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YEAR 2027

INDIAN SCHOOL CERTIFICATE EXAMINATION

COUNCIL FOR THE INDIAN SCHOOL CERTIFICATE EXAMINATIONS
CISCE
NEW DELHI
Empowering Minds & Transforming Lives since 1958

PHYSICAL EDUCATION (875)

February 2025

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Council for the Indian School Certificate Examinations (CISCE)

MISSION STATEMENT

The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence.

ETHOS OF CISCE

- Trust and fair play.
- Minimum monitoring.
- Allowing schools to evolve their own niche.
- Catering to the needs of the children.
- Giving freedom to experiment with new ideas and practices.
- Diversity and plurality - the basic strength for evolution of ideas.
- Schools to motivate pupils towards the cultivation of:
  Excellence - The Indian and Global experience.
  Values - Spiritual and cultural - to be the bedrock of the educational experience.
- Schools to have an 'Indian Ethos', strong roots in the national psyche and be sensitive to national aspirations.

CLASS XII

*There will be **two** papers in the subject:*

Paper I: *Theory: 3 hours -----70 marks*

Paper II: *Practical Work ------ 30 marks*

PAPER I (THEORY) – 70 Marks

SECTION A

1. Sociological Aspects of Physical Education

(i) Games and sports as man's cultural heritage.

An understanding that sports have been a part of our culture and tradition since time immemorial.

(ii) Development of the individual through games and sports.

Understanding how games and sports contribute in various ways towards the development of an individual.

(iii) Role of Physical Education in promoting national integration.

How Physical Education helps in promoting National Integration.

(iv) Physical Education and personality development.

The role of Physical education in development of personal qualities like an individual attitude, discipline, helpfulness, team spirit, patience, unity, friendship, etc.

2. Training Methods

(a) Meaning and importance of Sports Training.

Definition of Sports Training and its importance.

(b) Methods of training.

Methods of Training: Repetition, continuous & fartlek, and interval - Definition, purpose, advantages and procedure of each.

(c) Warming up, conditioning and cooling/limbering exercises.

– *Meaning of the terms 'warming up', 'conditioning' and 'cooling/limbering'.*

– *Basic exercises related to warming up, conditioning and cooling/limbering.*

– *Advantages of warming up, conditioning and cooling/limbering.*

(d) Isometric and Isotonic exercises.

Meaning, advantages and examples of each.

(e) Circuit Training.

Meaning and advantages of circuit training; procedure of conducting circuit training.

(f) Weight Training.

Meaning and advantages of weight training.

An understanding of how the above training methods help an individual in different sports and help develop strength, speed, stamina, skill, endurance.

3. Career Aspects in Physical Education

(i) Career options in Physical Education.

Professional sportsmen, sports manager, teacher/lecturer, sports coach, gym instructor, sports officials, sports events coordinators, sports journalist and commentator, sports software engineer, marketing and manufacturing of sports equipment.

(ii) Important institutions of Physical Education in India.

Functions and objectives of Netaji Subhash National Institute of Sports (N.S.N.I.S.), Sports Authority of India (S.A.I), International Olympic Committee (I.O.C), Indian Olympic Association (IOA), YMCA College of Physical Education (Chennai), Lucknow Christian College of Physical Education (LCCPE), Luxmibai National University of Physical Education (LNUPE).

Development of training facilities, coaching systems, influence of media and sponsors, campaigns like Health runs in creating awareness towards social evil causes and promoting physical fitness.

4. Competitions and Tournaments

(i) Tournaments and types of tournaments.

Candidates should be fully aware of:

– *the definition of 'tournament'.*

- *the types of tournaments: Fixtures, Knock-out, league matches (seeding and byes).*
- *merits and demerits of tournaments.*
- *objectives and importance of intramural and extramural competitions.*
- *Names of the National and International Federations/Bodies controlling the various tournaments/competitions.*

(iii) Difference between Professional and Amateur Players.

Self-explanatory.

Note: Candidates should be aware of the above, for the past five years, with respect to the games included in the syllabus.

5. Health Education & Health Problems

(a) Meaning and definition of 'Health' and 'Health Education'.

Meaning and definition of 'Health' (mental health and physical health) and 'Health Education'.

(b) Principles and importance of Health Education. Health problems and role of Health Education in solving them.

Principles and objectives of Health Education. Importance of Health Education for adults and the younger generation through formal and non-formal channels of education. Various prevalent Health Problems: Communicable diseases – meaning, examples and common mode of spread. Epidemics – meaning and examples; Water, noise and air pollution – causes and prevention; Occupational Health Hazards – meaning and examples.

Note: Details of specific diseases not required.

(c) Disability and Rehabilitation.

Causes of disability. General principles for prevention of disability;

Meaning and scope of Rehabilitation; services available for rehabilitation; role of the community and government organizations in rehabilitation programmes.

(d) Posture.

Meaning of posture.

Correct posture – meaning, importance of correct posture (standing, sitting, walking).

Common postural deformities: kyphosis, scoliosis, lordosis, flat foot, knock-knees, bowlegged, hunch back, round shoulders – meaning, causes and corrective measures for each.

(e) Personal hygiene and sleep requirements.

Personal hygiene: Meaning of personal hygiene, importance of personal hygiene for a healthy life style. Care of eyes, ears, feet, hair, skin, oral hygiene, nose and clothing.

