

Maverick's  
Compliance to  
CBSE  
requirements

# Mainstreaming Health and Physical Education



**Central Board of Secondary Education**

Preet Vihar, Delhi - 110092

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## CHAPTER 1: INTRODUCTION / PREAMBLE

Curriculum reform is a global issue and drives education policy directives around the world. The broad framework is usually provided by a national apex body, the narrower focus is around the syllabi based on the disciplines and the learning outcomes expected at age appropriate levels.

### 1.1 RATIONALE

- 1.1.1 Health and Physical Education is concerned with total health of the learner and the community. Besides physical health, it includes mental and emotional health of the learners. Health is often a state of physical, mental, emotional, social and spiritual well-being and not merely the absence of disease or infirmity.
- 1.1.2 The aim of Mainstreaming Health and Physical Education is to enable the student to attain an optimum state of health, by incorporating each of the aforementioned aspects.
- 1.1.3 In this respect, it is a truism to say that the practice of healthy living will serve as the foundation for Physical Education. It is envisaged that any effort to promote aesthetic values at the school level will include a natural esteem for physical well-being. The mastery of the body, its powers and qualities, requires knowledge, methodical training and exercise. The skills and capacities need to be developed, the muscles and nerves trained, the senses cultivated and hygienic and proper dietary habits inculcated for this purpose.
- 1.1.4 Therefore, provision has to be made much more systematically than before, in the school curriculum for Health and Physical Education imbued with Life Skills
- 1.1.5 Research has demonstrated that there is a positive correlation between brain development and exercise which also has an impact on cognitive development thus helping to improve academic grades.
- 1.1.6 A comprehensive view of Health and Physical Education includes and encompasses the three areas of Health Education, Physical Education and Yoga as integral to achieving holistic health (physical, mental, intellectual, emotional, social and spiritual). Given the interdisciplinary nature of this subject, it needs to be transacted in innovative ways across the curriculum.
- 1.1.7 The ubiquitous digital presence can be an added resource for the student, teacher educator and the teacher. It provides endless possibilities of resorting to online resources to add value to PE.
- 1.1.8 At the Secondary level acquisition of the habits of healthy living and participation in games and sports and athletics for neuromuscular coordination and physical fitness are the aims which should be taken care of while developing any syllabus of Health and Physical Education.
- 1.1.9 While at the Senior Secondary level, through the integrated PE approach, students will acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle.

With these aims in mind, the overall and specific objectives for a HPE curriculum are outlined below:

## **1.2 Overall Objectives of Health and Physical Education:**

- 1.2.1 To develop awareness regarding the importance of physical fitness in individual and social life including Life Skills.
- 1.2.2 To bring the overall awareness of values with regard to personal health and fitness, and to inculcate among students the desired habits and attitudes towards health to raise their health status.\*
- 1.2.3 To make the pupils physically, mentally and emotionally fit and to develop such personal and social qualities that will help them to be good human beings.\*
- 1.2.4 To take action individually and collectively to protect and promote (i) own health (ii) health of family members: and (iii) health of the surrounding community and seeking help when required from available community resources.\*
- 1.2.5 To develop interest in exercise, sports and games for self-satisfaction and make it a part of life;
- 1.2.6 To enable an individual to enhance inner qualities - self-mastery, discipline, courage, confidence and efficiency.\*
- 1.2.7 To enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community \*
- 1.2.8 To develop awareness of the importance of self-defence.\*
- 1.2.9 To create awareness among children about rules of safety in appropriate hazardous situations to avoid accidents and injuries. To acquaint them with first-aid measures about common sickness and injuries. \*
- 1.2.10 To help children learn correct postural habits in standing, walking, running, sitting and other basic movements so as to avoid postural defects and physical deformities. \*
- 1.2.11 To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, Red Cross, Scouts and Guides etc. \*
- 1.2.12 To inculcate values and skills in children in order to promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, strain and fatigue of routine everyday life. \*
- 1.2.13 To address the physical, psycho-social needs of CWSN (Children with Special Needs) in an integrated fashion. \*
- 1.2.14 To seek in instilling self-worth thus helping students to become confident, assertive, emotionally stable, independent and self-controlled. \*
- 1.2.15 To help release of emotional stress, anxiety and tension, leading to a reduced risk of depression. \*
- 1.2.16 To help strengthen peer relationships, social bonding, buddy mentorship and team camaraderie.
- 1.2.17 To develop more positive attitude towards challenges, winning and losing, thus preparing students for life and for the workplace.\*

