

ANNUAL SYLLABUS**SESSION: 2026-2027****SUBJECT: PHYSICAL EDUCATION AND WELLBEING****CLASS-VIII (Middle Stage)****TEXTBOOK- KHEL YATRA**

Chapter Number and Name	Curricular Goal (CG) as per NCF –SE-2023	Competency (C) as per NCF–SE-2023	Learning Outcome	Activities
Unit 1: Foundations of Physical Education and Well-being	CG-1: Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity/game situations CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction	C-1.1 Develops power, speed, strength, balance, flexibility, judgement, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zigzag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision) C-1.2 Demonstrates rhythmic movement skills (locomotor, and non-locomotor) such as smoothly moving, balancing, and transferring weight with intentional changes in direction, speed, tempo, and flow C-1.3 Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender C-1.4 Exhibits manipulation of space and equipment in the context of a game C-3.1 Designs multiple strategies for a game and chooses strategies according to the context C-5.3 Identifies the relationship between rhythmic movement and their aesthetic value	- Students will apply different concepts (balance, force, muscles, respiration) to improve safe and effective physical performance. - Students will develop resilience, teamwork, and responsibility by tackling challenges and fostering a respectful, supportive environment.	- Horse Vault Race - Progressive Mass Drill - Baraf Pānī - Chār Tālī - Conduction Relay - Motion-in-Action Relay - Breathing in Action - Flex and React Challenge - Move Like a Machine - Adapt and Achieve
Unit 3: Fundamental	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical	C-1.2 Demonstrates rhythmic movement skills (locomotor, and non-locomotor) such as smoothly moving, balancing, and	Students will develop fundamental athletic skills (running, jumping, throwing, walking) while enhancing strength, speed,	- Crouch or Sitting Start - Chase and Tag - Reaction Game - Long Jump - Standing Broad Jump

Skills of Sports – Athletics	activities/games/sports and develop their understanding CG-4 Plans and achieves personal physical fitness goals with little help from Teachers	transferring weight with intentional changes in direction, speed, tempo, and flow C-1.3 Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender C-1.4 Exhibits manipulation of space and equipment in the context of a game C-1.5 Recognises correct warm up and cool down exercises to avoid injuries and long-term effects C-4.1 Identifies physical activity and fitness goals, such as improving a shot or breaking their own 100-metre record.	endurance, agility, flexibility, and coordination. • Students will understand the role of athletics in human development by applying age-appropriate activities that support physiological growth and technical skill improvement.	• Hopping • Making an Arch • Landing • High Jump • Heading Suspended Ball • Trikoṇa Kainchī Kūda • Putting ball
Unit 4: Fundamental Skills of Sports – Table Tennis	CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity/game situations	C-3.1 Designs multiple strategies for a game and chooses strategies according to the context C-3.2 Demonstrates calmness and courage in difficult situations	• Students will demonstrate table tennis skills by applying forehand, backhand, defensive, and attacking strokes with speed, accuracy, and coordination. • Students will understand how table tennis develops physical, mental, social, and emotional abilities, fostering holistic growth and lifelong participation. •	• Grip • Footwork • Forehand Push • Backhand Push • Basic Service • Topspin Service • Backspin Service
Unit 6 Chapter 1: Yoga for Daily Life	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others CG-4 Plans and achieves personal physical fitness goals with little help from Teachers	C-2.1 Reflects on their personal reactions during an interaction/activity with others C-2.5 Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes C-4.1 Identifies physical activity and fitness goals, such as improving a	• Students will understand the principles of Yama and Niyama and apply them in daily life for self-discipline and ethical living. • Students will develop emotional balance and social responsibility by practicing	• Yama • Niyam • Śhaucha: Physical and mental purity

	CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction	shot or breaking their own 100-metre record C-5.1 Discusses activities that bring personal satisfaction	honesty, non-violence, cleanliness, and self-study.	
Unit 6 Chapter 3: Āsana	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others CG-4 Plans and achieves personal physical fitness goals with little help from Teachers CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction	C-2.1 Reflects on their personal reactions during an interaction/activity with others C-2.5 Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes C-4.1 Identifies physical activity and fitness goals, such as improving a shot or breaking their own 100-metre record C-5.1 Discusses activities that bring personal satisfaction	- Students will perform basic yoga āsanās with correct posture to enhance physical fitness and body awareness. - Students will apply āsanās for stress relief, emotional stability, and holistic wellbeing.	- Sūrya Namaskāra - Sthirasukham āsanam - Yoga Nidrā - Kriyās

Note:

- The prescribed syllabus should be completed by 5th September 2026, ensuring adequate time for revision and consolidation of learning.
- Teachers are encouraged to promote experiential and inclusive learning.
- All teaching–learning processes, assessment practices, and classroom transactions should be aligned with the Curricular Goals (CGs) and Competencies (Cs) as outlined in NCF-SE 2023.