Foot care: causes of corns, broken nails due to tight footwear; Causes of diseases like ring worm, athletes foot due to walking in wet areas; proper care of feet.

Sleep requirements: Sleep requirements for different age groups. Effects of insufficient sleep on human body.

(f) Substance Abuse.

Effects of use of alcohol and smoking on the individual and society.

Drugs: Meaning of 'drugs' and 'drug abuse'; Stimulants and Narcotics – Analgesics.

Awareness of the fact that use of certain drugs has been banned by World Anti-Doping Agency (WADA) and National Anti-Doping Agency (NADA) and reasons for the same.

6. Sports Injuries and First Aid

(i) Sports related injuries.

Types of sports related injuries: soft tissue injuries (contusion, abrasion, strain and sprain) bone injuries (fracture) and joint injuries (dislocation): causes and prevention of each.

(ii) Role of a sportsperson in prevention of sports related accidents.

Types of injuries due to: sudden movement; environment (hot, cold, wet and dry); lack of preparation (warm up, cool down); inadequate clothing, body protection; not following instructions; surface and facilities,

equipment being unsafe. Role of individual in prevention of sports related accidents.

(iii) First Aid.

Meaning and importance of 'First Aid'. First Aid for various sports related injuries.

First Aid for cuts, grazes, strains, sprains, cramps, blisters, bruises, injuries of bone (fracture and dislocation); application of splints and Thomas splint; First Aid in drowning; Cardio Pulmonary Resuscitation (CPR) and Rest, Ice, Compression and Elevation (RICE).

SECTION B

Any **two** of the following games are to be studied:

Cricket, Football, Hockey, Basketball, Volleyball, Badminton, Tennis, Swimming, Athletics.

The following aspects should be studied for **each** of the **two games** selected by the candidate.

Rules and regulations of the game; Interpretation of laws of the game; Duties and responsibilities of the officials and players; Measurement and dimensions related to the game; Terminologies related to the game; Fundamental skills of the game; Strategies and formation of the game; Names and abbreviations of the National and Major International Tournaments linked with the game; Diagrams and dimensions of play area; Diagrams and dimensions of equipment related to the game.

The details for each game are given below:

CRICKET

- Knowledge of the game, strategies and tactics, and how to improve performance.
- Detailed understanding of the rules and regulations of the game. Diagrams of the field and pitch, and various fielding positions.
- Knowledge of the dimensions of the field, thickness of the lines, dimensions of pitch and complete specifications and markings on it. Equipment of the game with their length, width weight, thickness and material. Score board, scorer and sightscreen. Flood light.
- Duties of the officials, before, during and after the match. Umpires and third umpire, requirements of the game, equipment needed, numbers of players, duty of coach, captain etc.
- Laws governing the game. Suspensions, penalisations, draws, match fixtures, arrangements needed to conduct tournaments, forfeitures, follow on, tie, power play, match fixing, duck worth rule, sledging, ball tampering.
- Basic skills and techniques. Batting (different types of shots, footwork, body position and actual bat movement. Bowling (run up, delivery stride, follow through, types of bowling variations, good line and length, grip action. Fielding positions, catching and throwing skills, Wicket keeping techniques, skills of getting the batsmen out.
- Different types of signals, extra runs, extra players, runner, substitute, provisions and restrictions, players equipment, danger area, various terms of cricket.
- Knowledge of associations and federations linked to the game. Important tournaments. Abbreviations of associations and federations concerned with the game.

FOOTBALL

- Knowledge of the game, strategies and tactics, and how to improve performance.
- Detailed understanding of the rules and regulations of the game. Match time, extra time, tie breaker, sudden death, ball in play and out of play, importance of lines on the field. Various methods of starting and restarting the game. Substitution procedure, penalty cards and their importance.
- Knowledge of the dimensions of the field, thickness of the lines, dimensions of center circle, quarter circle, goal and penalty area, penalty arc and complete specifications and markings on it. Equipment of the game with their length, width, weight, thickness, material and dimensions. Diagram of goal post and field.
- Duties of the officials, requirements of the game, equipment needed, numbers of players, duty of coach, captain, assistant referees, technical officials, grounds men, ball boys, match organizers, technical area.
- Laws governing the game. Suspensions, penalisations, draws, match fixtures, arrangements needed to conduct tournaments, punishment on players, coaches.

- Basic skills and techniques (Passing - types of pass, ground lofted, chip, volley, angle of pass. Control (use of various surfaces-head chest, foot thigh). Dribbling (running with the ball, rhythm and pace, feints, body swerves, screening, beating an opponent. Heading the ball with intention of (attacking, defending, jumping, to head down, high, pass, score.) Shooting skills with either foot, inside or outside, short and long range shots, swerving shots, volleys, penalty kicks, power and accuracy. Tackling skills - interception, jockeying for the ball, trapping by various body parts, position, tackle front, side, slide, recovery. Goalkeeping skills - stopping, watching, guiding the team, saving goal, dealing, catching, heading, kicking, punching, throwing, diving, anticipation, speed and reflexes.
- Principles of play-attack, depth, defence, penetration, sweeper systems, 4-4-2, 4-3-3, 4-2-4. Kick-off, corner kick, throw-in, goal kick, free kick, penalty kick. Importance of penalty arc, center circle and lines on the field.
- Knowledge of associations and federations linked to the game. Important tournaments. Abbreviations of associations and federations concerned with the game.