**\* Values Integrated across HPE**

### 1.3 Mainstreaming HPE

- 1.3.1 With the above objectives in mind, the CBSE in consultation with MHRD and Ministry of Sports, Govt. of India has attempted to integrate and mainstream Health and Physical Education across the secondary and senior secondary levels. This is to ensure that the Physical Education component which will continue to be assessed internally, is taken up as a cross-curricular, interdisciplinary discipline across the four strands.
- 1.3.2 Mainstreaming would require the coming together of the Class Teacher, PE teacher and teachers of other disciplines.
- 1.3.3 The mandatory nature of this discipline needs all students to participate in an innovative way through the strands detailed hereafter.
- 1.3.4 It will be mandatory for the **school to upload a report of work accomplished across the strands of grade X and XII in the prescribed manner, for enabling students to sit for the Board exam.**
- 1.3.5 The stipulation is to ensure all schools take this aspect seriously so as to ensure lasting and lifelong benefits for their students.
- 1.3.6 **The following subjects of internal assessment are being subsumed in Health and Physical Education from session 2018-19 onwards:**

#### **Class IX-X**

- i. Work Education (500)
- ii. Health and Physical Education (506)

#### **Class XI-XII**

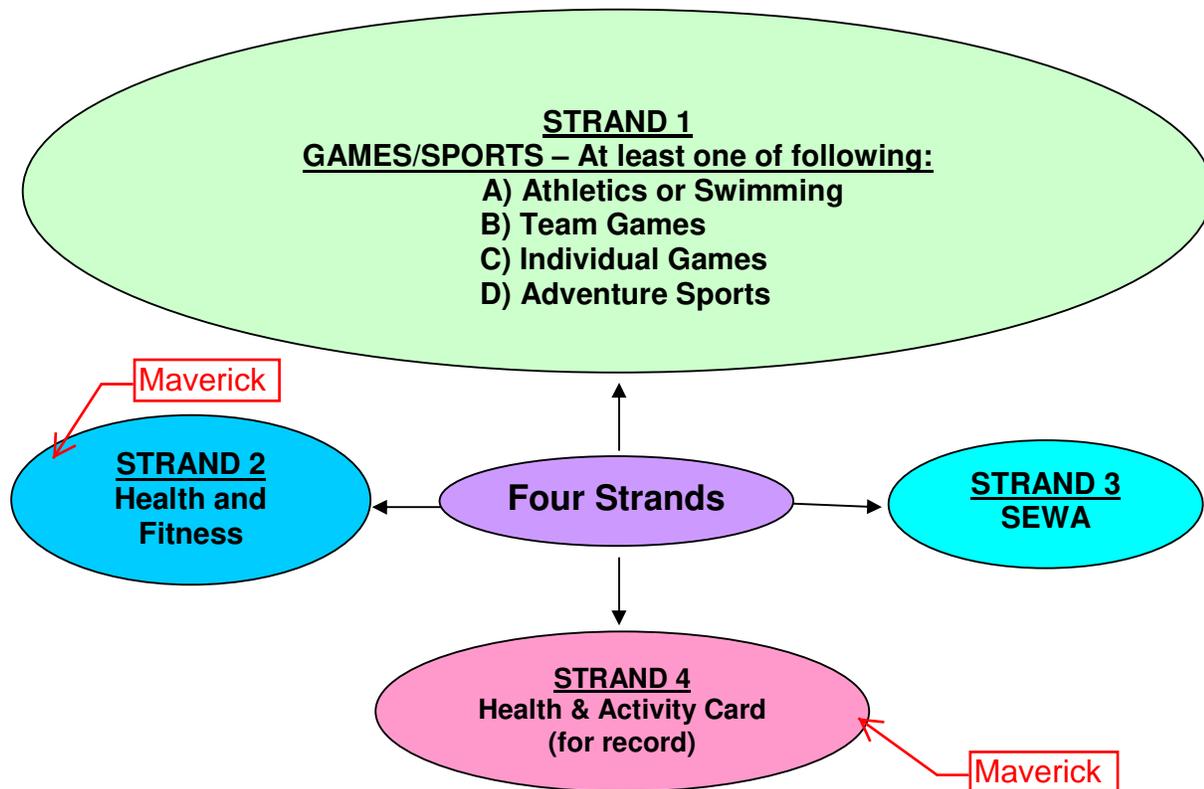
- i. Work Experience (500)
- ii. Physical and Health Education (502)

