ISC

INDIAN SCHOOL CERTIFICATE EXAMINATION

YEAR 2028



HEALTH & PHYSICAL EDUCATION

Developed by:
Research, Development and Curriculum Division (RDCD)
CISCE

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Council for the Indian School Certificate Examinations (CISCE)

MISSION STATEMENT

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

ETHOS OF CISCE

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

HEALTH AND PHYSICAL EDUCATION
(Compulsory)

CLASSES XI – XII

Health and Physical Education at the ISC level is a structured area of learning that places equal emphasis on physical activity, health awareness and responsible living. It extends beyond participation in sports and games and seeks to ensure that every learner, irrespective of ability or sporting aptitude, develops the habits, knowledge and skills needed to lead an active and healthy life.

Assessment for Health and Physical Education at the ISC level shall be done internally by the school. This assessment recognises a student's engagement in school-based health and physical education activities, their adoption of healthy and active lifestyles, achievements in sports and games, awareness of health and well-being as well as the record of their participation in the Physical Health and Fitness Programme - **ACTIVE CISCE.**

KEY FOCUS AREAS

The following broad areas are to be addressed through experiential learning in the form of practical activities, projects and participation-based learning experiences over the period. The areas recognise the interconnected aspects of health and well-being and are intended to progressively develop students' understanding, skills and their application in everyday life.

1. Physical Literacy and Active Living*

Development of fundamental movement skills, physical fitness and the habits needed to build and sustain an active lifestyle through and beyond school.

- Fundamental movement skills: locomotor, non-locomotor, and manipulative movements.
- Components of physical fitness: strength, speed, endurance, flexibility, agility, balance and coordination.
- Assessment of personal fitness levels and simple goal setting for improvement.
- Participation in recreational, lifetime and play-based physical activities.
- Strategies for building and sustaining an active lifestyle, including reducing prolonged sedentary behaviour.

2. Nutrition and Healthy Living

Understanding of nutrition, hygiene and preventive health practices that support long-term well-being and help prevent lifestyle-related illness.

- Balanced nutrition, food groups, portion awareness and interpreting food labels.
- Hydration, sleep and rest as foundations of health.
- Personal hygiene practices for adolescents.
- Awareness of common communicable and non-communicable diseases (including lifestyle-related conditions such as obesity and diabetes), and the importance of immunisation.
- Awareness and prevention of substance use and misuse (tobacco, alcohol, vaping and other harmful substances).
- Awareness of national and international health initiatives.
- Environmental awareness related to health, such as air quality and its effect on outdoor physical activity.

**This component is assessed majorly through ACTIVE CISCE.*

3. Mental, Emotional and Social Well-being

Building awareness on socio-emotional and mental well-being, life skills, positive self-image and healthy relationships.

- Recognising signs of stress, anxiety or emotional difficulty in oneself and peers, and the importance of seeking support from trusted adults.
- Recognising and managing academic, social and digital pressures, including the influence of social media and unverified comparisons.
- Building of life skills: self-awareness, decision-making, problem-solving, empathy, coping, etc.
- Building resilience, self-esteem and a healthy body image.
- Healthy interpersonal relationships, managing peer pressure and resolving conflict constructively.

4. Human Body and Safety Awareness

Understanding of body systems, growth and development during adolescence, and the ability to respond to safety needs during physical activity and in daily life.

- Body systems: Skeletal, muscular, respiratory, circulatory, and endocrine systems in relation to physical activity.
- Growth and development during adolescence: Physical, emotional and social changes during adolescence, including age-appropriate awareness of adolescent health.
- Postural awareness and prevention of common postural problems, including those linked to prolonged screen use.
- Warm-up, cool-down and safe exercise practices; recognising and preventing common sports injuries.
- Basic first-aid responses and emergency procedures.
- Road safety and basic preparedness for common emergencies and disasters (for example, fire or earthquake drills).