HOCKEY

- Knowledge of the game, strategies and tactics, and how to improve performance.
- Detailed understanding of the rules and regulations of the game. Match time, extra time, tie breaker, sudden death, ball in play and out of play, penalty stroke, short corner, long corner, free hits, hit or push back, 16 yard hit, importance of lines on the field. Start and restart of the match.
- Knowledge of the dimensions and diagrams of the field and goalpost, thickness of the lines, dimensions and complete specifications and markings on it. Equipment of the game with their length, width, weight, thickness, material and dimensions. Protective equipment of the goalkeeper and players.
- Duties of the officials, requirements of the game, equipment needed, numbers of players, reserve bench, running substitution duty of coach, captain, assistant referees, ball boys, doctor, grounds men.
- Laws governing the game. Suspensions, penalisations, draws, match fixtures, arrangements needed to conduct tournaments, punishment on players, coaches.
- Basic skills and techniques (Passing - types of pass, ground lofted, chip, volley, angle of pass, push, scoop, flick, aerial ball. Receiving the ball – control, dribbling (running with the ball, rhythm and pace, feints, body swerves, screening, beating an opponent from the right to the left, right and behind. Shooting skills with Stick, inside or outside, short and long range shots, swerving shots, volleys, penalty, power and accuracy. Tackling skills - interception, jockeying for position. Goalkeeping skills - stopping, watching, guiding the team, saving goal, kicking, diving, anticipation, speed. Reflexes.
- Principles of play-attack, depth, defence, penetration, team formations 1-2-3-5/1-1-3-4-2/1-1-3-3.
- Knowledge of associations and federations linked to the game. Important tournaments. Abbreviations of associations and federations concerned with the game.

BASKETBALL

- Knowledge of the game, strategies and tactics, and how to improve performance.
- Detailed understanding of the rules and regulations of the game.
- Knowledge of the dimensions of the court, thickness of the lines, diagrams and dimensions of the court, full specifications of the ring, pole, boards and ball.
- Duties of the officials, table officials, referees, scorers, requirements of the game, equipment needed, numbers of players, reserve bench, duty of coach, captain .technical equipment team and player foul markers.
- Laws governing the game. Suspensions, penalisations, draws, match fixtures, arrangements needed to conduct tournaments.
- Basic skills and techniques, tactics and team skills Knowledge of basic skills, free throws stance (passing, dribble, shoot). Shooting (jump shot, layup, hook shot), passing (pass, signal,

receive feint footwork, chest-pass, bounce pass, overhead pass, javelin pass. Footwork (pivot, 1 count and 2 count stop) One to one defence, fake and drive, pass and cut Defence, types of defence, zone defence, and fast break.

- Knowledge of associations and federations linked to the game. Important tournaments. Abbreviations of associations and federations concerned with the game.

VOLLEYBALL

- Knowledge of the game, strategies and tactics, and how to improve performance.
- Detailed understanding of the rules and regulations of the game.
- Knowledge of the dimensions and diagram of the court, thickness of the lines, dimensions within the court, full specifications of the net, pole and other equipment required for the game.
- Duties of the officials, table officials, referees, requirements of the game, equipment needed, numbers of players, reserve bench, duty of coach, captain, etc.
- Laws governing the game. Suspensions, penalisations, draws, match fixtures, arrangements needed to conduct tournaments, default by teams.
- Basic skills and techniques, tactics and team skills Knowledge of basic skills, volley-two hand pass over the head forearm pass. The serve-underarm, over arm float, over arm jump, over arm top spin, round house jump. The smash - high set cross court, down the line, speed smash, tip the ball over the block. The block-line of defence, defence against smash, attack at set ball. Teamwork importance in both defence and attack. Understanding rotation, blocking and screening
- Knowledge of associations and federations linked to the game. Important tournaments. Abbreviations of associations and federations concerned with the game.

BADMINTON

- Knowledge of the game, strategies and tactics, and how to improve performance.
- Detailed understanding of the rules and regulations of the game. Match time, extra time, tie, shuttle in play and out of play, importance of lines on the court, singles and doubles.
- Knowledge of the dimensions and diagram of the court, thickness of the lines. Equipment required for the game with their length, width weight, thickness, material and dimensions.
- Duties of the officials, requirements of the game, equipment needed, number of players, duty of coach, match organisers.
- Laws governing the game. Suspensions, penalisations, draws, match fixtures, arrangements needed to conduct tournaments, punishment on players, coaches, match points, etc.
- Basic skills and techniques - forehand or backhand, correct grip, smash, drop, drive, net play, return upshots and low/high/flick serves. Basic positioning for men and women rallies.
- Knowledge of associations and federations linked to the game. Important tournaments. Abbreviations of associations and federations concerned with the game.

TENNIS

- Knowledge of the game, strategies and tactics, and how to improve performance.
- Detailed understanding of the rules and regulations of the game. Match time, deuce, advantage, tie foot fault. Ball in play and out of play. Dimensions and importance of lines on the court, singles and doubles.
- Knowledge of the dimensions and diagram of the court net, racket, thickness of the lines. Equipment required for the game with their length, width, weight, thickness, material and dimensions. Types of courts.

