

**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.



**CHAPTER 5****STRAND 3: SEWA (Social Empowerment through Work Education and Action)****5.1 Introduction**

Several years ago, the noted educationist *Paulo Freire* pointed out that there is no such thing as neutral education. Any education, to be meaningful, has to fit into the context of the society in which it is given and which is relevant to the times. In the context of the multiplicity and the rapidity of the changes that are taking place, the students need to know and understand the contexts in which they are living today and the demands that will be made on them, in the immediate future, to fit into the changing patterns of society.

SEWA aims to develop a whole person in their intellectual, personal, social, emotional and social growth. Learners engaged in this program are expected to be life-long learners and through experiential learning develop as active citizens and caring and compassionate humans. The experiential and constructive modes of learning emphasize the immediate personal experience of the learner and view learning as a process.

SEWA takes learning beyond the walls of the classroom and sometimes even beyond the boundaries of the school, building bridges with the authentic and real world in meaningful and positive ways. The following maybe noted with regard to SEWA:

- SEWA is an integral component of HPE.
- This aspect aims to focus on the mental/emotional and social health of the child
- All students of classes IX to XII (for XII, only till end of the first semester/ term) will participate in SEWA program around the year.

**5.2 Objective:**

There is an urgent need to foster strong mental and social health amongst today's children so that they can connect with their peers, their elders, the community, the environment, etc. The main objective of the SEWA projects is to direct children's mind in constructive activities with positive outcomes through the facilitation of creative and critical thinking. This would help them to develop self-confidence and self-esteem.

Another objective of this programme is to underline the significance of the interdependence of all human beings and our dependence on the environment in this shrinking global village. 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.

**5.3 The SEWA Philosophy**

SEWA is all about social or community service; it can include environmental, civic responsibilities or democracy or health and fitness related projects, international and other projects too, as long as the project is able to connect the child to his surroundings or to a cause, and is able to generate a sense of responsibility towards it (even if it is towards health and fitness of the class itself). The Social Empowerment component to a large extent inspires SEWA philosophy, which in the Indian environment refers to the concept of service to the community.





**5.4 Note to Class Teachers**

SEWA has been designed to integrate social awareness into the regular curriculum of the students. The teacher must be careful in facilitating the child's activities so as to provide a suitable learning environment. This in turn would also give a boost to a positive school environment.

The teachers need to create opportunities for students to engage with learning activities to develop core competencies such as:

- Social Awareness, Self Awareness and Empathy
- Self Management and Leadership Skills
- Creative and Critical Thinking
- Interpersonal Skills and Effective Communication Skills
- Responsible Decision-making through Problem Solving

The teachers need to be open-minded about errors committed by learners while implementing the SEWA programme. The learners may find themselves in ambiguous situations and sometimes suffer from moral conflicts. As adults, we need to facilitate the widening of the scope for the learner so that they find alternative ways of making informed decisions. Here, one cannot undermine the responsibility of the school as a community. Thus, one can develop and establish a caring community encouraging collaborative learning activities by weaving Self-empowerment into their daily school activities.

**5.5 The learning outcomes expected to be developed and fostered through participation in SEWA are experiential:****The Learner:**

- Develops Life Skills of **Self-Awareness and Empathy**. \*
- Develops Creative and Critical Thinking Skills. \*
- Becomes a **caring and compassionate** individual.\*
- Responds as a socially empowered change maker. \*
- Acquires the skills to be an active leader and initiator of change.
- Plans, implements and delivers projects connected to the real world.
- Visualizes and participates in a world going beyond the classroom and often/ sometimes beyond the boundaries of the school.
- Formulates strategies to deliver meaningful programs and projects
- Critiques premises as a **reflective enquirer**.
- Demonstrates fair play and **non-judgmental ethical behavior**. \*
- Actively engages in SEWA activities as an individual and at a team level.
- Participates in various activities in **age appropriate ways across disciplines**.
- Selects and applies skills, facts and compositional ideas.
- **Competes with oneself** to improve **self-performance** and **evaluate strategies** for further enhancement. \*
- Knows, understand and applies rules.

\* Integrated values across HPE





**The integrated SEWA program helps to acquire the following learning skills:**

- Plan, initiate and implement activities
- Learn to work in teams and collaborate through organizing activities/events in terms of skills, interest, motivation and professional growth
- Identify and nurture areas of strength and identify areas requiring further growth
- Engage with issues of social concern in the community, society, state and nation
- Develop new life skills and strategies and become lifelong learners.