5. Sports and Physical Activities

Participation in team games, individual sports, indigenous games and fitness activities suited to the school's context, facilities and student interest.

- Team games, individual sports, indigenous games and PE games.
- Sports Training: Fatigue Load and Adaptation.
- Awareness of the Olympic and Paralympic Movements and major national and international sporting events and awards.
- Awareness of national sports initiatives such as Khelo India and the Fit India Movement.
- Awareness of career opportunities in Health, Physical Education and Sports.
- Awareness of fair play, sports ethics and clean sport.

6. Yoga and Mindfulness

Yoga, breathing and relaxation practices that draw on traditional Indian knowledge alongside stress-management approaches.

- Yoga asanas for flexibility, strength and body awareness.
- Simple breathing exercises and relaxation techniques.
- Concentration, mindfulness and meditation practices.
- Application of yoga and mindfulness to manage stress.

7. Inclusion, Leadership and Sportspersonship

Development of values, leadership and inclusive attitudes through participation in physical activity.

- Teamwork, cooperation and the spirit of fair play, Olympic values, respect for diversity, and resolving disagreements respectfully.
- Leadership and volunteering opportunities in organising and supporting school activities.
- Gender sensitivity and equality in sport and physical activity.
- Awareness and inclusion of students with disabilities in physical activity, in line with the Rights of Persons with Disabilities Act, 2016.

8. Digital Well-being

Responsible engagement with technology, and the ability to make informed, critical health choices in a digital and rapidly changing world.

- Balanced and responsible use of screens, gadgets and social media.
- Use of fitness trackers, apps and wearable technology to support physical activity.
- Evaluating the reliability of health and fitness information, advice and trends available online.
- Online safety, including awareness of cyberbullying and responsible digital behaviour.
- Awareness of the impact of excessive screentime and digital habits on posture, sleep, mental health and body image.

Components assessed under Health and Physical Education at the ISC level

The following are the components assessed under Health and Physical Education at the ISC level:

I. ACTIVE CISCE Physical Health and Fitness Assessment (50 Marks)

This component recognises the record of candidates' participation and continuous assessment on the ACTIVE CISCE Portal.

II. Participation in Games and Sports (25 Marks)

This component recognises candidates' participation and their contribution in ***school-based*** physical education, health and wellness activities, as well as representation in recognised youth development and sporting programmes.

The following are the areas of assessment under this component:

1. **Participation in School-based Physical Education Activities** may include inter-house sports competitions, physical training (PT) displays during school assemblies, yoga sessions, annual sports meets, intramural competitions, fitness activities, recreational games and other Physical Education programmes organised by the school.
2. **Participation in School-based Health and Wellness Activities** may include fitness campaigns, International Yoga Day activities, Fit India Movement activities, walkathons, health awareness programmes and wellness campaigns, school assemblies promoting healthy living, and other activities related to health, fitness and well-being.
3. **Participation in Youth Awareness Programmes, CISCE Games and Sports, and other State-Level and National-Level Games** may include recognition of candidates who represent the school in CISCE Games and Sports at the Zonal, Regional, or National level; participate in NCC, NSS, Scouts and Guides (where available), inter-school sporting events, or other recognised youth development and sporting programmes. Participation in school level youth development/awareness programmes etc. should also be recognised.
   Candidates may also be recognised for undertaking responsibilities such as organising or coordinating activities, volunteering during events, assisting with house responsibilities, leading warm-up or fitness sessions, managing sports equipment, mentoring younger learners, and supporting the conduct of school programmes and sporting events.

The marks breakup for the component **'Participation in Games and Sports'** is as follows:

Areas of Assessment	**Marks***
Participation in Physical Education activities	10
Participation in Health Awareness and Wellness Activities	10
Participation in Youth Awareness Programmes, CISCE Games and Sports, and other State-level and National-Level Games.	5

**The detailed assessment rubric is provided in the annexure. To be assessed by Physical Education Teacher.*

III. Health, Safety and Well-being (25 Marks)

This component assesses candidates' understanding and application of concepts related to health, fitness, safety, and well-being through collaborative learning tasks. The different types of learning tasks may include action-research, case studies, projects, practical demonstrations, investigation/problem solving tasks, surveys or field investigations, apprenticeship or community engagement activities as well as reflective assignments.