- Duties and number of officials, requirements of the game, number of players, duty of coach, match organisers.
- Laws governing the game. Suspensions, penalisations, draws, match fixtures, arrangements needed to conduct tournaments, punishment on players, coaches, match points, etc.
- Basic skills and techniques - forehand or backhand, chopper grip, correct grip, smash, drop, drive, net play, return upshots and low/high/flick serves. Basic positioning for men and women rallies. The racket grip-shake hand. Strokes - backhand push, forehand drive, forward push. Service - two bounce serve, high toss, forehand spin, backhand spin, long serve. Spin - forehand topspin, backhand topspin chopping blocking lobbing, follow through, placement of ball for each service.
- Knowledge of associations and federations linked to the game. Important tournaments. Abbreviations of associations and federations concerned with the game.

SWIMMING

- Knowledge of competitive swimming events, activities, strategies and tactics, and how to improve performance (individual and team).
- Detailed understanding of the rules and regulations of various swimming events, strategies and tactics in chosen events. Planning performing and evaluating particular event.
- Knowledge of the dimension, depth and distance of the pool. Importance of starters and judges for start and finish of individual and medley races. Various officials in charge of conducting the events. Types of races, types of strokes, diving competitions, false start, individual and medley events. Stances for different strokes.
- Duties of the officials, table officials, referees, requirements of the game, equipment needed, numbers of players, reserve bench, duty of coach, physiotherapist, wind gauge operator, lifeguard, photo finish.
- Laws governing the game. Suspensions, penalisations, draws, fixtures, arrangements needed to conduct tournaments.
- Basic skills and techniques requiring control, balance, weight transfer, flow and clear body positions, complex sequence of movements and ability to perform showing high standards of precision control power speed and stamina, fitness and tactics to outwit the opponents. Warming up and cooling down safely, safety requirements for swimmers.
- Knowledge of associations and federations linked to the game. Important tournaments. Abbreviations of associations and federations concerned with the game.

ATHLETICS

- Knowledge of track and field events, activities, strategies and tactics, and how to improve performance (individual and team).
- Detailed understanding of the rules and regulation of various events, strategies and tactics in chosen events. Planning performing and evaluating particular event.
- Knowledge of the dimension of the track. Width of the track. Measurement of 400 and 200 meters, relay and solo races. Equipment of athletes in various events dimensions and requirements. Importance of starters and judges for start and finish. Importance of staggers.
- Duties of the officials, table officials, referees, requirements of the game, equipment needed, numbers of players, reserve bench, duty of coach, physiotherapist, wind gauge operator, photo finish.
- Laws governing the game. Suspensions, penalisations, draws, match fixtures, arrangements needed to conduct meets. Rules and distances and requirements of various events.
- Basic skills and techniques requiring control, balance, weight transfer, flow and clear body positions, complex sequence of movements and ability to perform showing high standards of precision control power speed and stamina, fitness and tactics to outwit the opponents. Warming up and cooling down exercises.
- Knowledge of associations and federations linked to the game. Important tournaments. Abbreviations of associations and federations concerned with the game.

PRACTICAL WORK - 30 Marks

No question paper for practical work will be set by CISCE.

The Practical Work will be evaluated in two parts as follows:

1.	Continuous Evaluation (by the Teacher)	10 marks
2.	Practical Evaluation (by Visiting Examiner)	20 marks

1. CONTINUOUS EVALUATION (by the Teacher): 10 Marks

Continuous evaluation will be done by the teacher(s) responsible for preparing the candidate for the examination, in *two of the following games and activities of the candidate's choice*:

Athletics, Cricket, Hockey, Football, Volleyball, Softball, Basketball, Tennis, Badminton, Swimming, Dancing, Gymnastics, Yoga.

Continuous Evaluation will include the following:

A.	File Work done throughout the year on any two games/activities.	4 marks
B.	Participation and performance of the candidate, throughout the year, in at least any two games/activities of his/her choice.	3 marks
C.	Physical Efficiency Tests.	3 marks

2. PRACTICAL EVALUATION (by the Visiting Examiner): 20 Marks

Practical evaluation will be done by the Visiting Examiner in the presence of the teacher and will consist of the following:

A.	Physical Efficiency Tests	12 marks
B.	Specialisation Tests (The candidate is to be evaluated on **any two** basic skills of the two games/activities chosen by him/her for Continuous Evaluation)	6 marks
C.	Viva-voce (on the two games/activities chosen by the candidate)	2 marks

A. PHYSICAL EFFICIENCY TESTS

The following are the tests to evaluate the physical fitness of candidates. ***These tests are to be used for Continuous Assessment by the Teacher as well as for Practical Assessment by the Visiting Examiner.*** Tests 1 to 3 should be conducted on one day and 4 to 6 on the next.

(a) **Test 1**

50 metre run, standing start: Timings to be taken to the nearest tenth of a second (weather should be relatively windless without extremes of temperature).

(b) **Test 2**

Standing long jump: A flat no slip surface should be used. The candidate should stand with toes just behind the take-off line and jump when ready. After making preliminary swing with the arms the candidate swings them forward vigorously, springing with both feet simultaneously to land as far forward as possible. Distance jumped to be measured in centimetres.