As the above subjects of internal assessment are being subsumed in Health and Physical Education, so the schools should not allocate any period to these above-mentioned subjects from session 2018-19 onwards. The same periods should be allocated to Health and Physical Education.

## CHAPTER 2: FOUR STRANDS

### 2.1 Introduction

- 2.1.1 The new format of HPE envisions that each student will undertake activities categorized under four strands
- 2.1.2 The work education aspect of the syllabus is subsumed under this format, hence there will be no need to take it up as a separate subject
- 2.1.3 This format is to be compulsorily implemented for classes IX, X, XI and first half of the year for class XII
- 2.1.4 **This is an essential requirement for writing the Board examination.**
- 2.1.5 Unless schools undertake HPE seriously and are ready with records of all strands as well as Health and Activity Cards for all students, they will not be allowed to register their candidates for Board examinations
- 2.1.6 All schools need to fill in the HPE School Report for the ongoing session before registering their candidates in classes IX and XI. The report should reflect the activities undertaken under each strand separately for each class right from class IX to XII. The format of the HPE School Report is given in the Annexure
- 2.1.7 No theory classes will be taken as a part of this format
- 2.1.8 The class teacher shall be responsible for ensuring that each child participates in all strands
- 2.1.9 The class teacher shall also guide and facilitate strand 3 and strand 4
- 2.1.10 In the absence of a sports/games teacher, the class teacher may facilitate strand 1 and 2 also and ensure that all children participate in the games/sports of their choice.
- 2.1.11 Internal assessment is to be jointly done by the class teacher and the sports/games teacher
- 2.1.12 From Strand 1, at least one activity is to be taken up by each student as a class or as an individual. The choice will be left to the students and the class teacher will facilitate each child to decide, based upon the sports facilities available at the school. Schools are encouraged to provide more options by adding to the infrastructure each year
- 2.1.13 Children are free to choose more than one activity from strand 1, as long as the school sports infrastructure supports it.
- 2.1.14 Children are also free to change their choices during the course of a year
- 2.1.15 A class as a whole could be encouraged to take up any one team game and/or invasion game, by delineating the role of each student of the class. Roles should be decided by students among themselves. Roles could include player, captain, umpire, cheer leaders, commentators, event manager, coach, organizers, reporters for school magazines, etc.
- 2.1.16 The Board will be inspecting records for Strand 1 and 2 such as attendance and participation by all students. Evidences such as Portfolios, Journals, Essays, Video recordings etc. in case of SEWA may be kept ready for scrutiny by the CBSE at any time during the year.
- 2.1.17 Schools are encouraged to place the activities they undertake under various strands on their own website under the 'Sports Corner' which should be updated at regular intervals.



## 2.2 THE OBJECTIVES:

Regular, high quality PE programs should also provide all students with opportunities to develop:

- 2.2.1 An inclination towards, and strong motivation for lifelong maintenance of health and fitness \*
- 2.2.2 Cardiovascular fitness, muscular endurance, muscular strength and flexibility to meet the demands of everyday life \*
- 2.2.3 Agility, balance, coordination, reaction time, power and speed to be able to perform a wide range of daily tasks \*
- 2.2.4 The techniques necessary to become a skillful performer and competitor in different sports and activities \*
- 2.2.5 Such traits of character as self-mastery, discipline, courage, determination and confidence \*
- 2.2.6 Good sportspersonship, fair play and ability to be an informed spectator \*
- 2.2.7 An ability to perform in different activity – related roles such as attacker, defender, supporter, supported, referee, leader, captain \*