Schools shall assess candidates through **two collaborative learning tasks** appropriate to the context, available resources and student needs. Each collaborative task can be taken up by a group of 6-7 candidates.

The suggested themes for the collaborative tasks under this component are:

- Healthy lifestyles, nutrition and physical fitness
- Personal hygiene and preventive healthcare
- Mental, emotional and social well-being
- Digital well-being and responsible technology use
- Personal safety and self-protection
- First aid, CPR awareness and emergency response
- Self-defence
- Fire safety and disaster preparedness
- Environmental health and community well-being
- Health promotion and disease prevention
- Any other age-appropriate theme

The marks breakup for the component '**Health, Safety and Well-being'** is as follows:

Areas of Assessment	**Marks***
Task 1 based on physical health, safety and well-being	10
Task 2 based on socio emotional health, safety and well-being	10
Observed values such as respect, empathy, inclusion, cooperation, perseverance and personal responsibility.	5
Total	25

**The detailed assessment rubric is provided in the annexure. To be assessed by Class Teacher.*

Suggestive topics for Learning Tasks based on physical health, safety and well-being are:

- Preparing a balanced meal plan or healthy lifestyle plan.
- Designing a physical activity and fitness schedule.
- Analysing nutrition labels and healthy food choices.
- Conducting a health, hygiene or safety audit.
- Planning and implementing a health awareness campaign.
- Demonstrating first aid, CPR awareness or self-defence skills.
- Identifying hazards and proposing risk reduction measures.
- Developing a fire safety, evacuation or disaster preparedness plan.
- Creating an information resource (poster, booklet, infographic or digital presentation) on a health or safety theme.

Suggestive topics for Learning Tasks based on socio-emotional health, safety and well-being are:

- Conducting or analysing case studies on socio-emotional health, safety and well-being
- Preparing reflective journals or awareness projects.
- Designing posters, presentations or digital media resources on socio-emotional well-being.
- Planning and conducting awareness campaigns on responsible technology use, digital well-being or cyber safety.
- Developing peer mentoring or inclusion initiatives.
- Creating action plans to prevent bullying and cyberbullying, and to promote responsible help-seeking.
- Demonstrating problem-solving and decision-making through role plays or simulated scenarios.

INTERNAL ASSESSMENT - CLASSES XI - XII

Schools shall ensure that assessment:

- is integrated with inter-disciplinary teaching-learning experiences and distributed across the academic year;
- recognises effort, participation and individual progress over time, rather than peer comparison or athletic excellence alone, and provides every student with adequate and equitable opportunity to demonstrate achievement;
- provides reasonable accommodations for students with disabilities, medical conditions or other specific needs, in line with the Rights of Persons with Disabilities Act, 2016.

Note:

1. Schools may maintain a Student Participation Record/Portfolio/Digital Portfolio to document candidates' participation, contributions and responsibilities undertaken throughout the academic year to support the assessment.
2. Alternate assessment strategies for Students with Special Needs will be provided separately.

Assessment Structure (100 Marks)

Internal Assessment shall be based on the following components and be conducted throughout the academic year as part of regular school experiences.

Component	**Marks**
ACTIVE CISCE Physical Health and Fitness Assessment Tool*	50
Participation in Games and Sports	25
Health, Safety and Well-being	25
Total	100

**ACTIVE CISCE is CISCE's Physical Health and Fitness Programme that provides a standardised tool for assessing, monitoring and promoting the physical fitness of candidates through age-appropriate assessments.*

Reporting and Grade Interpretation

The marks awarded under each component shall be aggregated out of 100 for Internal Assessment purposes. For reporting purposes, the aggregate marks shall be converted into a Grade as per the given rubric.