(c) **Test 3**

Distance run - 1000 metres run for boys, 600 metres run for girls. Time to be taken to the nearest second.

(d) **Test 4**

(i) ***Floor push-ups for boys***: The boy takes a front-leaning position with body supported on hands and balls of feet; the arms are straight and at right angles to the body. He then dips or lowers the body so that the chest touches or nearly touches the floor, then pushes back to the starting position by straightening the arms and repeats the procedure as many times as possible. Only the chest should touch the floor; the arms must be completely extended with each push-up; the body must be held straight throughout. Scoring consists of the number of correct push-ups.

(ii) ***Push-ups for girls***: This is executed from a stall bar bench or a stool 32 cm high by 50 cm long and 35 cm wide. It should be placed on the floor about 15 cm from a

wall so that the subject will not take a position too far forward. The girl should grasp the outer edges of the bench, or stool, at the nearest corners and assume the front-leaning rest position, with the balls of her feet on the floor and with her body and arms forming a right angle. She should then lower her body so that the upper chest touches the near edge to the bench or stool, then raise it to a straight arm position as many times as possible. The girl's body should be held straight throughout. If the body sways or arches, or if the subject does not go completely down or does not push completely up, half credit is given up to 4 half credits.

(e) **Test 5**

Shuttle run: A flat course of 10 metres is required to be measured between the two parallel base lines. Behind each base line, a semicircle 50 cm radius with centre on the base line is required to be marked. In the far semicircle two wooden blocks (5x5x5 cm) are to be placed. The candidate stands with feet behind the base line, and on a signal, runs to the far line, picks up one block which the candidate places in the starting semicircle when he/she returns. The candidate then repeats the procedure with the second block. The time to the nearest tenth of a second is to be taken till the second block is grounded in the starting semicircle.

(f) **Test 6**

60-second sit-ups: The candidate lies with his/her back on a mat or flat surface, feet about 30 cm apart and knees flexed at a right angle. The candidate's hands with fingers interlocked are placed behind the back. A partner holds the candidate's feet in contact with the mat or floor. On the signal "Go" the candidate sits up to touch the knees with his/her elbows. Without pause he/she returns to his/her starting position and immediately sits up again. The number of sit-ups completed in 60 seconds are to be counted.

B. SPECIALISATION TESTS

Candidates are to be tested by a Visiting Examiner in the presence of the teacher in **two** of the games/activities that were selected by them for Continuous Assessment. Details of skill areas are given below.

ATHLETICS

Candidates will choose two of the following events in which they wish to be tested:

(i) Track events - sprints, middle and long distance races:

Boys - 100 m, 200 m, 400 m, 800 m, 1500 m and 3000 m.

Girls - 100 m, 200 m, 400 m, 800 m.

(ii) Track events – hurdles:

Boys - 110 m and 400 m.

Girls - 100 m.

(iii) Field events - jumps and throws:

Boys - Broad jump, high jump, triple jump, pole vault, shot-put, discus throw, javelin throw, hammer throw.

Girls - Broad jump, high jump, shot-put, discus throw.

The following fundamental skills are required:

Sprints

Practice of starts with blocks using proper command.

Time action period - Reaction time, block clearance time, acceleration time, velocity maintenance time, finish time.

Middle Distance and Long Distance Races

(i) Style of endurance running.

(ii) Methods of endurance development.

Broad Jump

(i) Approach run.

(ii) Take off.

(iii) Flying Phase.

(iv) Landing.

Hop, Step and Jump (Triple Jump)

(i) Approach run.

(ii) Take off.

(iii) Performance of hop, step and jump.

(iv) Performance of combination of hops and steps.

High Jump

(i) Approach run.

(ii) Take off.

(iii) Flying phase: scissors, straddle, western roll or "Fosbury flop".

Pole Vault (Boys only)

(i) Grip.

(ii) Pole carry.

(iii) Approach run.

(iv) Take off.

(v) Planting of pole.

(vi) Clearance of bar.

(vii) Landing.

Javelin Throw

(i) Grip.

(ii) Javelin carry.

(iii) Transition from approach to five stride rhythm.

(iv) Release.

(v) Reverse.

Shot put

(i) Stance.

(ii) Glide.

(iii) Release.

(iv) Reverse.

Discus Throw

(i) Stance.

(ii) Preliminary Swings.

(iii) Throws with one and a half turn.

(iv) Reverse.

CRICKET

1. **Batting :** pull, cut, hook, glance, stepping out to drive the flighted ball.
2. **Bowling :** outswing, inswing, off break, leg break and googly.
3. **Fielding :** Catching high and low and ground balls.

