

Collegedunia NCERT Notes

NCERT Notes for Class 8 Physical Education (Khel Yatra) (2026-27 Syllabus)

Chapter 4: Fundamental Skills of Sports - Table Tennis

These notes cover Class 8 Physical Education (Khel Yatra) Chapter 4. The unit explains table tennis grip, footwork, pushes, services, drives, topspin, smash, scoring and practical reflection.

Also see: [NCERT Book PDF](#) [NCERT Solutions](#) [Handwritten Notes](#)

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1 Grip and Ball-Control Tapping

Table tennis begins with how the racquet is held. NCERT teaches shakehand grip, penhold grip and tapping drills before moving to rally strokes.

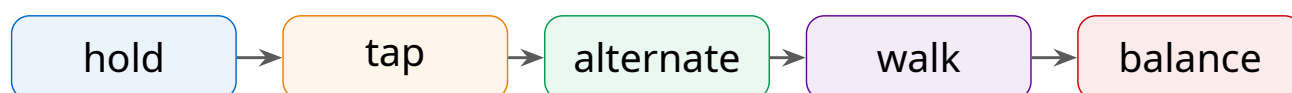
1.1 Skill purpose and body focus

- Shakehand grip: thumb and index finger stay near the straight rubber edge
- Penhold grip: hold the racquet like a pen near the blade
- Remaining fingers support the handle or back of the blade
- Forehand tapping uses the thumb-facing side of the racquet
- Backhand tapping uses the index-finger side
- Combination tapping alternates both sides for two minutes

Main Skill

Grip gives readiness, flexibility and stable racquet control. The loose grip helps the wrist rotate without making the stroke stiff.

Grip progression



1.2 Practice sequence and safety

Use the warm-up, skill attempt, cool-down and circle-time pattern from NCERT. The aim is to build control, safety, focus and fair play during rallies.

Source cue	What to check	Why it matters
Warm-up	Entangle and release weight on a rod through rope by wrist movement	Prepares wrist strength and flexibility
Main skill	Shakehand grip and penhold grip	Builds the first table-tennis control habit
Lead-up	Forehand, backhand and combination tapping for two minutes	Checks eye-hand and sound coordination
Circle time	Discuss wrist joints, involved muscles and balancing the ball at the centre	Links grip with body awareness

Real Use

A relaxed grip helps in badminton, tennis and any racquet activity that needs touch.

1.3 Revision drill

Answer this topic in three layers. First, name the grip, movement, serve or stroke. Second, write the phase sequence in order. Third, add one circle-time reflection from the textbook.

Question cue	Answer frame	Practice point
Define the skill	Write the skill purpose in one line	Avoid match stories
List the phases	Use stance, backswing, strike and follow-through where relevant	Keep order unchanged
Add control cue	Mention balance, racquet angle, spin or placement	Show technique awareness
Reflect	Use fair play, strategy, enjoyment or muscle awareness	Connect with circle time

One-minute recap

Grip and Ball-Control Tapping should be revised through purpose, body position, contact point, recovery and one reflection cue.

Memory Aid

T-H-R: thumb, hold, relax.

Exam Tip

For grip answers, mention shakehand and penhold separately.

2 Footwork and Ready Position

Footwork allows a player to return the ball in front of the body and recover for the next shot. NCERT stresses sideways, forward and backward movement with balanced weight.