\* Values integrated across HPE

**TABLE 1.1**

**DISTRIBUTION OF MARKS FOR INTERNAL ASSESSMENT**

<b>Strand</b>	<b>Marks</b>	<b>Periods (Approx)</b>	<b>Levels*</b>
<b>1. GAMES</b> A) Athletics/ Swimming B) Team Games C) Individual Games/ Activity D) Adventure Sports	} 50 marks	90 periods	<b>Upto 25 marks:</b> Learning <b>26-40 marks:</b> Proficiency <b>41-50 marks:</b> Advanced
<b>2. Health and Fitness</b>	25 Marks	50 periods	<b>Upto 12 marks:</b> Learning <b>13-20 marks:</b> Proficiency <b>21-25 marks:</b> Advanced
<b>3. SEWA</b>	25 Marks	50 periods	<b>Upto 12 marks:</b> Learning <b>13-20 marks:</b> Proficiency <b>21-25 marks:</b> Advanced
<b>4. Health and Activity Card</b>	No Marks	10 periods	-
<b>Total</b>	<b>100 Marks</b>	<b>200 Periods</b>	-

\*The grades/levels obtained under the first three Stands will be reflected in the report cards.

## CHAPTER 4

### STRAND 2: HEALTH AND FITNESS

**4.1 Exemplar Activities (illustrative only):** It should be ensured that all students participate in Mass P.T. / Yoga. Any other activity, which leads to a connection of the physical body with the mind and with the inner workings of the body, and also leads to an improvement in overall health and fitness, can also be taken up, such as Aerobics, Dance, Calisthenics, Jogging, Cross Country Run, working out using weights/gym equipment, Tai-Chi etc. Children who are ready for it, may in addition, also participate in learning the nuances of meditation and its impact on stress management.

**4.2 Inclusion:** Efforts should be made that each child participates. Modify the activity as per his/her requirement. Class mates can come up with creative ways for inclusion. If movement is not possible at all, then aided movement can be considered for CWSN (Children with Special Needs). If some learning is possible, let the CWSN learn about the intricacies of the activity. Meditation can be taken up. If they are interested in art work or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

**4.3 Life Skills Imbided/ Acquired:**

Exercising regularly and safely for personal well being

**4.4 Outcomes/ Values Imbided:**

- A commitment to exercising safely and effectively for the benefit of personal health and wellness.
- Learning about how body responds to health and fitness interventions.
- An understanding of the connection with the inner workings of the body and how the body responds to external stimuli

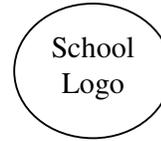
**CHAPTER 6**  
**STRAND 4: HEALTH AND ACTIVITY RECORD**

**Note:**

- The schools will maintain record of children in the formats given in next pages. This is only for the purpose of maintaining record and communication with parents, or if any information is required to be shared. It is for encouraging the child to attain health and wellness.
- No weightage of Health Record is to be given in result.
- This information of the students written in Health Record should not be shared with any third party/ agency in any case. Privacy must be ensured.



## HEALTH AND ACTIVITY RECORD



### GENERAL INFORMATION

Aadhar Card no. of Student (optional) \_\_\_\_\_

**NAME:** \_\_\_\_\_.

ADMISSION NO.: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_.

M F T \_\_\_\_\_ BLOOD GROUP: \_\_\_\_\_.

**MOTHER'S NAME:** \_\_\_\_\_.

YOB \_\_\_\_\_ WEIGHT \_\_\_\_\_ HEIGHT \_\_\_\_\_ BLOOD GROUP \_\_\_\_\_

AADHAR CARD NO. (optional) \_\_\_\_\_

**FATHER'S NAME:** \_\_\_\_\_.

YOB \_\_\_\_\_ WEIGHT \_\_\_\_\_ HEIGHT \_\_\_\_\_ BLOOD GROUP \_\_\_\_\_

AADHAR CARD NO. (optional) \_\_\_\_\_

FAMILY MONTHLY INCOME \_\_\_\_\_.

ADDRESS \_\_\_\_\_

\_\_\_\_\_.

PHONE NO. \_\_\_\_\_ (M): \_\_\_\_\_.

CWSN, SPECIFY \_\_\_\_\_.