HOCKEY

1. **Straight hitting and stopping:**
   (a) Reverse hitting and stopping
   (b) Hitting on the wrong foot
2. **Straight push and stopping:**
   (a) Reverse push and stopping
   (b) Pushing on the wrong foot
3. **Scooping:**
   (a) Push scoop
   (a) Shovelling
4. **Flick:**
   (a) Straight Flick
   (b) Reverse flick
   (c) Flick on the wrong foot
5. **Dribbling and carrying the ball**
6. **Passing:**
   (a) Through pass
   (b) Return pass
   (c) Deflection pass
   (d) Interchanging position
7. **Dodging:**
   (a) Dodging to opponent's left.
   (b) Dodging to opponent's right.
   (c) Double dodging.
8. **Different Techniques of:**
   (a) Corner
   (b) Penalty stroke
   (c) Push in
   (d) Goal keeping
9. **Tackling:**
   (a) Lunging
   (b) Feinting

FOOTBALL

1. **Passing and Interpassing:**
   (a) Interpassing between two players.
   (b) Interpassing among three players.
   (c) Three men weave.
   (d) Interpassing among four players.
   (e) Related practices.
2. **Kicking:**
   (a) Revision of all kicking fundamentals.
   (b) Lofted kick with either foot.
   (c) Practice of corner kicks - lobbing chip shots and penalty kicks.
3. **Tackling:**
   (a) Interception and hasty tackles.
   (b) Sliding tackles.
   (c) Related practices.
4. **Heading:**
   (a) Related practices, front, right side and left side.
   (b) Head-up drills.
5. **Dribbling:**
   Practice of dribbling skills suited to actual playing situations.
6. **Tactics and coaching:**
   (a) Two back system - three back system.
   (b) Principles of zone and man to man defence.
   (c) Free kicks, penalty kicks, corner kicks.
   (d) Tactics of defence and attachment.

VOLLEYBALL

1. **The Pass:**
   (a) Over-head pass: Two-handed pass with back rolling.
   (b) Two-handed pass with side rolling.
   (c) Jump and pass.
   (d) Under arm pass.
   (e) Forward dive and pass.
   (f) One arm pass with side rolling.
2. **The Serve:**
   (a) Over head service (Tennis-type).
   (b) Round arm service.
   (c) Floating service (overhead and arm).
3. **The Set-up:**
   (a) Setting up for quick smash.
   (b) Move and set up (from back zones).
   (c) Setting up to different zones at varying trajectories.
4. **The Net Recovery:**
   Two-handed overhead pass without rolling, one hand under arm with or without rolling.
5. **The Attack:**
   (a) Smash with turn of body.
   (b) Smash with turn of wrist.
   (c) Round arm smash.
   (d) Smash on short pass (ascending balls).
   (e) Simple attack combination.
6. **The Block:**
   (a) Double block against different types of attack.
   (b) Double block in assigned zones.
   (c) Double block against quick attack.
   (d) Double block against attack combination.
   (e) Triple block against attack from zone.
7. **Patterns of play:**
   4-2 system, 5-1 system.

BASKETBALL

1. **Ball handling:**
   Holding position of fingers, body, position, stance of player with ball.
2. **Catching the ball:**
   (Receiving) skills involved.

3. **Passing:** Skills - (Drills in Pairs)

   (a) Two-handed chest pass.

   (b) Two-handed bounce pass.

   (c) Two-handed underhand pass (Right / Left side).

   (d) Two-handed over head pass.

4. **Dribbling:**

   Dribbling high with speed, using alternate hands, low dribble.

5. **Shooting:**

   (a) Two-handed set shot.

   (b) Two-handed free throw.

   (c) Lay up shot following dribble using right hand (over the shoulder layup).

6. **Footwork:**

   Player stance, position of feet, position of hand, elementary shuffling and slicing movements (drills).

7. **Pivoting, Stationary Pivot.**

8. **Individual defence:**

   Player stance: position of hands, position of feet, defender's position in between opponent and basket.

9. **Team defence:** Man to man defence.

10. **Team offence:** First break offence.

11. **Full Court:** Half court game using defence, offence taught.

SOFTBALL/TENNIS/BADMINTON

Candidates will be required to demonstrate competency in the rules, skills and fitness training related to the game.

SWIMMING

Candidates will be tested in *two* of the following events of their choice.

Boys: Free style – 50m, 100 m, 200 m, 400 m, 800 m.

Breast stroke – 50m, 100 m and 200 m.

Back stroke - 50m and 100m

Butterfly stroke - 50 m and 100 m

Diving - Forward dive, backward dive, reverse dive and inward dive.

Girls: Free style – 50m, 100 m, 200 m.

Breast stroke - 50 m and 100 m.

Back stroke - 50 m and 100 m

Butterfly stroke - 50 m and 100 m.

Diving - Forward dive, backward dive, reverse dive and inward dive.

DANCING

The candidates will be required to give a performance of any *two* of the following dances of their choice, with suitable accompaniment:

(i) *Indian dancing*: Bharatanatyam, Kuchipudi, Kathakali, Kathak, Manipuri, Odissi, Mohiniyattam, Bhangra and other folk dances.

(ii) *Western dancing*: Ballet, ballroom dancing, waltz, fox trot, tango, samba, charleston, square dancing; pop-dancing - jitterbug, twist, rock-and-roll.

GYMNASTICS

The candidates will be tested in four exercises using any two of the following bits of apparatus of their choice.

(i) Floor Exercise

Boys - handspring to front somersault (tucked); two headsprings; cartwheel to arabesque; arab spring; side somersault; back roll to handstand, cabriole jump throw; flic-flacs.

Girls - Leap and cabriole; step into ball of either foot; flic-flacs; round off; handspring; cat leap; legs split in air, cartwheel; handstand.