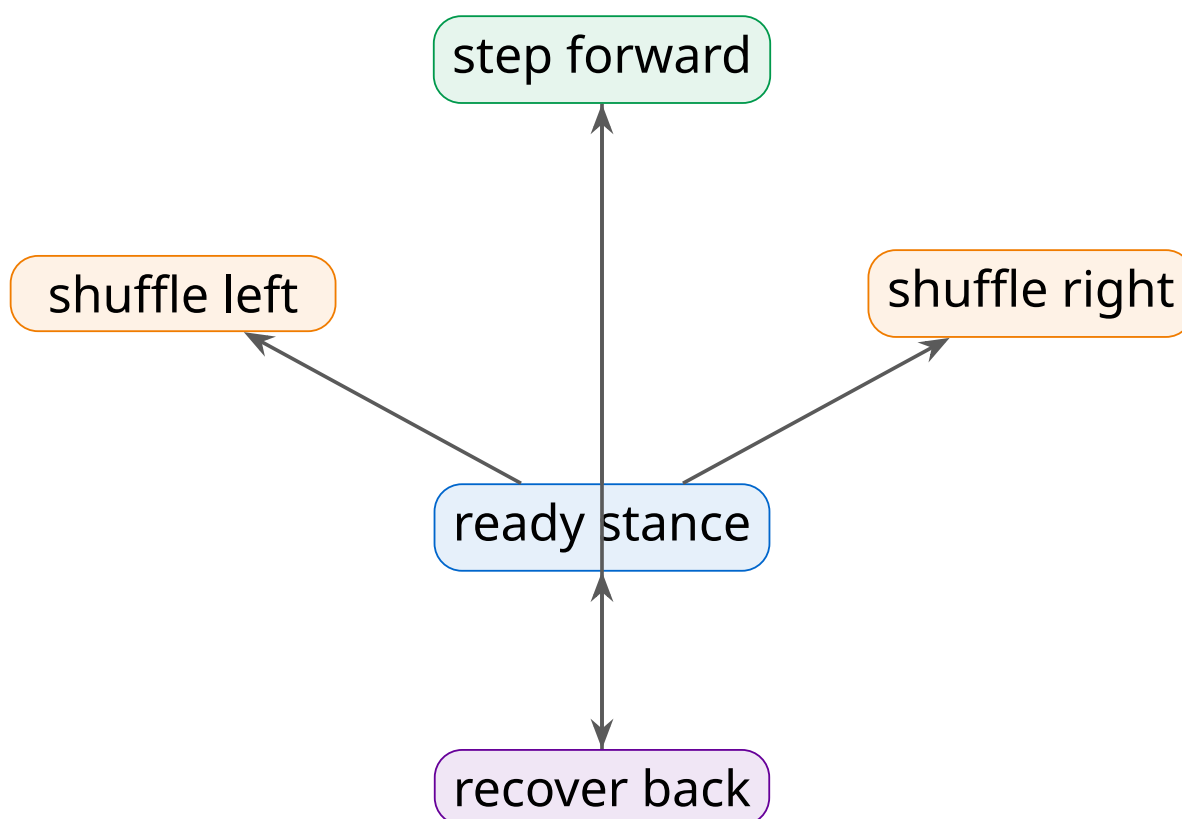
2.1 Skill purpose and body focus

- Stance: feet shoulder-width, knees bent and body leaning forward
- Side-to-side: push off one foot and glide laterally
- Forward: step with the leading foot when attacking
- Backward: push off the front foot and stay centred
- Recovery: return to ready stance after each shot
- Cue response: react to left, right, forward and back commands

Main Skill

Efficient footwork joins stance, side-to-side movement, forward movement, backward movement and follow-through recovery.

Footwork choices after the teacher's cue



2.2 Practice sequence and safety

Use the warm-up, skill attempt, cool-down and circle-time pattern from NCERT. The aim is to build control, safety, focus and fair play during rallies.

Source cue	What to check	Why it matters
Warm-up	Jogging, skipping and ladder running	Raises readiness for quick feet
Teacher cue game	Move on left, right, forward or back signals	Trains eye-hand-ear coordination
Variation	Cones, ladders and multiple balls in different areas	Adds balance and reaction pressure
Circle time	Discuss verbal and visual cues for speed and positioning	Turns movement into strategy

Common Mistake

Do not reach with only the arm. Move the feet first so contact happens in front of the body.

Real Use

Good footwork supports volleyball defence, badminton movement and classroom agility drills.

2.3 Revision drill

Answer this topic in three layers. First, name the grip, movement, serve or stroke. Second, write the phase sequence in order. Third, add one circle-time reflection from the textbook.

Question cue	Answer frame	Practice point
Define the skill	Write the skill purpose in one line	Avoid match stories
List the phases	Use stance, backswing, strike and follow-through where relevant	Keep order unchanged
Add control cue	Mention balance, racquet angle, spin or placement	Show technique awareness
Reflect	Use fair play, strategy, enjoyment or muscle awareness	Connect with circle time

One-minute recap

Footwork and Ready Position should be revised through purpose, body position, contact point, recovery and one reflection cue.

Exam Tip

Use the phrase ready stance after every footwork answer.

3 Forehand and Backhand Push

The push is a defensive stroke used for short, low balls. The forehand push and backhand push both control rallies and stop the opponent from attacking early.

3.1 Skill purpose and body focus

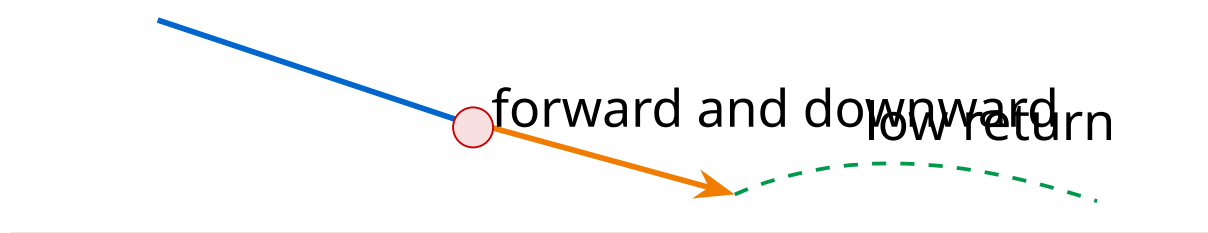
- Forehand push: side-on stance with left foot slightly ahead
- Backhand push: racquet in front of body and contact near the middle line
- Strike: contact underneath the ball to add backspin
- Follow-through: move forwards and downwards
- Practice: five-point push rally with player rotation
- Target challenge: push into marked table zones

Main Skill

A push works through bent knees, a slightly open racquet angle, contact underneath or behind the ball and a forward-downward follow-through.

