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FOR CBSE SENIOR SECONDARY EXAM PREPARATION

CBSE Senior Secondary 2027 Syllabus · Health and Physical Education

EXAM	YEAR	TYPE	SUBJECT
CBSE Senior Secondary	2027	Syllabus	Health and Physical Education

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION [502]

GRADE XI AND XII - 2024-2025



The development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning

-National Education Policy 2020

CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC UNIT ,SHIKSHA SADAN , 17 , ROUSE AVENUE NEW DELHI - 110002

HEALTH AND PHYSICAL EDUCATION / 502 /XI-XII /2026-2027

Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them.Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, Yoga, NCC, self-defense, fitness and lifestyle choices.

Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area of curriculum is on helping children develop a positive attitude and commitment to life long, healthy and active living and the capacity to live satisfying, productive lives with the help of health, hygiene and sanitation, work experience, indigenous sports, yoga, NCC, self-defense, fitness and lifestyle choices. Health and Physical Activities, preferably sports must be given one regular period per day. Students should be provided opportunities to get professionally trained in the area of their interest. Indigenous sports, yoga and NCC must be encouraged in the schools as they develop physical fitness, discipline, sportsmanship combined with patriotism, self-sacrifice and health care. Similarly Self-defense may be actively taught to students, especially girl students, as it instills confidence and empowers them. The teachers should ensure that the students get opportunities to participate in activities of their choice and help them in identifying and nurturing their talents and gaining confidence. The Physical Education teacher will maintain the record of all the Health and Physical Education activities/competitions that each of the children participate in. The Comprehensive School Health Manuals (four volumes) brought out by CBSE could be referred to for detailed information and the graded activities could be taken up as part of thecurriculum in school.

To address the Health aspect of HPE, qualified doctors should examine children once in a year along with a follow-up session during the year. School should also bring any noticeable disability in a student to the notice of the school counselor and parents. Cases of special needs of students with medical history must be carefully noted and handled accordingly. Detailed information on the Comprehensive Physical and Health Education Curriculum is enclosed with this document.

1. BACKGROUND/ RATIONALE

Health and Physical Education is concerned with the 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.

1.1.1 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.

1.1.2 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.

1.1.3 Therefore, provision has to be made much more systematically than before, in the school curriculum for Health and Physical Education imbued with Life Skills

1.1.4 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.

1.1.5 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.

1.1.6 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.

1.1.7 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.

1.1.8 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.

2. LEARNING OBJECTIVES

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-defense.*

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

3. COURSE STRUCTURE

Strand	Strand Name	No. of periods	Marks allotted	Teacher/Person Responsible
1	Games/Sports* 1.Athletics/Swimming 2.Team Games 3.Individual Games 4.Adventure Sports 5.Indigenous Games	90	50	PE Teacher
2	Health and Fitness 1.Physical Health 2.Social Health 3.Emotional Health	50	25	PE Teacher Yoga Teacher Health and Wellness Coordinator Counselor
3	SEWA	50	25	SEWA Coordinator [Any Subject]
4	Health and Activity Card	10		Class Coordinator
4.1.Physical Check up				Qualified Doctor
4.2.Posture Evaluation				Physiotherapist/Nurse
4.3.Sporting Activities				
4.3.1.Strand 1				PET
4.3.2.Strand 2				PET/Yoga Teacher/HWC
4.3.3.Strand 3				SEWA Coordinator [Any teacher]
Fitness Tests				PET
Total		200	100	

The strands conceptualized will be assessed internally through a blended approach of self-assessment and teacher assessment.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.The Board will be inspecting records for Strand 1 and 2 such as attendance and participation by all students. Evidence such as Portfolios, Journals, Essays,Video recordings

etc. in case of SEWA may be kept ready for scrutiny by theCBSE at any time during the year.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.

4.PHYSICAL FITNESS TEST BATTERY

Fitness Tests may be conducted as per the guidelines of Khelo India fitness tests and the data may be uploaded on Khelo India App which helps the country in early talent identification for support .The Khelo india app also helps the school to generate individual reports with recommendations for intervention which will help the children in maintaining fitness.
The following components are to be considered for fitness assessment of Grade XI and XII

Battery of Tests - Mandatory	Battery of Tests- Optional*
1.Body Composition (BMI)	1.Flexed Bent Arm Hang
2. Strength-A]Abdominal (Partial Curl-up)	2.Flamingo Balance Test
2.Strength-B]. Muscular Endurance (Push Ups for Boys, Modified Push Ups for Girls)	3.Shuttle Run
3.Flexibility (Sit and Reach Test)	4.Sprint/Dash
4. Cardiovascular Endurance (600 Meter Run/Walk)	5.Standing Vertical Jump
5. Speed (50 mt. Dash)	6.Plate Tap Test
	7.Alternative Hand Wall Toss Test