**5.6 Guidelines for Schools**

- School can Design and announce school SEWA policy.
- School can also decide on yearly focus theme for SEWA and class-wise sub themes.
- Each class as a whole can decide to take up one SEWA activity for the entire year
- The choice of activity can be left to the students of the class, with guidance and facilitation by the class teacher and will depend upon the school policy too.
- Schools are encouraged to allow children to suggest SEWA themes for the year.
- Once a SEWA activity is decided for a particular school/class/year, the class students themselves will decide upon the role of each student of the class.
- Orient parents about SEWA and seek support from stakeholders.
- Appoint School SEWA Mentor and Class-wise SEWA Mentors, if required. Mentors could also be from amongst the parents or teachers.
- Arrange administrative support for the activities involving government and outside agencies.
- Dedicate day/s for SEWA exhibition or presentation day at the end of the year or as suitable.
- Ensure that each child in a class actively participates in his/her assigned role of SEWA.
- Arrange training and create support structure for all involved as required.
- Ensure 100% dedicated involvement.

**5.7 Guidelines for Students**

- Discuss how they can improve/impact the community/ environment/ health and fitness of the students and choose the focus area for the project.
- Brainstorm and create mind-maps on the chosen area
- Identify the causes they want to support and choose one/or more ways of carrying it forward.
- Outline the objectives of the projects they have chosen and present plans for the implementation as well as ways of measuring the success of the project.
- Assign roles to each member of the class community by consensus. Ensure each and every child is included.
- Learn to research on the chosen area of SEWA
- Seek guidance from the teacher when they need it.
- Learn how to plan, implement, review and take responsibility for their decisions.
- Examine the effect of their intervention and support for the causes they have chosen and present them to the rest of the class/school.
- Capture the hours spent as well as documents as evidence wherever required in the student Portfolio/dossier
- Share the impact of the SEWA work undertaken as Power Point with the school community and as part of a special exhibition at the end of the year, clearly highlighting the role of each student in the class.



**5.8 What forms a Social Empowerment activity?**

The activities conducted 'in school' as part of Eco-clubs, Sports Club, Literacy Clubs or 'out of school' as community outreach activities etc. can be considered as Social Empowerment activities. It may range from a small role as 'volunteer' and a 'contributor' to running an entire project over the year. Social Empowerment activities are bound to germinate some thought process in young minds.

The class may decide to take up any innovative social empowerment activity every year; students may decide the role of each child; at the end of each year the class as a whole may present its project report.

Even sports activities can be taken up as a SEWA project by the class. Some of the activities under sports that can be taken up are as follows (illustrative list):

- Organizing sports meet for CWSN (Children with Special Needs)
- Planning, organizing and delivering a League tournament (Basketball, Cricket, Football)
- Planning and holding a friendly cricket match between alumni and the current grade XI and XII
- Organizing sports competition for primary school
- Organized Inter-class/ Inter-school sporting activities (basketball, volleyball, swimming, hockey, netball, squash, cricket and boxing)
- Long distance runs (half and full marathons) for a cause
- Researching on Yoga, Running/Jogging, Dance, Trekking/ Hiking/Biking/Cycling, Camping, Military training as part of planned projects.

There are multiple other possibilities of projects that can be taken up under SEWA, such as (illustrative list):

- Organizing a fund raising Musical Extravaganza for school
- Holding an Art Exhibition for fund raising
- Inviting professionals from industry to develop career pathways (App on mobile)
- Running school café with focus on nutrition
- School gardening project
- Collaborating as part of Photography Club and create Exhibitions across the city with a social message.
- Projects on social awareness or cross curricular themes initiated, planned and implemented by students with teacher as initiator.
- As volunteer for '**in school activities**' such as organizing a school-based event based on Life Skills.
- Participating or volunteering in Youth Parliament or mock UN Sessions
- Activities from 'Revised School Health Manual (**see under Resources**)
- Life Skills Activities (Creative and Critical Thinking, Problem Solving and Decision Making, Effective Communication, Self Awareness and Empathy) (**see under Resources**)
- 'Buddies' or 'Peer Mentors' for **Adolescence Education, School Health Program, Life Skills Program** etc.