Push stroke keeps the rally low

open racquet



3.2 Practice sequence and safety

Use the warm-up, skill attempt, cool-down and circle-time pattern from NCERT. The aim is to build control, safety, focus and fair play during rallies.

Source cue	What to check	Why it matters
Warm-up	Elbow flexion and extension with supination and pronation	Prepares arms, wrists and shoulders
Forehand rally	Use only forehand push and count errors	Builds accuracy over power
Backhand rally	Use only backhand push and keep the ball low	Builds consistency
Circle time	Compare power, control, accuracy and engaged muscles	Links body position with ball movement

Common Mistake

Do not lift the ball too high. A high push gives the opponent an easy attack.

Real Use

Push strokes are useful when a player needs safe defence before choosing an attack.

3.3 Revision drill

Answer this topic in three layers. First, name the grip, movement, serve or stroke. Second, write the phase sequence in order. Third, add one circle-time reflection from the textbook.

Question cue	Answer frame	Practice point
Define the skill	Write the skill purpose in one line	Avoid match stories
List the phases	Use stance, backswing, strike and follow-through where relevant	Keep order unchanged
Add control cue	Mention balance, racquet angle, spin or placement	Show technique awareness
Reflect	Use fair play, strategy, enjoyment or muscle awareness	Connect with circle time

One-minute recap

Forehand and Backhand Push should be revised through purpose, body position, contact point, recovery and one reflection cue.

Memory Aid

S-B-S-F: stance, backswing, strike, follow-through.

4 Basic, Topspin and Backspin Service

Service starts every rally. NCERT teaches legal basic service first, then topspin service for attacking pressure and backspin service for defensive control.

4.1 Skill purpose and body focus

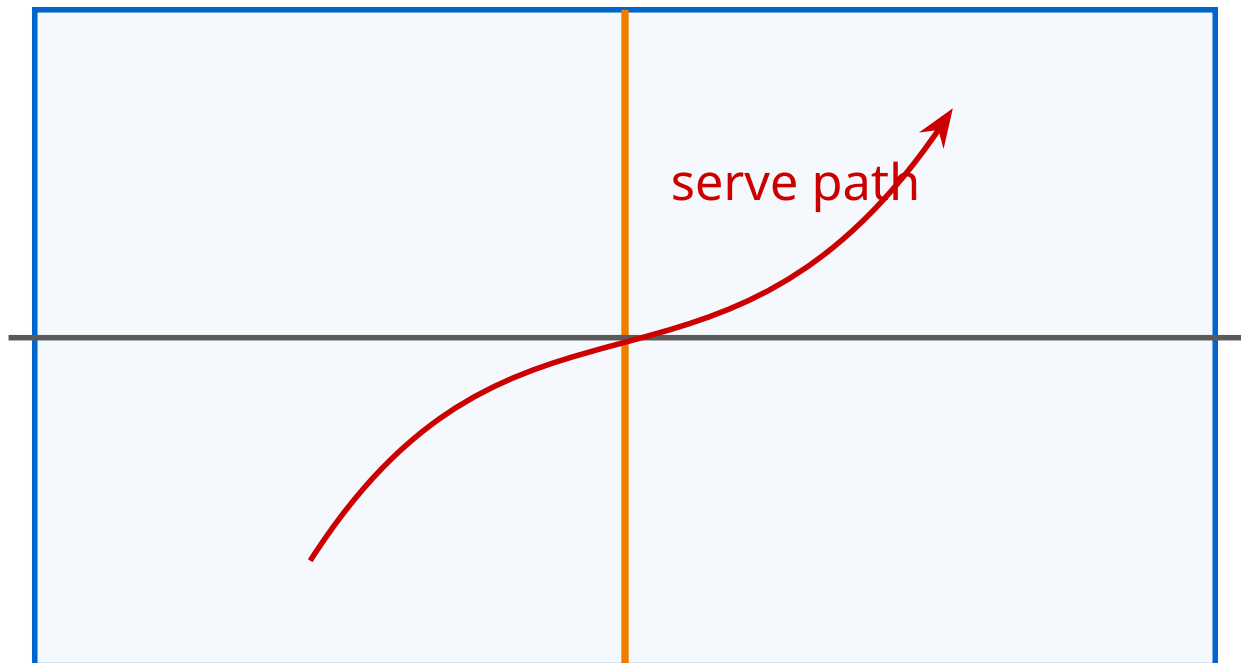
- Basic serve: ball rests on open palm and racquet stays behind the end line
- Topspin serve: closed racquet angle brushes the top of the ball
- Backspin serve: open angle strikes the bottom of the ball
- Service target: land the ball in a tub or marked zone
- Fair play: do not hide the ball with the body or partner
- Strategy: choose serve by expected return

Main Skill

A legal serve begins from an open stationary palm, tosses the ball at least 16 cm nearly vertical, contacts while the ball falls, first touches the server's side of the table, then crosses the net to the opponent's side.

