

UNIT 4

Physical Education & Sports for Children with Special Needs

Class XI Physical Education (048) • CBSE 2026–27 aligned English Master Edition



Inclusive physical activity • Adaptation • Participation • Equal opportunity

CONCEPT LEARNING	VISUAL LEARNING	EXAM PREPARATION
Clear definitions, terminology, respectful participation and adaptive PE.	Real-life style inclusive sports image plus concept diagrams and visual prompts.	MCQs, Assertion–Reason, matching, case studies and 2–5 mark questions.

UNIT FOCUS

This learning resource covers disability and disorder, disability etiquettes, adaptive physical education, accessible activity strategies and professional support. It is an original educational aid, not an official CBSE publication.

1. Unit Overview & Learning Objectives

SYLLABUS NOTE

The supplied chapter states that CBSE Class XI Physical Education (048), 2026–27 Unit 4 is “Physical Education & Sports for CWSN” with 04 + 03b* marks. It notes that b* questions are concept-based and may include tactile diagrams, data interpretation and case-based study for visually impaired children.

Learning objectives

1. Explain disability and disorder and distinguish them in a school PE context.
2. Describe major disability categories used in the CBSE learning material.
3. Recognise the CBSE-listed terms ADHD, SPD, ASD, ODD and OCD and their key features.
4. Apply respectful disability etiquettes during instruction, communication and assistance.
5. Explain the aim and objectives of adaptive physical education.
6. Describe advantages of physical activity for children with special needs.
7. Suggest practical strategies that make physical activity accessible.
8. Explain complementary roles of the professional support team.
9. Answer MCQs, Assertion–Reason, visual, case-based and 2–5 mark questions.

Unit roadmap

Concept	Exam focus
Disability & Disorder	Definitions, distinctions, examples
Types of Disability	Cognitive, intellectual, physical
Types of Disorder	ADHD, SPD, ASD, ODD, OCD
Etiquettes	Respect, autonomy, communication, safety
Adaptive PE	Aim, objectives, participation and independence
Accessible Activity	Task, instruction, equipment, space and support
Professionals	Counsellor, OT, physiotherapist, PE teacher, speech therapist, special educator



Adapted activity



Supportive instruction



Inclusive participation

2. Concept of Disability & Disorder

Disability refers broadly to a condition or impairment that can affect functioning and participation in interaction with a person's environment. In PE, the practical question is: "What support, adaptation and safe participation does this learner need?"

Disorder is a term for a condition involving disturbances or differences in functioning. The CBSE handbook material for this unit includes five terms: ADHD, SPD, ASD, ODD and OCD.

IMPORTANT DISTINCTION

Students and PE teachers should not diagnose another person. Observe participation needs, follow school procedures and coordinate with appropriate professionals.

Related terms

Term	Learning meaning	PE implication
Impairment	A problem or difference in body structure or function.	Understand what function may be affected.
Disability	A limitation in functioning or participation that may arise through interaction between a condition and environmental barriers.	Identify access needs and remove avoidable barriers.
Disorder	A term for disturbance/difference in functioning; meaning depends on the condition.	Understand needs; do not diagnose.
Adaptation	A planned change to task, rule, equipment, environment or instruction.	Improve access while keeping the learning goal.
Inclusion	Designing participation so learners can take part meaningfully rather than being unnecessarily separated.	Plan belonging and meaningful participation.

3. Types of Disability

COGNITIVE DISABILITY	INTELLECTUAL DISABILITY	PHYSICAL DISABILITY
Difficulties may affect thinking, processing, learning, memory, attention or related mental functions.	Limitations in intellectual functioning and adaptive behaviour may affect conceptual, social and practical adaptive skills.	Affects physical functioning, movement or body structures; adaptations may involve equipment, pace, balance, mobility support or alternative performance.

The CBSE handbook lists these three broad educational categories. Real learners may have overlapping needs and should be understood individually; categories do not replace individual planning.

4. Understanding Causes, Nature & Participation Needs

Some disabilities may be congenital, some acquired, and some may be associated with genetic, developmental, neurological, illness-related or injury-related factors. A single cause should not be assumed for every learner.