(ii) Balancing Beam (Girls only)

Run 2-3 steps; leap to riding seat with $^1/_2$ turn; rise to squat stand; ballet stand with $^1/_2$ turn; leap on either foot; step forward leap changing legs to rear leap; lunge to side; stag leap; one-arm cartwheel.

(iii) Parallel bars (Boys only)

Swing forward and cast to upper arm hand; forward roll; pirouette forward; lower to upper arm hand; swing backward; straddle forward to support (hold).

(iv) Vaulting horse

Boys - (long horse) Split vault; through vault; hand stand with cartwheel; cartwheel and handspring.

Girls - Astride vault; split vault, through vault; handspring.

(v) Horizontal bar (Boys only)

Forward and backward giant swings; change of grip; twists; the hip-circles.

YOGA

Candidates will be tested in any *four* of the following asanas:

(i) Vrikshasana (Balancing on one leg with the other flexed sidewards).

(ii) Utitha Trikonasana (Feet apart stand, side bending).

(iii) Parivrtta Trikonasana (Feet apart stand, side bend, with the trunk rotated backward).

(iv) Utitha Parvakonasana (Feet apart stand lunging on one side).

(v) Purivrita Parvakonasana (Feet apart stand lunging on one side and rotate the trunk backwards).

(vi) Virabhadrasana (Balancing on one leg with stretched hands, trunk and leg in a horizontal position).

(vii) Uthitha Hasta Padangusthasana (Balancing on one leg and trunk bending over the other stretched horizontally).

(viii) Parasuottansasen (Feet apart stand and turning one side and bend the trunk over the knee on that side.

(ix) Ushtrarsan (kneel sit and flex back the trunk).

(x) Padakastasan (Attention position, flex and trunk over the thighs).

(xi) Garudasan (Balancing one leg with the other turned over the former).

(xii) Navasana (Balancing on buttocks with the legs and trunk flexed over each other).

(xiii) Vajrasana (Sitting with flexed legs feet on the side of buttocks).

(xiv) Supta Vajrasana (Supine lying in the position of Vajrasana).

(xv) Kukutasana (Balancing on hands inserted through the thighs and legs in padmasana).

(xvi) Jannsirasana (Paschimattrawasana on one leg with the other leg flexed sideways).

(xvii) Ardha Baddha Padma Paschimttanasana (Paschimattanasana on one leg with the other in Padmasana position).

(xviii) Triang Mahaikapada Paschimatanasana (Paschimottanasana on one leg with the other in Najrasana position).

(xix) Moridriasana (Long sit with one knee flexed and kept up and trunk turned over the stretched leg).

(xx) Akanrava Dhannrasana (Long sit and pull one foot to the corresponding ear).

(xxi) Uparrshta Konasana (Long sit with feet spread and bring the head to the ground).

(xxii) Bakasana (Balancing on hands with thighs over the arms above elbows).

(xxiii) Chakrasana (Cartwheel position).

(xxiv) Nowli (contracting rectii abdominant in uddiyana position alternate relaxation and contraction of left and right muscles in quick succession).

(xxv) Kapalabathi (Quick succession of abdominal strokes in padmasana position).

(xxvi) Bhastrika (Pranavam following the strokes of Kapalabathi).

NOTE:

While testing the candidates in any two games/activities of their choice, the following method should be adopted. Test of the skill as a whole with emphasis on:

(i) Approach

(ii) Stance/Grip

(iii) Execution (degree of perfection) and

(iv) Follow through.

PERFORMANCE TABLE - PHYSICAL EDUCATION

PHYSICAL EFFICIENCY TESTS

Marks	Test No. 1 50m dash (Timing in seconds and tenths)		Test No. 2 Standing long jump (Distance in cm)		Test No. 3 Distance run (Timing in minutes and seconds)		Test No. 4 Push-ups (Numbers)		Test No. 5 Shuttle run (Timing in seconds and tenths)		Test No. 6 60 s sit-ups (Numbers)	
	Boys	Girls	Boys	Girls	Boys (1000m)	Girls (600m)	Boys	Girls	Boys	Girls	Boys	Girls
5	6.5	7.6	204	167	4 min 10 s	2 min 30 s	30	22	9.8	11.0	47	30
4	6.6	7.9	197	155	4 min 20 s	2 min 40 s	24	14	10.0	11.2	44	28
3	6.8	8.2	190	149	4 min 30s	2 min 50 s	17	8	10.2	11.6	41	26
2	7.1	8.4	183	142	4 min 40 s	3 min	10	6	10.6	11.9	37	24
1	7.5	8.9	175	132	4 min 50 s	3 min 10 s	6	3	11.1	12.1	32	20

PERFORMANCE TABLE - PHYSICAL EDUCATION SPECIALISATION TESTS

ATHLETICS - FIELD EVENTS

Marks	Long jump (m and cm)		High jump (m and cm)		Hop step & jump (m and cm)	Pole vault (m and cm)	Shot put throw (m and cm)		Discus (m and cm)	Javelin throw (m and cm)
	Boys	Girls	Boys	Girls	Boys	Boys	Boys	Girls	Boys	Boys
10	5.50	5.00	1.70	1.50	12.00	3.00	10.00	8.50	25.00	35.00
8	5.00	4.50	1.55	1.45	11.50	2.75	9.00	7.50	22.00	32.00
6	4.50	4.00	1.40	1.30	11.00	2.25	8.00	6.50	19.00	29.00
4	4.00	3.50	1.30	1.20	10.50	2.00	7.00	5.50	16.00	26.00
3	3.50	3.00	1.20	1.10	10.00	1.75	6.00	4.50	13.00	23.00
2	3.00	2.50	1.10	0.95	9.50	1.50	5.00	3.50	10.00	20.00
1	2.99	2.00	1.00	0.94	9.49	1.25	4.99	3.49	9.98	19.98