Table, centre line, net and legal serve idea

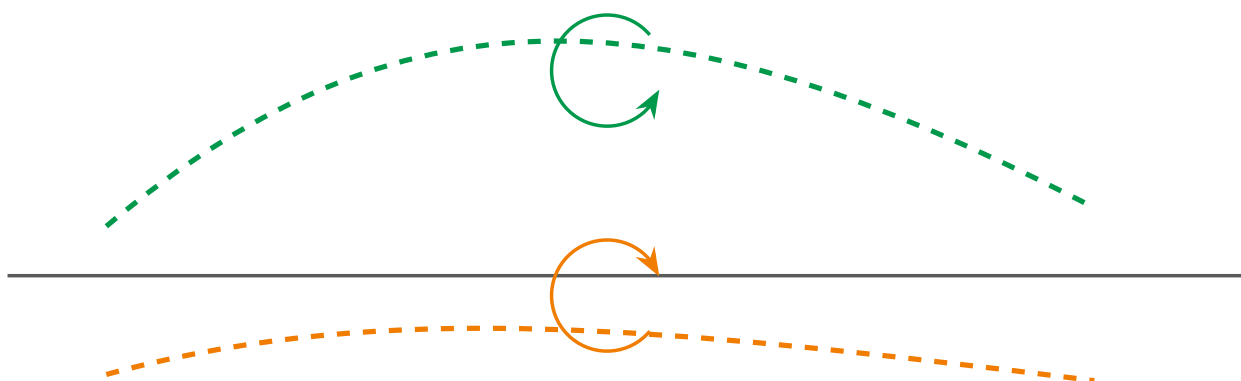
receiver side



server side

Spin changes bounce, speed and return choice

topspin dips forward



backspin slows after bounce

4.2 Practice sequence and safety

Use the warm-up, skill attempt, cool-down and circle-time pattern from NCERT. The aim is to build control, safety, focus and fair play during rallies.

Source cue	What to check	Why it matters
Warm-up	Shoulder, wrist and arm movements before service	Prepares controlled toss and strike
Basic service	Serve five times into a target tub	Trains legal and consistent action
Topspin challenge	Serve with spin and try for weak return	Shows attacking serve effect
Backspin challenge	Make the ball slow or return toward the net after bounce	Shows defensive serve effect

Common Mistake

Do not hide the ball during service. The toss and contact must remain fair.

Real Use

Fair service rules teach respect, integrity and honest scoring in all games.

4.3 Revision drill

Answer this topic in three layers. First, name the grip, movement, serve or stroke. Second, write the phase sequence in order. Third, add one circle-time reflection from the textbook.

Question cue	Answer frame	Practice point
Define the skill	Write the skill purpose in one line	Avoid match stories
List the phases	Use stance, backswing, strike and follow-through where relevant	Keep order unchanged
Add control cue	Mention balance, racquet angle, spin or placement	Show technique awareness
Reflect	Use fair play, strategy, enjoyment or muscle awareness	Connect with circle time

One-minute recap

Basic, Topspin and Backspin Service should be revised through purpose, body position, contact point, recovery and one reflection cue.

Memory Aid

P-T-C: palm, toss, contact.

Exam Tip

Always write 16 cm in service-law answers.

5 Drive Strokes and Rally Control

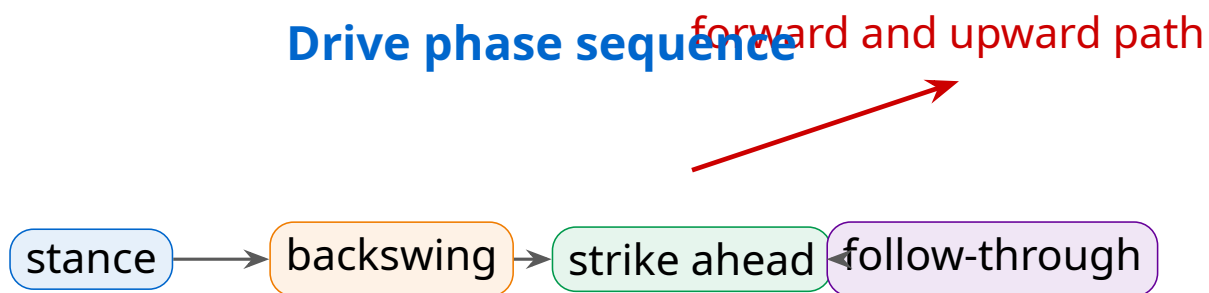
Forehand drive and backhand drive are attacking strokes. Both use speed and control, but the body rotation and contact side differ.