Broad situation	What a PE teacher should consider
Congenital / present from birth	Developmental history, functional abilities, communication and safe participation.
Acquired later	Current functional status, rehabilitation guidance and activity restrictions.
Developmental differences	Learning pace, communication, sensory needs and task progression.
Movement-related limitations	Mobility, balance, range of movement, equipment and space.
Hidden or less visible needs	Do not assume ability from appearance; ask respectfully and follow individual support plans.

EXAM-READY PRINCIPLE

Describe the condition accurately, then connect it to the learner's functional needs and possible adaptations. Avoid stereotyping.

5. Types of Disorder — CBSE-listed Terms

Types of Disorder — CBSE-listed terms

ADHD
Attention-Deficit/Hyperactivity Disorder

attention, activity level and impulse control

SPD
Sensory Processing Disorder

sensory processing difficulties; terminology/diagnostic status varies

ASD
Autism Spectrum Disorder

social communication/interaction and restricted/repetitive patterns

ODD
Oppositional Defiant Disorder

persistent oppositional or defiant behaviour pattern

OCD
Obsessive-Compulsive Disorder

obsessions and/or compulsions that can be distressing or time-consuming

Exam note: learn the full forms and the core concept; do not use these terms for self-diagnosis.

Five terms identified in the supplied CBSE learning material.

TERMINOLOGY NOTE

“Sensory Processing Disorder (SPD)” appears in the supplied CBSE learning material. The source notes that contemporary clinical literature does not have a universally accepted definition or diagnostic status for SPD as a standalone disorder; here it is presented as the CBSE-listed term, not as a basis for self-diagnosis.

6–10. CBSE-listed Disorder Terms: Key Features & PE Adaptations

The descriptions below are educational summaries, not diagnostic criteria. A PE teacher adapts instruction and participation; diagnosis and treatment belong to qualified professionals.

ADHD — Attention-Deficit/Hyperactivity Disorder

Associated with persistent patterns of inattention and/or hyperactivity-impulsivity that can affect everyday functioning. Presentations may be predominantly inattentive, predominantly hyperactive-impulsive or combined.

Possible school/PE observations	Useful PE adaptations
Difficulty sustaining attention during long instructions; frequent movement/fidgeting; difficulty waiting turns; impulsive responses or difficulty following a sequence.	Give one or two clear instructions at a time; demonstrate the skill; use predictable routines, visual cues and short activity blocks; provide structured choices and reinforce safe, successful participation.

EXAM CUE

ADHD → attention + hyperactivity/impulsivity. Restlessness alone is not proof of ADHD.

SPD — Sensory Processing Difficulties / CBSE-listed SPD

Sensory processing is how the nervous system receives and organises sensory information. A learner may be unusually sensitive to sound, touch, movement, light or other input, or may seek more input.

- Reduce unnecessary noise and visual clutter where possible.
- Explain equipment and tactile contact before using them.
- Offer predictable routines and gradual exposure to new sensory experiences.
- Provide an appropriate alternative if a sensory trigger creates a participation barrier.

ASD — Autism Spectrum Disorder

Associated with differences in social communication and interaction and with restricted or repetitive behaviours or interests. Abilities and support needs vary widely.

- Use predictable routines and clear visual or demonstrated instructions.
- Explain changes in sequence before transitions; allow processing time.
- Do not assume lack of understanding from limited speech; consider sensory preferences, communication style and safe social participation.

ODD — Oppositional Defiant Disorder

May involve an ongoing pattern of angry or irritable mood, argumentative or defiant behaviour, and/or vindictiveness. Causes are complex and may involve biological, psychological and social factors.

- Keep rules clear, consistent and positively stated.
- Offer limited appropriate choices; explain consequences calmly.
- Avoid public humiliation or power struggles; coordinate with school support when participation or safety is repeatedly affected.

OCD — Obsessive-Compulsive Disorder

Involves recurring unwanted thoughts, urges or images (obsessions) and/or repetitive behaviours or mental acts (compulsions). Symptoms can be distressing, time-consuming and disruptive.

- Avoid teasing or deliberately triggering distress.
- Maintain predictable, respectful routines where feasible.
- Do not attempt mental-health treatment in PE; follow the school support plan and refer concerns appropriately.

11. Disability Etiquettes

Disability etiquette means interacting respectfully with a person with a disability while protecting autonomy, dignity and safety. It is a practical part of inclusive teaching, not a performance.

