -Group learning -Individual learning -Inquiry-based learning -Kinesthetic learning -Game-based learning -Expeditionary learning. 	<ul style="list-style-type: none"> -After completing the unit, the students will be able to: -Recognize the concept, aim, and objectives of Physical Education. -Identify the Post-independence development in Physical Education. -Categorize Changing Trends in Sports- playing surface, wearable gear, sports equipment, technological -Explore different career options in the field of Physical Education. -Make out the development of Khelo India and Fit India Program.
	WEEK-2		Changing Trends in Sports- playing surface, wearable gear and sports equipment, technological advancements Career options in Physical Education Khelo-India Program and Fit – India Program		

APRIL No. of Days (23)	WEEK-3	Unit-2 Olympism Value Education	<ul style="list-style-type: none"> -Olympism – Concept and Olympics Values (Excellence, Friendship & Respect) -Olympic Value Education – Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will & Mind -Ancient and Modern Olympics 	<ul style="list-style-type: none"> -Lecture-based instruction -Technology-based Learning -Group learning -Individual learning -Inquiry-based learning -Kinesthetic learning -Game-based learning -Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> -Incorporate values of Olympism in your life. -Differentiate between Modern and Ancient Olympic Games, Paralympics, and Special Olympic games -Identify the Olympic Symbol and Ideals -Describe the structure of the Olympic movement structure
	WEEK-4		<ul style="list-style-type: none"> -Olympics - Symbols, Motto, Flag, Oath, and Anthem -Olympic Movement Structure - IOC, NOC, IFS, Other members 		
JUNE No. of Days (14)	WEEK-2	Unit-3 YOGA	<ul style="list-style-type: none"> -Meaning and importance of Yoga -Introduction to Astanga Yoga 	<ul style="list-style-type: none"> -Lecture-based instruction -Technology-based Learning -Group learning -Individual learning -Inquiry-based learning -Kinesthetic learning -Game-based learning -Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> -Recognize the concept of yoga and be aware of the importance; of it -Identify the elements of yoga -Identify the Asanas, Pranayama's, meditation, and yogic kriyas -Classify various yogic activities for the enhancement of concentration -Know about relaxation techniques for improving concentration

<p>JUNE No. of Days (14)</p>	<p>WEEK-3</p>	<p>Unit-3 YOGA</p>	<ul style="list-style-type: none"> -Yogic Kriyas (ShatKarma) -Pranayama and its types. -Active Lifestyle and stress management through Yoga 	<ul style="list-style-type: none"> -Lecture-based instruction -Technology-based Learning -Group learning -Individual learning -Inquiry-based learning -Kinesthetic learning -Game-based learning -Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> -Recognize the concept of yoga and be aware of the importance; of it -Identify the elements of yoga -Identify the Asanas, Pranayama's, meditation, and yogic kriyas -Classify various yogic activities for the enhancement of concentration -Know about relaxation techniques for improving concentration
<p>JULY No. of Days (26)</p>	<p>WEEK-1</p>	<p>Unit-4 Physical Education and Sports for CWSN (Children with Special Needs - Divyang)</p>	<ul style="list-style-type: none"> -Concept of Disability and Disorder -Types of Disability, its causes & nature (Intellectual disability, Physical disability). 	<ul style="list-style-type: none"> -Lecture-based instruction -Technology-based Learning -Group learning -Individual learning -Inquiry-based learning -Kinesthetic learning -Game-based learning -Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> -Identify the concept of Disability and Disorder. -Outline types of disability and describe their causes and nature. -Adhere to and respect children with special needs by following etiquettes. -Identify possibilities and scope in adaptive physical education -Relate various types of professional support for children with special needs along with their roles and responsibilities.
	<p>WEEK-2</p>		<ul style="list-style-type: none"> -Disability Etiquette -Aim and objectives of Adaptive Physical Education. -Role of various professionals for children with special needs (Counselor, Occupational Therapist, Physiotherapist, Physical Education Teacher, Speech Therapist, and Special Educator) 		

JULY No. of Days (26)	WEEK-3	Unit-5 Physical Fitness, Wellness, and Lifestyle	-Meaning & importance of Wellness, Health, and Physical Fitness. -Components/Dimensions of Wellness, Health, and Physical Fitness	-Lecture-based instruction -Technology-based Learning -Group learning -Individual learning -Inquiry-based learning -Kinesthetic learning -Game-based learning -Expeditionary learning.	After completing the unit, the students will be able to: -Explain wellness and its importance and define the components of wellness. -Classify physical fitness and recognize its importance in life. -Distinguish between skill-related and health-related components of physical fitness. -Illustrate traditional sports and regional games to promote wellness. -Relate leadership through physical activity and sports -Illustrate the different steps used in first aid - PRICE.
	WEEK-4		-Traditional Sports & Regional Games for promoting wellness -Leadership through Physical Activity and Sports -Introduction to First Aid – PRICE		