SIGNATURE OF PARENTS/ GUARDIAN

DATE:

<b>Fitness Components</b>	<b>Fitness Parameters</b>		<b>Test Name</b>	<b>What does it measure</b>	<b>Age 15+ Yrs</b>
<b>Health Components</b>	Body Composition		<b>BMI</b>	Body Mass Index for specific Age and Gender	Height, Weight
	Muscular Strength	Core	<b>Partial Curl Up</b>	Abdominal Muscular Endurance	60 seconds
		Upper Body	<b>Flexed/ Bent Arm Hang</b>	Muscular endurance/functional strength	Yes
	Flexibility		<b>Sit and Reach</b>	Measures the flexibility of the lower back and hamstring muscles	Yes
	Endurance		<b>600 Mt Run</b>	Cardiovascular Fitness/ Cardiovascular Endurance	Yes
	Balance	Static Balance	<b>Flamingo Balance Test</b>	Ability to balance successfully on a single leg	Yes
<b>Skill Components</b>	Agility		<b>Shuttle Run</b>	Test of speed and agility	6 x 10 Meters Shuttle Run
	Speed		<b>Sprint/ Dash</b>	Determines acceleration and speed	50 Meter Dash
	Power		<b>Standing Vertical Jump</b>	Measures the Leg Muscle Power	Yes
	Co-ordination		<b>Plate Tapping</b>	Tests speed and co-ordination of limb movement	-
			<b>Alternative Hand Wall Toss Test</b>	Measures hand-eye coordination	Yes

**Test Details are:**

<b>Test Name</b>	<b>What does it measure</b>	<b>How to Perform</b>	<b>Equipment Required</b>	<b>Scoring</b>
<b>BMI</b>	Body Mass Index for specific Age and Gender	BMI is calculated from body mass (M) and height(H). $BMI = M / (H \times H)$ , where M = body mass in kilograms and H = height in meters. The higher the score usually indicating higher levels of body fat.	Scales and stadiometer as for weight and height.	Height and Weight as per the WHO for each Age and Gender
<b>Partial Curl Up</b>	The curl up test measures abdominal muscular strength and endurance of the abdominals and hip-flexors, important in back support and core stability.	The subject lies on a cushioned, flat, clean surface with knees flexed, usually at 90 degrees, with hands straight on the sides (palms facing downwards) closer to the ground, parallel to the body.  The subject raises the trunk in a smooth motion, keeping the arms in position, curling up the desired amount (at least 6 inches above ground). The trunk is lowered back to the floor so that the shoulder blades or upper back touch the floor.	Flat, clean, cushioned surface, stopwatch, recording sheets, pen	Record the maximum number of sit ups in a certain time period, such as 30 seconds (Age 9-14 years) or 1 Minute (Age 15+)
<b>Flexed/Bent Arm Hang</b>	Upper body functional strength and muscular endurance	The subject is assisted into position, the body lifted to a height so that the chin is level with the horizontal bar. The bar is grasped using an overhand grip (palms are facing away from body), with the hands shoulder width apart. The timing starts when the subject is released. They should attempt to hold this position for as long as possible. Timing stops when the person's chin falls below the level of the bar or the head is tilted backward to enable the chin to stay level with the bar.	Stopwatch, an elevated horizontal bar	The total time in seconds is recorded.
<b>Sit and Reach</b>	Common measure of flexibility, and specifically measures the flexibility of the lower back and hamstring muscles. This test is important as because tightness in this area is implicated in lumbar lordosis, forward pelvic tilt and lower back pain	This test involves sitting on the floor with legs stretched out straight ahead. Shoes should be removed. The soles of the feet are placed flat against the Sit and Reach box. Both knees should be locked and pressed flat to the floor - the tester may assist by holding them down.  With the palms facing downwards, and the hands on top of each other or side by side, the subject reaches forward along the measuring line as far as possible.  Ensure that the hands remain at the same level, not one reaching further forward than the other. After some practice reaches, the subject reaches out and holds that position for at one-two seconds while the distance is recorded. Make sure there are no jerky movements.	Sit and Reach box with the following dimensions: 12" x 12" (sides) 12" x 10" (front and back) 12" x 21" (top)  Inscribe the top panel with centimeter/mm gradations. It is crucial that the vertical plane against which the subject's feet will be placed is exactly at the 23 cm mark.	The score is recorded to the nearest centimeter as the distance reached by the hand
<b>600 Mt Run</b>	Cardiovascular Fitness/ Cardiovascular Endurance	Participants are instructed to run 600 mts. in the fastest possible pace. The participants begin on signal, "ready, start" as they cross	Stopwatch, whistle, marker cone, lime powder,	Time taken for completion (Run or Walk)