DO	AVOID
Ask before helping; speak directly to the participant.	Do not assume what a person can or cannot do.
Use respectful language and follow the person's preferred terminology when known.	Do not move mobility equipment without permission.
Give clear, accessible instructions and allow response time and choice.	Do not speak only to a companion instead of the participant.
Focus on participation, abilities, safety and dignity.	Do not force participation or use pity, teasing or exclusion.



Adapted sports participation



Supportive instruction



Inclusive group activity

CORE PRINCIPLE

Respect + autonomy + safety + inclusion. Give assistance only with permission, and keep communication direct and accessible.

12. Aim & Objectives of Adaptive Physical Education

Aim: provide meaningful, safe and appropriate physical-education opportunities by adapting activities, instruction, equipment and environments to support participation and development.

PARTICIPATION	SKILL DEVELOPMENT
Meaningful opportunities to take part with classmates.	Practise movement skills through appropriate task progression.
FITNESS & HEALTH	INDEPENDENCE
Develop fitness and functional movement according to individual capacity.	Build confidence and self-management in physical activity.

Objectives

- Develop physical fitness and functional movement according to individual capacity.
- Improve motor skills, coordination, balance and body awareness where appropriate.
- Promote participation, confidence, enjoyment and social interaction.
- Develop independence and self-management; provide equitable opportunities to learn and demonstrate skills.
- Reduce avoidable barriers and encourage lifelong participation in safe, enjoyable physical activity.

13. Advantages of Physical Activity for Children with Special Needs



Potential benefits: physical fitness, psychological well-being, social development, motor learning and healthy habits.

- Supports mobility, coordination and functional capacity; creates opportunities for enjoyment, confidence and self-expression.
- Supports social interaction, teamwork and belonging; offers repeated practice of movement skills and can support independence.

IMPORTANT

Benefits depend on the individual, activity, environment and appropriate safety considerations. Physical activity is not a substitute for clinical care or specialised therapy.

14. Strategies to Make Physical Activities Accessible

Making Physical Activity Accessible



A simple cycle: know the learner, modify task/instruction, support participation, then review and adjust.

Area	Examples of adaptation
Task	Simplify steps, change target size, reduce complexity and grade difficulty.
Equipment	Use lighter/larger/softer balls, visual markers, adapted grips or other suitable equipment.
Space	Create clear pathways, reduce obstacles, define boundaries and ensure safe access.
Instruction	Demonstrate; use short cues, visual prompts, repetition or tactile guidance when appropriate and consented.
Time & pace	Allow additional processing time, shorter work intervals or planned breaks.
Rules & roles	Modify rules or assign meaningful roles while retaining the learning objective.
Peer support	Use structured buddy/peer support without making the learner dependent on a peer.
Assessment	Assess the intended learning outcome using an accessible method rather than an unnecessary barrier.

ACCESSIBILITY CHECK

Keep the learning objective where possible, remove avoidable barriers, and review how the learner responds. Ask for preferences and follow individual support plans.

15. Role of Various Professionals for Children with Special Needs

COUNSELLOR	OCCUPATIONAL THERAPIST	PHYSIOTHERAPIST
Emotional, social and adjustment support.	Functional participation, daily-living and sensory/functional strategies.	Movement, mobility, posture and physical function.
PHYSICAL EDUCATION TEACHER	SPEECH THERAPIST	SPECIAL EDUCATOR
Adapts activity and manages safe participation.	Speech, language and communication support.	Individualised educational support and learning strategies.
Professional		Core contribution in the school/PE context
Counsellor		Emotional, social, adjustment and communication support; coordinates with school systems.
Occupational Therapist		Functional participation, daily living skills, sensory/functional strategies and task adaptation.
Physiotherapist		Movement, physical function, mobility, posture and rehabilitation-related guidance.
Physical Education Teacher		Adapts activities, teaches movement skills, manages safe participation and monitors engagement.
Speech Therapist		Speech, language, communication and related participation support.
Special Educator		Individualised educational support, learning strategies, accommodations and coordination.

16. Quick Comparison — Disability, Disorder & Adaptation

Concept	What to remember	PE implication
Disability	May affect functioning and participation in interaction with barriers.	Identify access needs and remove avoidable barriers.
Disorder	Term for disturbance/difference in functioning; condition-specific.	Understand needs; do not diagnose.
Adaptation	Planned change to task, instruction, equipment, space, pace or assessment.	Keep the learning goal while improving access.
Inclusion	Meaningful participation with appropriate support.	Design participation, not unnecessary exclusion.
Etiquette	Respectful, autonomy-preserving interaction.	Ask, communicate clearly and protect dignity.
MEMORY CHAIN Understand the learner → remove barriers → adapt the activity → support participation → observe → review.		