Mid Term Examination-2026

Chapter Number and Name	Curricular Goal	Curricular Competency	Learning Outcome	Suggestive activities
Unit 2: Physical and Motor Fitness	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others CG-4 Plans and achieves	C-2.1 Reflects on their personal reactions during an interaction/activity with others C-2.2 Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries C-2.3 Creates and teaches the rules of game to others	- Students will enhance fitness, mental toughness, teamwork, and safety awareness while applying self-discipline in physical challenges. - Students will understand obesity classification and	- Crawl to the Front - Rock-Paper-Championship Run - Modified Triathlon Activity - Pass, Sit, and Score - Crab Crawl Ball Relay - Hitting Running Target Game - Kick Volleyball

	personal physical fitness goals with little help from Teachers CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction	C-2.4 Creates and applies safety rules and protocols for physical activity C-2.5 Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes C-2.6 Identifies characteristics of bullying and mental and sexual harassment and describes the protocol to report it to the right person C-4.1 Identifies physical activity and fitness goals, such as improving a shot or breaking their own 100-metre record C-5.1 Discusses activities that bring personal satisfaction	accurately measure Body Mass Index (BMI) for personal health awareness.	• Ropeless Tug of War • Swāsthya Daḍ
Unit 4: Fundamental Skills of Sports – Table Tennis	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity/game situations	C-1.3 Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender C-1.4 Exhibits manipulation of space and equipment in the context of a Game C-2.2 Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries C-2.3 Creates and teaches the rules of game to others C-2.4 Creates and applies safety rules and protocols for physical activity C-2.5 Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes C-3.1 Designs multiple strategies for a game and chooses strategies according to the context C-3.2 Demonstrates calmness and courage in difficult situations	• Students will demonstrate table tennis skills by applying forehand, backhand, defensive, and attacking strokes with speed, accuracy, and coordination. • Students will understand how table tennis develops physical, mental, social, and emotional abilities, fostering holistic growth and lifelong participation.	• Forehand Drive • Backhand Drive • Forehand Topspin • Backhand Topspin • Smash • Table Tennis Game

Unit 5: Fundamental Skills of Sports – Volleyball	CG-1 Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others CG-3 Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity/game situations	C-1.3 Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender C-1.4 Exhibits manipulation of space and equipment in the context of a Game C-2.2 Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries C-2.3 Creates and teaches the rules of game to others C-2.4 Creates and applies safety rules and protocols for physical activity C-2.5 Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes C-3.1 Designs multiple strategies for a game and chooses strategies according to the context C-3.2 Demonstrates calmness and courage in difficult situations	- Students will demonstrate volleyball skills such as serving, passing, setting, spiking, blocking, and digging while applying teamwork strategies. - Students will understand the rules and roles in volleyball, fostering cooperation, coordination, and effective play on the court.	- Underhand Pass - Overhead Pass - Underhand Serve - Overhead Serve - Setting - Spike - Block - Dig - Ball Rotation Activity - Ace Accuracy Contest - Ball Throw Activity 11-Point Match
Unit 6 Chapter 2: Yoga Sadhana	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others CG-4 Plans and achieves personal physical fitness goals with little help from Teachers CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction	C-2.1 Reflects on their personal reactions during an interaction/activity with others C-2.5 Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes C-4.1 Identifies physical activity and fitness goals, such as improving a shot or breaking their own 100-metre record C-5.1 Discusses activities that bring personal satisfaction	- Students will practice Sūkṣhma Vyāyāma, Sthūla Vyāyāma, and Sūrya Namaskāra to improve flexibility, strength, and concentration. - Students will learn relaxation, meditation, and yoga games to manage distractions and find inner peace.	- Sūkṣhma Vyāyāma (Joint loosening practices) - Sthūla Vyāyāma

Unit 6 Chapter 4: Prāṇāyāma	CG-2 Exhibits sensitivity in their personal and social behaviour towards themselves and others CG-4 Plans and achieves personal physical fitness goals with little help from Teachers CG-5 Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction	C-2.1 Reflects on their personal reactions during an interaction/activity with others C-2.5 Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes C-4.1 Identifies physical activity and fitness goals, such as improving a shot or breaking their own 100-metre record C-5.1 Discusses activities that bring personal satisfaction	- Students will practice controlled breathing techniques to strengthen the respiratory system and improve focus. - Students will understand how Prāṇāyāma supports mental calmness, emotional regulation, and spiritual growth.	- Sūrya Bhedana Prāṇāyāma - Chandra Bhedana Prāṇāyāma - Mudrās: Taḍāgī Mudrā: The Pond Gesture - Pratyāhāra - Dhāraṇa, Dhyāna and Samādhi
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Note:

- The prescribed syllabus should be completed by 30th January 2027, ensuring adequate time for revision and consolidation of learning.
- Whole Syllabus will be evaluated in Annual Examination.
- Teachers are encouraged to promote experiential and inclusive learning.
- Sufficient time should be allocated for systematic revision prior to the Annual Examination to support learner preparedness.
- All teaching–learning processes, assessment practices, and classroom transactions should be aligned with the Curricular Goals (CGs) and Competencies (Cs) as outlined in NCF-SE 2023.
- <https://ncert.nic.in/textbook.php?heky1=0-6> NCERT Book link.

Annual Examination 2027