		the finish line elapsed time should be announced to the participants. Walking is permitted but the objective is to cover the distance in the shortest possible time.	measuring tape	
<b>Flamingo Balance Test</b>	Ability to balance successfully on a single leg. This single leg balance test assesses the strength of the leg, pelvic, and trunk muscle as well as dynamic balance.	Stand on the beam/line with shoes removed. Keep balance by holding the instructor's hand. While balancing on the preferred leg, the free leg is flexed at the knee and the foot of this leg held close to the buttocks. Start the watch as the instructor lets go. Stop the stopwatch each time the person loses balance (either by falling off the beam or letting go of the foot being held).	Stopwatch, can be done on just standing on one leg on a thin line (Age Group: 5-8 years) or a beam locally procured (Age Groups: 9-14, 15+ years)	Total time till the subject loses balance.
<b>Shuttle Run</b>	Test of speed and agility	Marker cones and/or lines are placed 10 meters apart. Start with a foot at one marker. When instructed by the timer, the subject runs to the opposite marker, turns and returns to the starting line.  This is repeated four times without stopping (covering 40 meters total) for Age 9-14 years <u>OR</u> repeated five times without stopping (covering 50 meters total) for Age 15+ years.  At each marker both feet must fully cross the line.	stopwatch, measuring tape, marker cones, a flat non-slip surface	Record the total time taken to complete the 40 mt/50 m course.
<b>Sprint/Dash</b>	Determines acceleration and speed	The test involves running a single maximum sprint over 20 meters (Age 5-8 years)/30 mts (Age 9-14 years)/50 Mts (Age 15+), with the time recorded.  A thorough warm up should be given, including some practice starts and accelerations. Start from a stationary position, with one foot in front of the other. The front foot must be on or behind the starting line. This starting position should be static (dead start). The tester should provide hints for maximizing speed (such as keeping low, driving hard with the arms and legs) and encouraged to continue running hard through the finish line.	Measuring tape or marked track, stopwatch, cone markers, flat and clear surface of at least 60 meters.	Time taken for completion
<b>Standing Vertical Jump (Sargent Jump)</b>	Measures the Leg Muscle Power	The subject stands side on to a wall and reaches up with the hand closest to the wall. Keeping the feet flat on the ground, the point of the fingertips is marked or recorded. This is called the standing reach height.  The athlete then stands away from the wall, and leaps vertically as high as possible using both arms and legs to assist in projecting the body upwards.  Attempt to touch the wall at the highest	measuring tape or marked wall, chalk powder for marking wall	The jump height is usually recorded as a distance score.

		point of the jump. The difference in distance between the standing reach height and the jump height is the score.		
<b>Plate Tapping Test</b>	Tests speed and coordination of limb movement	If possible, the table height should be adjusted so that the subject is standing comfortably in front of the discs. The two yellow discs are placed with their centers 60 cm apart on the table. The rectangle is placed equidistant between both discs. The non-preferred hand is placed on the rectangle. The subject moves the preferred hand back and forth between the discs over the hand in the middle as quickly as possible. This action is repeated for 25 full cycles (50 taps).	Table (adjustable height), yellow discs (20cm diameter), rectangle (30 x 20 cm), stopwatch.	The time taken to complete 25 cycles is recorded
<b>Alternative Hand Wall Toss Test</b>	Measures hand-eye coordination	A mark is placed a certain distance from the wall (e.g. 2 meters, 3 feet). The person stands behind the line and facing the wall. The ball is thrown from one hand in an underarm action against the wall, and attempted to be caught with the opposite hand. The ball is then thrown back against the wall and caught with the initial hand. The test can continue for a nominated number of attempts or for a set time period (e.g. 30 seconds). By adding the constraint of a set time period, you also add the factor of working under pressure.	tennis ball or baseball, smooth and solid wall, marking tape, stopwatch	Score of the number of successful catches in a 30 second period

## Chapter 7

### Transactional Strategies for the Strands of HPE (Except Health and Activity Record)

The cross-cutting themes of the transactional strategy are as follows:

- Transacting it through cross curricular linkages cutting across subjects, thus creating interest and motivation, enhancing physical fitness levels thus leading to overall health.
- Enhancing Life Skills such as creative and critical thinking, problem solving and decision making, inter personal and Intra personal skills, empathy and self awareness, effective communication and collaboration and team-work.
- Focus on inclusion

**The ways of transaction across the curriculum would include:**

- Recognition of HPE as a compulsory component across stages beginning with pre-primary, primary, upper primary, secondary and senior.
- The CBSE in its previous circulars and advisories has already mandated at least forty-five to sixty minutes of compulsory transaction on a daily basis.
- PE has been an integral theme of the **Comprehensive School Health Manuals** (brought out in four volumes by the Board in 2005, revised in 2010). (Available under Resources)
- Resources for transacting PE by providing linkages across subjects at the Pre-primary, and Primary level are already available in **Physical Education Cards** brought out for teachers and students. (Available under Resources)
- PE Cards are also available for differently-abled children as PEC ability cards and also for secondary level (SPEC). (Available under Resources)
- **Life Skills Manuals** for Primary, Middle and Secondary have activities and themes for transaction of PE across classes in age appropriate ways. (Available under Resources)

**Specific transactional methodology for Class IX – XII**

- Students should select the activities they want to pursue further whether as specialists or for personal enjoyment.
- If students are to prepare themselves for using their leisure time effectively, they will need to acquire the knowledge and skills of a broad range of activities, sports and games so that they are able to make truly informed choices about the activities they want to get involved in as part of their own healthy lifestyle management. Therefore, facilitate sports/games/health and fitness/SEWA activities by discussing with students about the knowledge, attributes, skills, strategies and / or compositional knowledge required to meet the outcomes of the activity and involve students as performers and officials, judges and/or referees.
- Inter-class/ school games, competitions and performances must be encouraged and used as opportunities for assessing students using the continuous and comprehensive assessment framework.

- All schools cannot include every physical activity within its time table.
- The list of physical activities available to young people these days is vast and ranges from the very traditional, indigenous games of our country to the increasingly popular games and pastimes of the west. Combinations of activities chosen must take the choices of the students into account.
- **Schools may add their own games, sports and activities to the relevant category**
- Schools may choose the activities they wish to include depending on the infrastructure and expertise available as well as interest of their students.
- In classes IX and X, whereas all students are expected to involve themselves in games, activities and sports, it is possible that some of them may choose to excel in areas of their interest. It is therefore, recommended that such students be permitted to pursue **one activity out of the strands over each year**. This will allow for specialization whilst still providing breadth to their learning.
- As far as PE is concerned, there is a need to create a skilled class of PE educators or trainers through the TOT, cascade model, a beginning of which was made by CBSE in the PEC program. (Physical Education Cards) PE cards are age appropriate tools for implementing the PE curriculum using a cross-curricular approach.

## Chapter 8

### Assessment for the Strands

- The strands conceptualized will be assessed internally through a blended approach of self-assessment and teacher assessment.
- **There will be no separate theory part as was the trend earlier.**
- Students will be assessed in each of the strands on the basis of evidence such as - direct observation, checklists, and/or use of video. In case of SEWA Projects Students plan and conduct projects and communicate their findings. Evidence in this case can include journals, diaries, essays, laboratory reports, oral presentations and/or the use of video, etc.

**Maximum marks allotted for each strand are given in table 1.1. SEWA can be assessed on the basis of the rubric developed by the class teacher for the project chosen by the class for that year. Each game/ sports/ activity should broadly be assessed on the basis of following criteria and marks should be given accordingly:**

- Participation in game/ sports/ SEWA/ activity
- Basic Knowledge & understanding of the game/ sports/ SEWA/ activity
- Skills learnt/ development or enhancement of skills of game/ sports/ SEWA/ activity
- Motivation to excel
- Improvement in performance (competing with self)
- Team spirit
- Development/ enhancement of
  - Organizational skills for game/ sports/ SEWA/ activity
  - Leadership skills/ qualities
- Sensitivity towards
  - CWSN (children with special needs) / inclusion in team
  - Sensitivity towards gender in team