17. Examination Practice — MCQs (1–20)

1. Which statement best describes an inclusive PE approach? (A) One identical method for every learner (B) Meaningful participation with appropriate support (C) Excluding learners from difficult activities (D) Same equipment for everyone 2. Which of the following is listed by the CBSE handbook as a disability category? (A) Physical disability (B) Competitive disability (C) Tactical disability (D) Recreational disability 3. Which term refers to limitations in intellectual functioning and adaptive behaviour? (A) Intellectual disability (B) Physical disability (C) Etiquette (D) Adaptation 4. ADHD is most closely associated with patterns of: (A) Inattention and/or hyperactivity-impulsivity (B) Bone fracture only (C) Hearing loss only (D) Obsessive rituals only 5. ASD is associated with differences in: (A) Social communication/interaction and restricted or repetitive patterns (B) Muscle size only (C) Blood pressure only (D) Height only 6. Which is an appropriate disability etiquette? (A) Move a wheelchair without asking (B) Speak only to the companion (C) Ask before helping (D) Avoid direct communication 7. Which is an example of task adaptation? (A) Change learning goal without reason (B) Reduce task complexity while retaining skill focus (C) Exclude the learner (D) Remove all practice 8. Which professional primarily supports movement and physical function? (A) Physiotherapist (B) Counsellor (C) Librarian (D) Accountant 9. Which professional is most directly associated with speech and language support? (A) Speech therapist (B) Physiotherapist (C) Sports referee (D) Nutrition seller 10. Which is a sensible accessibility strategy? (A) Increase unnecessary noise (B) Give only long verbal instructions (C) Use demonstration and visual cues where appropriate (D) Never modify equipment	11. OCD commonly involves: (A) Obsessions and/or compulsions (B) Only physical weakness (C) Only loss of balance (D) Only speech delay 12. ODD is characterised by a pattern that may include: (A) Argumentative or defiant behaviour (B) Improved flexibility only (C) Bone density loss only (D) Vision correction 13. Which statement about SPD is most appropriate in this chapter? (A) Self-diagnose from one PE lesson (B) CBSE-listed term; diagnostic status is not universally established (C) Means physical disability (D) Means intellectual disability 14. Which is an objective of adaptive PE? (A) Prevent participation (B) Promote meaningful participation and independence (C) Make every learner perform identically (D) Remove all challenge 15. Which is a benefit of physical activity for children with special needs? (A) Social interaction opportunities (B) Guaranteed cure of all disorders (C) Automatic diagnosis (D) Elimination of all barriers 16. A PE teacher should primarily: (A) Diagnose disorders (B) Adapt instruction and activity within school procedures (C) Prescribe clinical treatment (D) Replace all specialists 17. Which adaptation changes the environment rather than the task? (A) Clear pathway and reduced obstacles (B) Larger target (C) Shorter drill (D) Different scoring rule 18. Which is most respectful? (A) Assume help is needed (B) Ask before assisting (C) Talk about learner in front of them (D) Use pity 19. Which professional may support individualised educational strategies? (A) Special educator (B) Groundskeeper (C) Spectator (D) Commentator 20. Current CBSE 2026–27 Unit 4 is titled: (A) Yoga (B) Physical Education & Sports for CWSN (C) Psychology and Sports (D) Training & Doping in Sports
---	---

18. Assertion–Reason Questions (1–6)

COMMON OPTIONS

(A) Both A and R are true, and R correctly explains A. (B) Both are true, but R does not explain A. (C) A is true, R is false. (D) A is false, R is true.

- Assertion (A):** Adaptive PE can use modified equipment.
Reason (R): Because the same equipment is not always the most accessible way to achieve the learning objective.
- Assertion (A):** A PE teacher should ask before helping a learner.
Reason (R): Because unsolicited physical assistance can reduce autonomy and may be unsafe.
- Assertion (A):** ADHD can involve difficulties with attention.
Reason (R): Because ADHD is always caused by poor discipline at home.
- Assertion (A):** ASD support needs can vary from person to person.
Reason (R): Because autism is a spectrum and abilities/support needs are not identical.
- Assertion (A):** Physical activity can provide social participation opportunities.
Reason (R): Because games and group activities can create structured opportunities for interaction.
- Assertion (A):** A PE teacher should diagnose OCD before adapting a lesson.
Reason (R): Because diagnosis should be made by qualified professionals rather than inferred from a PE lesson.