AUGUST No. of Days (24)	WEEK-1	Unit-6 Test, Measurement & Evaluation	<ul style="list-style-type: none"> -Define Test, Measurements and Evaluation. -Importance of Test, Measurements and Evaluation in Sports. -Calculation of BMI, Waist – Hip Ratio, Skin fold measurement (3-site) 	<ul style="list-style-type: none"> -Lecture-based instruction -Technology-based Learning -Group learning -Individual learning -Inquiry-based learning -Kinesthetic learning -Game-based learning -Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> -Define the terms test, measurement, and evaluation, -Differentiate norm and criterion referenced standards, -Differentiate formative and summative evaluation, -Discuss the importance of measurement and evaluation processes, -Understand BMI: A popular clinical standard and its computation -Differentiate between Endomorphy, Mesomorphy & Ectomorphy describe the procedure of Anthropometric.
	WEEK-2		<ul style="list-style-type: none"> -Somato Types (Endomorphy, Mesomorphy & Ectomorphy) -Measurements of health-related fitness 		

AUGUST No. of Days (24)	WEEK-3	Unit-7 Fundamentals of Anatomy, Physiology in Sports	<ul style="list-style-type: none"> -Definition and importance of Anatomy and Physiology in Exercise and Sports. -Functions of Skeletal System, Classification of Bones, and Types of Joints. -Properties and Functions of Muscles. 	<ul style="list-style-type: none"> -Lecture-based instruction -Technology-based Learning -Group learning -Individual learning -Inquiry-based learning -Kinesthetic learning -Game-based learning -Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> -Identify the importance of anatomy and physiology. -Recognize the functions of the skeleton. -Understand the functions of bones and identify various types of joints. -Figure out the properties and functions of muscles and understand how they work. -Understand the anatomy of the respiratory system and describe its working. -Identify and analyse the layout and functions of Circulatory System.
	WEEK-4		<ul style="list-style-type: none"> -Structure and Functions of Circulatory System and Heart. -Structure and Functions of Respiratory System. 		
SEPTEMBER No. of Days (24)	WEEK-1	Unit-8 Fundamentals of Kinesiology And Biomechanics in Sports	<ul style="list-style-type: none"> -Definition and Importance of Kinesiology and Biomechanics in Sports. -Principles of Biomechanics -Kinetics and Kinematics 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 -Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> -Understand Kinesiology and Biomechanics with their application in sports. -Explain biomechanical principles and their utilization in sports and physical education. -Illustrate fundamental body movements and their basic patterns. -Learn about the Axis and Planes and their
	WEEK-2		<ul style="list-style-type: none"> -Types of Body Movements - Flexion, Extension, Abduction, Adduction, Rotation, Circumduction, Supination & Pronation -Axis and Planes – Concept and its application in body movements 		

					application with body movements.
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SEPTEMBER No. of Days (24)	WEEK-3	Unit-9 Psychology And Sports	<ul style="list-style-type: none"> -Definition & Importance of Psychology in Physical Education & Sports; -Developmental Characteristics at Different Stages of Development; 	<ul style="list-style-type: none"> -Lecture-based instruction -Technology-based Learning -Group learning -Individual learning -Inquiry-based learning -Kinesthetic learning -Game-based learning -Expeditionary learning. 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> -Identify the role of Psychology in Physical Education and Sports -Differentiate characteristics of growth and development at different stages. -Explain the issues related to adolescent behavior and Team Cohesion in Sports -Correlate the psychological concepts with the sports and athlete specific situations
	WEEK-4		<ul style="list-style-type: none"> -Adolescent Problems & their Management; -Team Cohesion and Sports; -Introduction to Psychological Attributes: Attention, Resilience, Mental Toughness 		
OCTOBER No. of Days (24)	WEEK-1	Unit-10 Training & Doping in Sports	<ul style="list-style-type: none"> -Concept and Principles of Sports Training -Training Load: Over Load, Adaptation, and Recovery -Warming-up & Limbering Down – Types, Method & Importance 	<ul style="list-style-type: none"> -Lecture-based instruction -Technology-based Learning -Group learning -Individual learning -Inquiry-based learning -Kinesthetic learning -Game-based learning 	<p>After completing the unit, the students will be able to:</p> <ul style="list-style-type: none"> -Understand the concept and principles of sports training. -Summarise training load and its concept.

	WEEK-2		<p>-Concept of Skill, Technique, Tactics & Strategies</p> <p>-Concept of Doping and its disadvantages</p>	<p>-Expeditionary learning.</p>	<p>-Understand the concept of warming up & limbering down in sports training and their types, method & importance.</p> <p>-Acquire the ability to differentiate between the skill, technique, tactics & strategies in sports training.</p> <p>Interpret concept of doping.</p>
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