PERFORMANCE TABLE - PHYSICAL EDUCATION SPECIALISATION TESTS

ATHLETICS - TRACK EVENTS

Marks	100 m (s and tenths)		200 m (s and tenths)		400 m (s and tenths)		800 m (s and tenths)		1500 m (min and s)
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
10	11.5	13.6	24.0	25.0	56.0	68.0	2.10	2.45	4.40
8	11.8	14.4	25.1	26.1	56.1	68.1	2.15	2.50	4.45
6	12.4	15.2	26.1	27.1	58.1	71.1	2.20	2.55	4.50
4	13.2	16.0	27.1	30.1	60.1	74.1	2.30	3.05	5.00
3	14.0	16.8	28.1	33.1	62.1	77.1	2.40	3.15	5.10
2	14.8	17.6	29.1	36.1	64.1	80.1	2.50	3.25	5.20
1	15.6	18.5	30.1	39.1	66.1	83.1	3.00	3.35	5.30

PERFORMANCE TABLE - PHYSICAL EDUCATION SPECIALISATION TESTS

SWIMMING

Marks	50m free style (s and tenths)		100m free style (min and s)		200m free style (min and s)		400m free style (min and s)	50m breast-stroke (min and s)		100m breast-stroke (min and s)
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Boys	Girls	Boys
10	45.0	55.0	1:30	1:50	3.00	3.40	6.00	1.05	1.20	2:15
9	46.3	56.3	1:32.5	1:53	3.05	3.46	6.10	1.07	1.22.5	2:17.5
8	47.5	57.5	1:35	1:55	3.10	3.50	6.20	1.10	1.25	2:20
7	50.0	60.0	1:40	2:00	3.20	4.00	6.40	1.12	1.27.5	2:25
6	52.5	62.5	1:45	2:05	3.30	4.10	7.00	1.15	1.30	2:30
5	55.0	65.0	1:50	2:10	3.40	4.20	7.20	1.17	1.32.5	2:35
4	57.5	67.5	1:55	2:15	3.50	4.30	7.40	1.20	1.35	2:40
3	58.7	68.7	1:57.5	2:17.5	3.55	4.35	7.50	1.22	1.37	2:42.5
2	60.0	70.0	2:00	2:20	4.00	4.40	8.00	1.24	1.39	2:45
1	61.2	71.2	2:02.5	2:22.5	4.00.5	4.45	8.10	1.26	1.41	2:47

Note: For timings in between or higher than those indicated in the table the lower mark should be given.

PERFORMANCE TABLE - PHYSICAL EDUCATION SPECIALISATION TESTS

SWIMMING (*continued*)

Marks	50m back stroke (min and s)		100m back stroke (min and s)	50m butterfly stroke (min and s)		100m butterfly stroke (min and s)	Diving
	Boys	Girls	Boys	Boys	Girls	Boys	Description of action
10	0.55	1:10	2:00	0:55	1:05	1:50	Vertical, erect body, arms and legs together
9	1:00	1:15	2:00.5	0:57	1:10	1:52.5	
8	1:02.5	1:17.5	2:05	1:00	1:12.5	1:55	Poor angle (either backward or forward)
7	1:05	1:20	2:10	1:02.5	1:15	2:00	
6	1:07.5	1:22.5	2:15	1:05	1:17.5	2:05	Poor angle opening of arms in front, side, etc.
5	1:10	1:25	2:20	1:07.5	1:20	2:10	
4	1:12.5	1:27.5	2:25	1:10	1:22.5	2:15	Poor angle opening of arms and legs
3	1:14	1:29	2:27.5	1:12.5	1:24	2:17.5	
2	1:15	1:30.5	2:30	1:14	1:25	2:20	Poor angle opening of arms and legs in flight.
1	1:16	1:31	2:32.5	1:16	1:26	2:25	

Note: For timings in between or higher than those indicated in the table the lower mark should be given.

SAMPLE TABLE FOR PRACTICAL WORK

S. No.	Unique Identification Number (Unique ID) of the candidate	CONTINUOUS ASSESSMENT (TO BE DONE BY THE TEACHER)			PRACTICAL ASSESSMENT (TO BE DONE BY THE VISITING EXAMINER ONLY)			TOTAL MARKS Continuous Assessment + Practical Assessment (To be entered by the Visiting Examiner)
		File Work done throughout the year	Participation & performance of candidates in two games of their choice	Physical Efficiency Tests	Physical Efficiency Tests	Specialisation Tests	Viva (on any 2 games/ activities chosen)	
		4 Marks	3 Marks	3 Marks	12 Marks	6 Marks	2 Marks	30 Marks
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

Name of the Teacher:_____

Signature: _____

Date:_____

Name of the Visiting Examiner:_____

Signature: _____

Date:_____