*Schools targeting higher levels of fitness may also consider the optional fitness tests suggested here. However, Mandatory tests are the minimum tests to be covered by each school every year

Test Descriptions for conducting fitness tests
Schools may refer to the test descriptions prepared by Sports Authority of India for Khelo India fitness assessment as the description is prepared for Indian context. For video tutorials on how to conduct these tests and how to upload the data and generate individual reports schools may visit https://schoolfitness.kheloindia.gov.in/UploadedFiles/SampleData/AdminManual.pdf

5. COURSE CONTENT UNDER STRAND 1

Any one or more games or activities out of Athletics/ Swimming, Team Games, Individual Games , Adventure Sports and indigenous games must be taken up by each student as an individual, or as a class team or as a school team. Once selected the children are supposed to focus on learning the following aspects

1. Developing skills and using them to improve the overall success of a performance (DS)
2. Using different strategies and tactics to win events (S&T)
3. Having the physical fitness and mental capacity needed to carry out the demands of the activity (P&M)
4. Knowing what they do well and what they need to practice in order to improve further (IM)

6. ASSESSMENT OF HEALTH AND PHYSICAL EDUCATION

Assessment of Health and Physical Education may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report Card of the children in the form of grades. In the existing scheme of assessment, these activities will be graded on a 9- point grading scale (A to E) for classes XI-XII and will have no descriptive indicators. Work Experience is subsumed in Physical and Health Education. No upscaling of grades will be done. The concerned teacher would make an objective assessment of the level of performance/ participation demonstrated by a student throughout a year and finally assign grades .While assessing the children the following aspects may be considered and weightage may be given as per its relevance.

Knowledge-The objective method of setting a paper can be used in which there will be one word answers, true and false and matching.

Skills -The skills that are taught can be tested using the reciprocal method

Application of skills-. Application of skills during game situation in INTRA section matches and for application of skill during INTRA class matches may be considered

While the students are engaged in the core areas like Health and Physical Education, the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below

Area	Process	Product
Health and Physical Education including Work Experience	Participation, team- spirit, commitment and honest effort	Overall fitness

While filling online data for strand 1,following grades may be filled against HPE:ClassXI-XII:Grade (A-E)on **9-point scale (A1,A2,B1,B2,C1,C2,D1,D2,E)**

While filling online data,following grades of SEWA shall be filled against Work Education / Work Experience:Class XI-XII: Grade (A-E) on **9-point scale (A1,A2,B1,B2,C1,C2,D1,D2,E)**

7.SAMPLE QUESTIONS

Sample questions to conduct the assessment of the knowledge aspect are made available .The questions are suggestive only. However, the schools must not make this assessment stressful for children. Questions related to the activity/game selected by the child may be assessed orally as a quiz or with multiple choice questions.

8. DIVYANG [CHILDREN WITH SPECIAL NEEDS]

Teachers are expected to intervene positively to ensure participation of each and every child in the class,including CWSNThe students must find unique and creative ways to include CWSN who are their classmates. Though few of the strategies for inclusion have been outlined for some games in boxes attached below, if movement is not possible at all, then aided umpiring or aided cheering should be considered for CWSN. If some learning is possible, let the CWSN learn about the intricacies of the game. 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.Students must acknowledge that they have a responsibility towards the less privileged, the disadvantaged, the CWSN (Divyang), the society, and the environment. The principle of giving to society has to become second nature to them.

9. PRESCRIBED TEXTBOOKS [RESOURCES]

1. Comprehensive School Health Manuals (brought out in four volumes by the Board in 2005, revised in 2010). (Available under Resources)

2. 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)

3. PE Cards are also available for differently-abled children as PEC ability cards and also for secondary level (SPEC). (Available under Resources)

4. 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)

5. Training and Resource Materials-Health and Wellness of School Going Children under the aegis of School Health Program of Ayushman Bharath [Available under Resources)

ANNEXURES

Annexure 1 - Health and Activity Card

School Logo **CBSE Logo**

HEALTH AND ACTIVITY CARD
GENERAL INFORMATION

Aadhar Card no of Student (optional):……
NAME:……
ADMISSION NO:……DATE OF BIRTH:……**….**
M F T:……..
BLOODGROUP:…….