5.1 Skill purpose and body focus

- Forehand drive: side-on stance and hip rotation forward
- Backhand drive: square stance, racquet near waist and contact slightly left
- Forehand lead-up: hit through a hula hoop at upper-body height
- Backhand lead-up: five-point rally using only backhand drive
- Target challenge: hit left, right and centre zones
- Consistency: longest controlled rally matters more than power

Main Skill

A drive is not a wild hit. It needs stance, backswing, strike in front of the body, weight transfer and a forward-upward follow-through.



5.2 Practice sequence and safety

Use the warm-up, skill attempt, cool-down and circle-time pattern from NCERT. The aim is to build control, safety, focus and fair play during rallies.

Source cue	What to check	Why it matters
Warm-up	Arm circles, wrist rotations, lunges and ball bounce	Prepares touch and control
Forehand activity	Hit the ball through a hula hoop	Checks height, direction and swing path
Backhand activity	Rally only with backhand drive until an error	Builds repeatable control
Circle time	Discuss accuracy adjustments and proper phases	Links technique with consistency

Common Mistake

Do not swing only with the wrist. Drives need body rotation and weight transfer.

5.3 Revision drill

Answer this topic in three layers. First, name the grip, movement, serve or stroke. Second, write the phase sequence in order. Third, add one circle-time reflection from the textbook.

Question cue	Answer frame	Practice point
Define the skill	Write the skill purpose in one line	Avoid match stories
List the phases	Use stance, backswing, strike and follow-through where relevant	Keep order unchanged
Add control cue	Mention balance, racquet angle, spin or placement	Show technique awareness
Reflect	Use fair play, strategy, enjoyment or muscle awareness	Connect with circle time

One-minute recap

Drive Strokes and Rally Control should be revised through purpose, body position, contact point, recovery and one reflection cue.

Exam Tip

For drive questions, compare forehand and backhand using contact point.

6 Topspin Strokes and Smash

Topspin makes the ball dip and accelerate after bouncing. Smash is the most powerful stroke and is used when the opponent returns a high ball.

6.1 Skill purpose and body focus

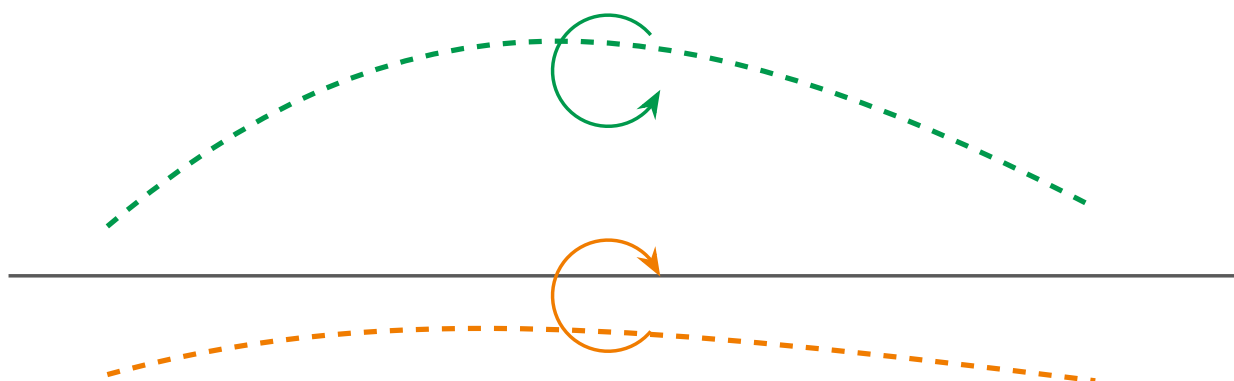
- Forehand topspin: rotate hips, waist and shoulders upward and forward
- Backhand topspin: rotate from left and down, then forward and up
- Wrist snap: adds spin at contact
- Smash stance: stand side-on and slightly away from the table
- Smash contact: hit ahead of the body with body weight moving forward
- Recovery: return quickly after the attacking shot

Main Skill

Topspin needs brushing contact. Smash needs side-on position, weight transfer and placement, not only force.

Spin changes bounce, speed and return choice

topspin dips forward



backspin slows after bounce

Attack decision



6.2 Practice sequence and safety

Use the warm-up, skill attempt, cool-down and circle-time pattern from NCERT. The aim is to build control, safety, focus and fair play during rallies.