19. Match the Following & Fill in the Blanks

Set A

Column A	Column B
1. ADHD	a. Speech and language support
2. Physiotherapist	b. Attention / hyperactivity-impulsivity
3. Speech therapist	c. Movement and physical function
4. Special educator	d. Individualised educational support
5. Counsellor	e. Emotional/social/adjustment support

Set B

Column A	Column B
1. Adaptation	a. Meaningful participation
2. Inclusion	b. Planned change to improve access
3. OCD	c. Obsessions/compulsions
4. ODD	d. Oppositional/defiant pattern
5. ASD	e. Social communication/interaction + restricted/repetitive patterns

Fill in the blanks

- ADHD stands for _____.
- ASD stands for _____.
- ODD stands for _____.
- OCD stands for _____.
- The planned change made to improve access to an activity is called _____.
- The professional who supports movement and physical function is a _____.
- The professional who supports speech and language is a _____.
- Respectful interaction that protects autonomy is part of disability _____.
- Adaptive physical education aims to promote meaningful _____.
- Current CBSE 2026–27 Unit 4 is titled Physical Education & Sports for _____.

20. Short Answer Questions — 2 Marks

- Define disability in the context of school physical education.
- Differentiate between impairment and disability.
- Write any two broad types of disability listed in the CBSE handbook.
- Write the full form of ADHD and mention one core feature.
- Write the full form of ASD and mention one key characteristic.
- What is meant by disability etiquette?
- Write any two objectives of adaptive physical education.
- Name any two professionals who may support children with special needs.

21–23. Short, Descriptive & Long Answer Questions (3–5 Marks)

3 Marks

1. Explain the difference between disability and disorder with one PE-related example.
2. Explain any three practical adaptations a PE teacher can make for accessible participation.
3. Write three important disability etiquette rules for a PE class.
4. Explain ADHD and state two useful PE teaching strategies.
5. Explain ASD and state two PE considerations.
6. Explain the role of the special educator, physiotherapist and PE teacher as a support team.

4 Marks / Descriptive

1. Explain four objectives of adaptive physical education.
2. Discuss four strategies for making a physical activity accessible to a child with special needs.
3. Explain four disability etiquettes that a PE teacher should follow.
4. Describe the roles of any four professionals who may support a child with special needs.
5. Explain four advantages of physical activity for children with special needs.
6. Differentiate between cognitive, intellectual and physical disability using four clear points.

5 Marks / Long Answer

1. Explain disability and disorder. Discuss major disability categories and CBSE-listed disorder terms in Unit 4.
2. Explain the aim and objectives of adaptive PE and how it promotes meaningful participation and independence.
3. Discuss strategies that make physical activities accessible. Include task, equipment, instruction, space and assessment.
4. Explain disability etiquettes and why dignity, autonomy, communication and safety matter in PE.
5. Describe the professional support team: counsellor, occupational therapist, physiotherapist, PE teacher, speech therapist and special educator.

ANSWER WRITING FRAMEWORK

2 marks: definition + one accurate point. 3 marks: definition/context + three distinct points. 4 marks: short introduction + four explained points/comparison. 5 marks: introduction + five developed points + brief conclusion.

Quick answer planner

Step	Before writing, check...
1. Define	Have I explained the key term in one clear sentence?
2. Develop	Have I included the required number of distinct, explained points?
3. Apply	Have I connected at least one point to a PE class or participation example?
4. Conclude	Does the answer return to access, dignity, safety or meaningful participation?

24–25. Competency, Case-Based & Visual Questions

Case 1 — Accessible Games

A student has difficulty moving quickly between stations and needs extra time to understand multi-step instructions. The student wants to participate with classmates.

1. Identify two barriers in the activity.
2. Suggest two task/instruction adaptations.
3. Why is meaningful participation preferable to automatic exclusion?

Case 2 — Attention and Activity

A learner frequently loses focus during long verbal explanations, moves around during waiting periods and performs better after short demonstrations.