Marks	**Grade**	**Standard**
90 – 100	A	Very Good
70 – 89	B	Good
50 - 69	C	Satisfactory
35 – 49	D	Fair
Below 35	E	Fail

Schools shall maintain accurate records to support the marks awarded and shall be prepared to produce these records if called for by CISCE. The Head of School shall be responsible for the correct entry and timely submission of results.

Assessment Rubric for the component 'Participation in Games and Sports'

S.No.	Performance Indicators	Marks
1.	**Participation in Physical Education activities (10 Marks)**	
	Participates consistently in games and sports throughout the academic year, demonstrates exemplary commitment, and takes responsibility.	10
	Participates regularly in most games and sports activities with a positive attitude, demonstrates good commitment, and follows instructions responsibly.	8
	Participates in games and sports of interest and demonstrates a moderate level of engagement.	6
	Participates in some games and sports activities but requires encouragement to remain engaged.	4
	Participates occasionally in games and sports.	2
2.	**Participation in Health Awareness and Wellness Activities (10 Marks)**	
	Participates actively in the ideation, coordination and conduct of health and wellness awareness activities, and makes a positive contribution to team activities or programmes.	10
	Participates voluntarily in awareness activities on health and wellness with a positive attitude and demonstrates good commitment and responsibility.	8
	Participates regularly in health and wellness activities and demonstrates a moderate level of interest and engagement.	6
	Participates in some health and wellness activities but requires encouragement to remain engaged or complete assigned responsibilities.	4
	Participates occasionally in health and wellness activities and demonstrates limited contribution or responsibility.	2
3.	**Participation in Youth Awareness Programmes, CISCE games and sports, and other State-Level and National-Level games. (5 Marks)**	
	Demonstrates outstanding performance in and consistent commitment to activities like Youth Awareness Programmes, CISCE games and sports, and other State-level and National-Level games.	5
	Demonstrates continuous participation in and consistent commitment to activities like Youth Awareness Programmes, CISCE games and sports, and other State-level and National-Level games.	3
	Participates in activities like school-based Youth Awareness Programmes and school games and sports.	1

Task Assessment Rubric for the component 'Health, Safety and Well-being'

Performance Indicators	Marks
Demonstrates a comprehensive understanding of the selected task, applies concepts effectively to real-life situations, uses appropriate evidence to support ideas, presents the work creatively and in an organised manner	10
Demonstrates a clear understanding of the selected task, applies concepts to familiar situations, uses relevant evidence, presents the work in a logical manner with some creativity	8
Demonstrates foundational understanding of the selected task. The presentation is adequate but may lack organisation or originality.	6
Demonstrates limited understanding of the selected task. The presentation requires more clarity and organisation.	4
Demonstrates some understanding of the selected task but requires more evidence of inquiry and application.	2

HEALTH AND PHYSICAL EDUCATION: SAMPLE FORMAT FOR TABULATING MARKS (INTERNAL ASSESSMENT)

S.No.	Unique ID Number of the Candidate	I. ACTIVE CISCE Physical Health and Fitness Assessment (50) *(Through ACTIVE CISCE Programme)*	II. Participation in Games and Sports (25) *(By PE Teacher)*				III. Health, Safety and Well-being (25) *(By Class Teacher)*				Total Marks (100)
			Participation in Physical Education activities (10)	Participation in Health Awareness and Wellness Activities (10)	Participation in, CISCE games and sports, Youth Awareness Programmes etc. (5)	Total (25)	Task 1 (10)	Task 2 (10)	Observed Values (5)	Total (25)	

NOTE: Marks for Component I (ACTIVE CISCE Physical Health and Fitness Assessment) shall be drawn directly from the report of ACTIVE CISCE Programme from the portal and shall not be awarded manually by the school.