Source cue	What to check	Why it matters
Warm-up	Wrist rotations, arm swings, shoulder rolls, squats and jumping jacks	Prepares spin and power strokes
Topspin rally	Rally with only topspin and count missed spin	Builds spin with control
Smash target	One player tosses high and the other aims at target zones	Trains placement under pressure
Circle time	Discuss spin, racquet angle and when smash is better than topspin	Connects technique with strategy

Common Mistake

Do not smash every attackable ball. Topspin is safer when the ball is lower.

Real Use

Spin and smash choices appear in real match rallies where the player must read height and speed quickly.

6.3 Revision drill

Answer this topic in three layers. First, name the grip, movement, serve or stroke. Second, write the phase sequence in order. Third, add one circle-time reflection from the textbook.

Question cue	Answer frame	Practice point
Define the skill	Write the skill purpose in one line	Avoid match stories
List the phases	Use stance, backswing, strike and follow-through where relevant	Keep order unchanged
Add control cue	Mention balance, racquet angle, spin or placement	Show technique awareness
Reflect	Use fair play, strategy, enjoyment or muscle awareness	Connect with circle time

One-minute recap

Topspin Strokes and Smash should be revised through purpose, body position, contact point, recovery and one reflection cue.

Memory Aid

H-S-P: height, stroke, placement.

7 Five-Point Game and Assessment

The chapter ends with a five-point table tennis game that combines grip, footwork, push, service, drive, topspin, smash and emotional control.