1. Which CBSE-listed disorder term may be relevant to the described concept?
2. Give two PE teaching strategies.
3. Why should a PE teacher avoid making a diagnosis from classroom observation alone?

Case 3 — Sensory Demands

A learner becomes uncomfortable in a noisy indoor hall and avoids activities involving unexpected touch.

1. What type of sensory-processing difficulty may be relevant?
2. Suggest two environmental or instructional adaptations.
3. Why should the teacher communicate before physical contact?

Case 4 — Professional Team

A learner needs support with movement, communication, classroom learning and emotional adjustment.

1. Name four professionals who may contribute.
2. State one likely contribution of each.
3. Explain why coordinated support is useful.

Visual / concept-based questions

1. Look at the feature image. Identify two visible examples of inclusive participation and one possible adaptation.
2. Look at the disability-types visual. Explain the difference between the three broad categories shown.
3. Look at the disability-etiquette visual. Write two DO rules and two AVOID rules.
4. Look at the adaptive-PE goals visual. Explain how participation and independence are connected.
5. Look at the accessibility cycle. Arrange the process logically from knowing the learner to reviewing the activity.

Visual-response method

Step	What to do
Observe	State what is visibly happening before interpreting it.
Identify	Name the relevant participation feature, barrier or adaptation.
Connect	Link the visual to access, dignity, safety or meaningful participation.
Explain	Give a short reason or a practical example relevant to PE.

26–28. Quick Revision, Answer Key & References

One-minute recall

Topic	Key fact
Unit 4	Physical Education & Sports for Children with Special Needs; stated 2026–27 weightage 04 + 03b* marks.
Disability categories	Cognitive, intellectual and physical (as listed in the supplied CBSE learning material).
CBSE-listed disorder terms	ADHD, SPD, ASD, ODD and OCD.
Etiquette	Ask before helping; communicate directly; protect dignity and autonomy.
Adaptive PE	Adapt task, instruction, equipment, space, pace and assessment when appropriate.
Professional team	Counsellor, occupational therapist, physiotherapist, PE teacher, speech therapist, special educator.
Safety principle	Do not diagnose from PE observation; coordinate with appropriate professionals and school procedures.

Answer key

Assessment	Answers
MCQs 1–10	1 B; 2 A; 3 A; 4 A; 5 A; 6 C; 7 B; 8 A; 9 A; 10 C.
MCQs 11–20	11 A; 12 A; 13 B; 14 B; 15 A; 16 B; 17 A; 18 B; 19 A; 20 B.
Assertion–Reason	1 A; 2 A; 3 C; 4 A; 5 A; 6 D.
Match Set A	1-b, 2-c, 3-a, 4-d, 5-e.
Match Set B	1-b, 2-a, 3-c, 4-d, 5-e.
Fill in the blanks	1 Attention-Deficit/Hyperactivity Disorder; 2 Autism Spectrum Disorder; 3 Oppositional Defiant Disorder; 4 Obsessive-Compulsive Disorder; 5 adaptation; 6 physiotherapist; 7 speech therapist; 8 etiquette; 9 participation; 10 CWSN.

Self-check

☐ Define disability, disorder, impairment, adaptation and inclusion.
 ☐ Distinguish cognitive, intellectual and physical disability.
 ☐ Expand ADHD, SPD, ASD, ODD and OCD.
 ☐ Explain six disability etiquettes.
 ☐ State four adaptive-PE objectives.
 ☐ Suggest adaptations for task, equipment, instruction, space and assessment.
 ☐ Explain all six professional roles.
 ☐ Solve a visual or case-based question without memorised wording.

References & Academic Integrity Note

Primary source: Central Board of Secondary Education, Class XI Physical Education (048), Curriculum 2026–27, Unit 4. CBSE learning material/handbook for disability and disorder concepts, disability categories, ADHD, SPD, ASD, ODD, OCD, disability etiquettes, activity advantages and accessibility strategies. Additional terminology references stated in the supplied edition: CDC (ADHD and ASD), NIMH (OCD), MedlinePlus (ODD), and professional/paediatric literature for sensory-processing terminology.

SCOPE & VISUAL NOTE

The supplied PDF states that the 2026–27 CBSE syllabus controls the academic scope. This FitEduHub resource is an original educational aid, not an official CBSE publication. Its concept visuals are for learning and identification, not clinical photographs, diagnosis or official CBSE illustrations.