MOTHER'S NAME
:……
YOB :…….. WEIGHT
:…… HEIGHT:……
BLOOD GROUP:……
AADHAR CARD NO.
:……

FATHER'S NAME:……
YOB :…….. WEIGHT
:…… HEIGHT:……
BLOOD GROUP:……
AADHAR CARD NO.
:……

FAMILY MONTHLY INCOME
:……
ADDRESS
:……

……

……

PHONE NO. (M)

:……

CWSN, SPECIFY

:……

SIGNATURE OF PARENTS/ GUARDIAN DATE:

This information should not be shared with any third party/agency in any case.Privacy must be ensured

HEALTH AND ACTIVITY RECORD

Components	Parameters	Class 9th	Class 10th	Class 11th	Class 12th
Vision	RE/ LE				
Ears	Left/ Right				
Teeth Occlusion	Caries/ Tonsils/ Gums				
General Body Measurements	Height				
	Weight				
Circumferences	Hip				
	Waist				
Health Status	Pulse				
	Blood Pressure				
Posture Evaluation	If any: Head Forward/ Sunken Chest/ Round Shoulders/ Kyphosis/ Lordosis/ Abdominal Ptosis/ Body Lean/ Tilted Head/ Shoulders Uneven/ Scoliosis/ Flat Feet/ Knock Knees/ Bow Legs				
Sporting Activities (HPE) (For details, see HPE manual available on CBSE website www.cbseacademic.in)	**Strand 1:** Any one of following: 1. Athletics/ Swimming 2. Team Game 3. Individual Game 4. Adventure Sports				
	Strand 2: **Health and Fitness** *(Mass PT, Yoga, Dance, Calisthenics, Jogging, Cross Country Run, Working outs using weights/gym equipment, Tai-Chi etc)*				
	Strand 3: **SEWA**				

*The circumference measurement of hip and waist of girls must be taken only by lady teachers

HEALTH AND ACTIVITY RECORD

Fitness Components	Fitness Parameters		Test Name	What does it Measure	Class 9th	Class 10th	Class 11th	Class 12th
Health Components	Body Composition		**BMI**	Body Mass Index for specific Age and Gender				
	Muscular Strength	Core	**Partial Curl up**	Abdominal Muscular Endurance				
		Upper Body	**Push Up**	Muscular Endurance				
	Flexibility		**Sit and Reach**	Measures the flexibility of the lower back and hamstring muscles				
	Endurance		**600 Meter Run**	Cardiovascular Fitness/ CardiovascularEndurance				
	Balance	Static Balance	**Flamingo Balance Test**	Ability to balance successfully on a single leg				
Skill Components	Agility		**Shuttle Run**	Test of speed and agility				
	Speed		**Sprint/ Dash**	Determines acceleration and Speed				
	Power		**Standing Vertical Jump**	Measures the Leg Muscle Power				
	Coordination		**Plate Tapping**	Tests speed and coordination of limb movement				
			Alternative Hand Wall Toss Test	Measures hand-eye coordination				

Highlighted tests are mandatory.Details regarding how to conduct tests are available at https://schoolfitness.kheloindia.gov.in/UploadedFiles/SampleData/AdminManual.pdf

Mainstreaming Health and Physical Education

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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.

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DISTRIBUTION OF MARKS FOR INTERNAL ASSESSMENT

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

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

Annexure 2 - SEWA Mentor Observation Form

SCHOOL NAME

MENTOR OBSERVATION

Attendance:……
……

Involvement:……
……

Regularity:……
……

Commitment:……
……

Additional
Comments:……
……

……

……

……

Annexure 3 -My SEWA Promise Form

SCHOOL NAME
MY SEWA PROMISE FORM

Dear Student,

SEWA is a firm step to prepare you for life . It is a voluntary project experience. You have to complete my SEWA Promise Form and obtain prior approval for the activity /project. Selection of a SEWA activity, development, implementation of the proposal and evaluation of the activity is the responsibility of each student. Signature of the parent indicates review and approval of this proposal.

Student's Name:……..……Class :…….

BRIEF DESCRIPTION OF THE ACTIVITY

Duration [Days and Time] ..... **Estimated Hours** :.....

Name of Mentor Teacher :.....

Student Signature :.....

Date.....

Parent Signature :.....**Date**.....

Annexure 4 -SEWA Hour Log

SCHOOL NAME

SEWA HOUR LOG

STUDENT NAME:_____

PROJECT :_____

Date	Activity	Hours	Mentor's Signature

Annexure 4 -SEWA Hourly Schedule

SCHOOL NAME

SEWA HOURLY SCHEDULE

Hour Count	**Date and Day**	**Proposed activity plan**
Hour 1		
Hour 2		

Hour 3		
Hour 4		
Hour 5		
Hour 6		

Annexure 5 -SEWA Self Appraisal Form

SEWA SELF APPRAISAL FORM

The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions.

My Name_____

My Activity / Project_____

My Commitment Towards the Project/ Activity

_____

_____

This Activity/ Project has been a great learning experience because

_____

I initially felt that the project could not have achieved its outcomes because

The project has definitely changed me as a person in terms of behavior, attitude and life skills because

The details of the beneficiary(ies). Any significant comment received from them; please quote

The challenges I faced and the things I might do differently next time so as to improve?