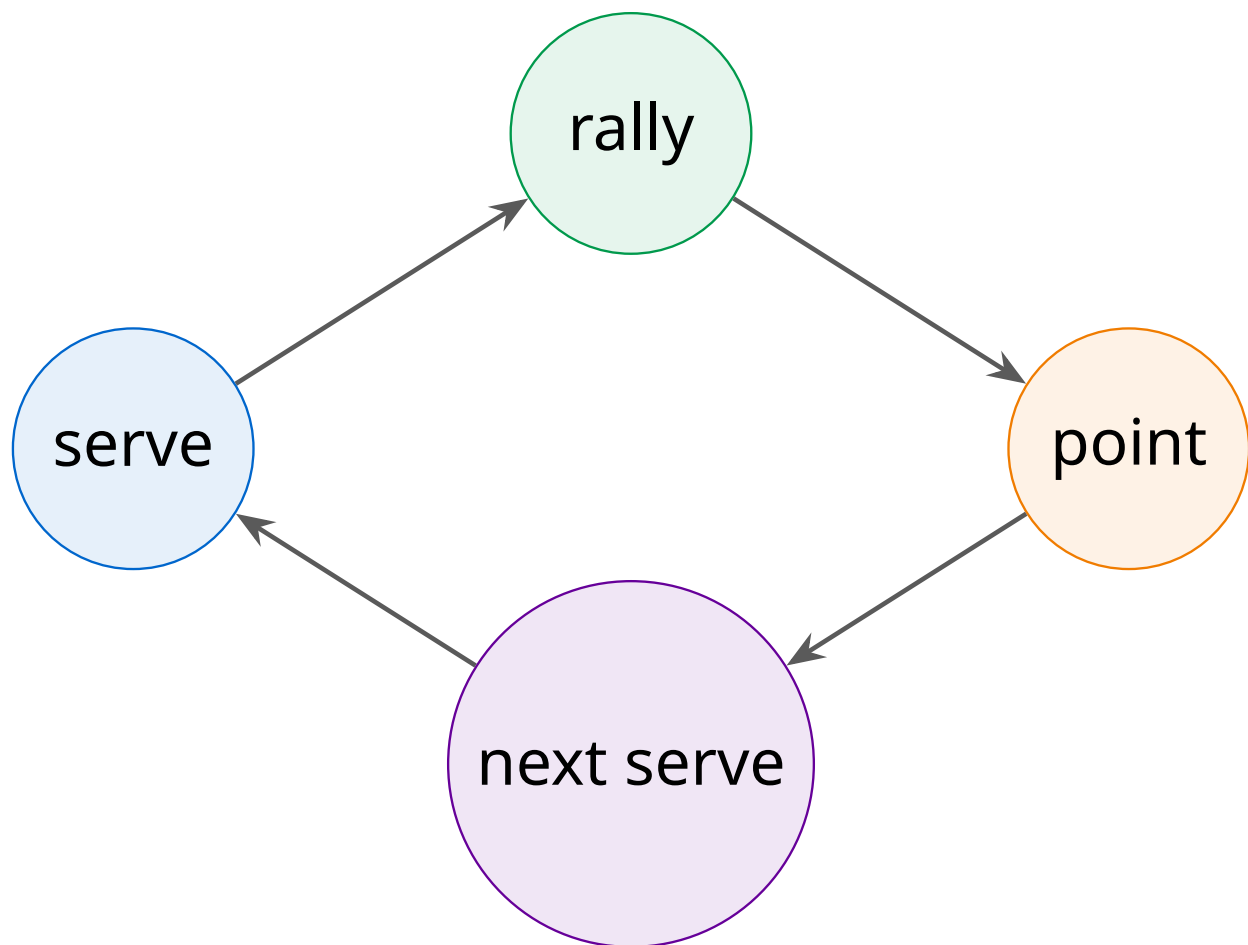
7.1 Skill purpose and body focus

- Game format: first player to five points wins
- Rally winner earns one point
- If Player A serves and wins, Player A leads 1-0 and serves again
- If Player B wins the next rally, score becomes 1-1 and Player B serves
- Enjoyment reflection: notice rallies and shots beyond score
- Self-distress: stay composed when losing points

Main Skill

In NCERT's five-point classroom activity, the rally winner earns a point and the example gives the next serve to the rally winner. In formal table tennis, service alternates after every two points.

Five-point game scoring loop



7.2 Practice sequence and safety

Use the warm-up, skill attempt, cool-down and circle-time pattern from NCERT. The aim is to build control, safety, focus and fair play during rallies.

Source cue	What to check	Why it matters
Warm-up	Full-body stretching, jogging, ladder drills and high knees	Prepares full-game movement
Game play	Use all learned skills in a five-point game	Combines technique with scoring
Scorekeeping	A third player can count score	Supports fair play
Circle time	Discuss focus when losing and moments enjoyed	Builds emotional control

7.3 Revision drill

Answer this topic in three layers. First, name the grip, movement, serve or stroke. Second, write the phase sequence in order. Third, add one circle-time reflection from the textbook.

Question cue	Answer frame	Practice point
Define the skill	Write the skill purpose in one line	Avoid match stories
List the phases	Use stance, backswing, strike and follow-through where relevant	Keep order unchanged
Add control cue	Mention balance, racquet angle, spin or placement	Show technique awareness
Reflect	Use fair play, strategy, enjoyment or muscle awareness	Connect with circle time

One-minute recap

Five-Point Game and Assessment should be revised through purpose, body position, contact point, recovery and one reflection cue.

Exam Tip

Assessment questions often ask what the student can do under pressure.

8 Quick Revision Tables

This section compresses the thirteen table-tennis units into tables for last-minute revision. It keeps the warm-up, skill, cool-down and circle-time structure visible.

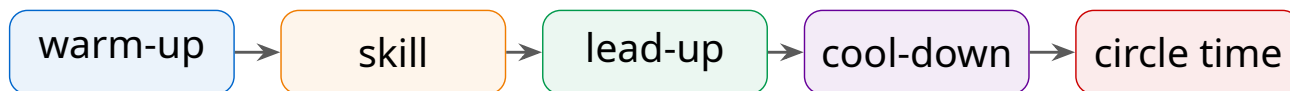
8.1 Skill family summary

Family	Skills in Chapter 4	Main cue
Grip	Shakehand grip and penhold grip	Hold loosely and control the racquet face
Movement	Side-to-side, in-and-out, pivot, crossover and one-step footwork	Move first, then strike
Defence	Forehand push and backhand push	Keep the return low with backspin
Service	Basic, topspin and backspin service	Open palm, 16 cm toss, legal contact
Attack	Forehand drive, backhand drive, topspin and smash	Use weight transfer, spin and placement

8.2 Warm-up and cool-down map

Skill block	Warm-up from source chapter	Cool-down or reflection
Grip	Wrist movement with weight on rod, palm stretch and wrist rotation	Strength and flexibility reflection
Footwork	Jogging, skipping and ladder running	Calves, quadriceps and hamstrings stretch
Push strokes	Elbow flexion and extension with fist contraction	Arms, wrists, shoulders and muscle awareness
Services	Shoulder movement, wrist rotations, arm swings and shadow service	Deep breathing and fair play reflection
Game	Full-body stretching, jogging, ladder drills and high knees	Enjoyment and focus reflection

NCERT lesson rhythm

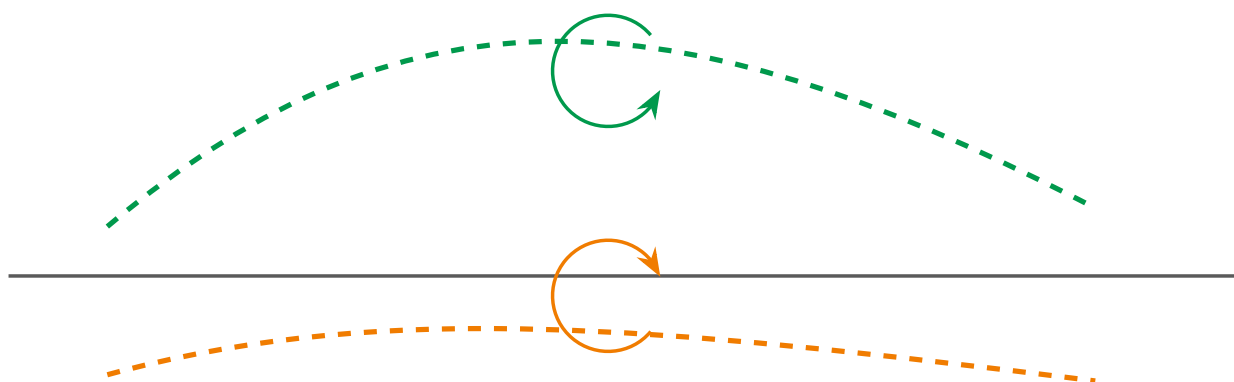


8.3 Spin, contact and ball behaviour

Stroke or serve	Racquet cue	Ball behaviour
Forehand push	Open angle, contact under ball	Low return with backspin
Backhand push	Contact under or behind ball	Controls short, low balls
Topspin service	Closed angle and upward brushing action	Dips quickly and bounces aggressively
Backspin service	Open angle and bottom contact	Slows after bounce and resists attack
Topspin stroke	Brush top of ball with wrist snap	Forward spin and faster dip
Smash	Hit ahead of body with weight forward	Fast placement against high ball

Spin changes bounce, speed and return choice

topspin dips forward



backspin slows after bounce

Five-minute revision

Pick one stroke. Say stance, contact, follow-through, recovery and one circle-time idea.

8.4 Assessment descriptors

Use teacher-assessment language when answering practical reflection questions.

Grip (Shakehand and Penhold)

Level	NCERT teacher-assessment descriptor
Level 1	The student needs more practice of grips to comfortably maintain it.
Level 2	The student is able to demonstrate both shakehand and penhold grip.
Level 3	The student is able to correctly perform either shakehand or penhold grip.
Level 4	The student is able to change the grips rapidly as per the requirement of the game.
Level 5	The student is able to correctly grip the racquet even under pressure.

Push (Forehand and Backhand)

Level	NCERT teacher-assessment descriptor
Level 1	The student needs more practice of push to comfortably use it in the game.
Level 2	The student is able to demonstrate both forehand and backhand push.
Level 3	The student is able to correctly perform either forehand or backhand push.
Level 4	The student is able to use both forehand or backhand push according to the requirement of the game.
Level 5	The student is able to assess and appreciate a good defence using push by the opponent.

Service (Basic, Topspin and Backspin)

Level	NCERT teacher-assessment descriptor
Level 1	The student needs more practice of serves to comfortably use it in the game.
Level 2	The student is able to demonstrate all basic, topspin and backspin service.
Level 3	The student is able to correctly perform either basic spin, topspin or backspin service.
Level 4	The student is able to decide which type of the serve should be used for next rally.
Level 5	The student is able to assess and appreciate a good serve of the opponent.

Drive (Forehand and Backhand)

Level	NCERT teacher-assessment descriptor
Level 1	The student needs more practice of drive to comfortably use it in the game.
Level 2	The student is able to demonstrate both forehand and backhand drive.
Level 3	The student is able to correctly perform either forehand or backhand drive.
Level 4	The student is able to decide which type of the drive should be used while playing the rally.
Level 5	The student confidently executes strong, accurate drives and uses them throughout rallies.

Topspin (Forehand and Backhand)

Level	NCERT teacher-assessment descriptor
Level 1	The student needs more practice of topspin to comfortably use it in the game.
Level 2	The student is able to demonstrate both forehand and backhand topspin.
Level 3	The student is able to correctly perform either forehand or backhand topspin.
Level 4	The student is able to decide which type of topspin should be used while playing the rally.
Level 5	The student confidently executes strong, accurate topspins and uses them throughout rallies.

Smash

Level	NCERT teacher-assessment descriptor
Level 1	The student needs more practice of smash to comfortably use it in the game.
Level 2	The student is able to demonstrate smash in the game.
Level 3	The student is able to correctly perform smash in the game.
Level 4	The student executes strong and accurate smash and intelligently uses it throughout rallies.
Level 5	The student is able to assess and appreciate a good smash of the opponent.

Overcoming Self-Distress

Level	NCERT teacher-assessment descriptor
Level 1	The student reacts emotionally or impulsively without attempting to reduce distress.
Level 2	The student struggles to solve problems and avoids self-reflection.
Level 3	The student makes simple attempts to think and solve problems, but with little success.
Level 4	The student tries to think issues thoroughly and find solutions, but occasionally reacts emotionally.
Level 5	The student learns from upsetting experiences and approaches problems with composure.

Explore link

The source chapter asks students to identify famous sportspersons from back numbers shown in an illustration. Treat this as sports-awareness work, not only table-tennis technique.

[Download the Full Chapter 4 NCERT Solutions](#)

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