- Anti Bullying or Anti Ragging Committee and awareness raising
- As volunteer for charities '**outside of school**' such as orphanages, old-age homes
- Collecting and distributing used and unused books and clothes to the underprivileged
- **Volunteer work** with stray animals and organizations connected with the same cause
- Helping to raise funds for beneficiaries involving natural disasters (flood, earthquake victims)
- Adopting an old age home for interactive activities
- Adopting an orphanage for conducting joyful activities
- **Online volunteering** for counseling peers for raising awareness regarding career pathways.
- **Enrichment Activities** of different Ministries can be taken up in project mode, such as **Swachhta Abhiyan for neighbouring community, Ek Bharat Shrestha Bharat** (upto Oct 2018), **Paryatan Parv – creating awareness about historical sites and tourist spots in your city**, etc.
- Organising and volunteering for various 'in-school activities' and Language Club, Theatre and Dramatics Club, Social Science Club, Dance club, Science Club, Science Fairs, Heritage Club, Nature Clubs.

#### 5.9 Activities complying with SEWA Criteria

SEWA activities require involvement and interaction. When students assume a passive role and no contributory service is performed, it cannot be defined as a SEWA activity/project.

#### Activities which do NOT fall under SEWA:

- An activity through which a student attains financial or some other type of benefit (unless this benefit is passed on in full to a worthy cause).
- Getting involved in effortless, monotonous, and repetitive work – like returning library books to the shelves.
- Work experience that only benefits an individual student.
- Activities that cause division among different groups in the community.
- Activities with a bias to any religion or cultural sector which may hurt the sentiment of any other person in any form.
- Regular recreational or community activities of a temporary nature - like a visit to a museum, the theatre, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged.
- Any unsupervised or recorded activity where there is no guide or responsible adult onsite to evaluate and confirm student performance and evaluate accordingly.

#### 5.10 Guidelines for Class Teacher/Mentor for conduct of SEWA

- Support students in identification and selection of the causes they want to support and take up as projects, brainstorm and create mind-maps.
- Provide supervision, consultation, guidance to students and create support structures required whenever they need it including for research.
- Intervene positively to ensure participation of each and every child in the class, including CWSN
- Guide students on how to plan, implement, review and take responsibility for their decisions.





- Guide students on upkeep of Portfolio/dossier, making a report, analyzing data, creating presentations, video films, channels on social media, websites.
- Plan and prepare SEWA exhibition or presentation day at the end of the year.

#### 5.11 Procedures

1. Fill out a My SEWA promise form. The description of the activity needs to be in complete simple sentences and describe the SEWA activity intended to be taken up by the class.
2. Each student in consultation with the teacher and parents decide and create an hourly schedule of activities in accordance with role assigned. This form must be signed by a parent and submitted before the activity begins to the school's SEWA Mentor.
3. Fill out 'Reflective Musings' at the end of every 4 hours given to the project and keep attaching it to the SEWA dossier. (The time is given in hours and not in periods with the intention that if the child does any additional work outside school hours, it can be reflected here).
4. SEWA hours will be accounted for both in school as well as out of school activities, provided they are agreed upon by the mentor.
5. It is expected from a SEWA volunteer that they would be honest in recording their activities.
6. Complete your SEWA classes/periods before the last date.
7. All the forms must be completed and signed and attached with relevant evidences, together with a Self-Appraisal Form for classes IX-XII and a summary list of the SEWA projects/hours as items of SEWA dossier/scrapbook.
8. The visual evidence (photographs, videos, etc.), testimonials and certifications must be there to support the project.



**5.12****My SEWA Promise Form (illustrative)**

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: \_\_\_\_\_

(Print or type)

**Brief Description of the Activity:**

Duration (Days and Time): \_\_\_\_\_ Estimated Hours: \_\_\_\_\_

Name of Mentor Teacher: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**5.13 SEWA Hourly Schedule (illustrative)**

Hour Count	Date and Day	Proposed Activity Plan
Hour 1		
Hour 2		
Hour 3		
Hour 4		
Hour 5		
Hour 6		







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5.14

**SEWA Hour Log (illustrative)**

STUDENT NAME: \_\_\_\_\_

PROJECT: \_\_\_\_\_

Date	Activity	Hours	Mentor's Signature





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### Mentor's Observation (Suggestive)

Attendance: \_\_\_\_\_

Involvement: \_\_\_\_\_

Regularity: \_\_\_\_\_

Commitment: \_\_\_\_\_

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The activity/project was (circle appropriate response):

Satisfactorily completed

Not Satisfactorily completed

\_\_\_\_\_

\_\_\_\_\_

Activity/Project Mentor's signature

Name

Seal of school



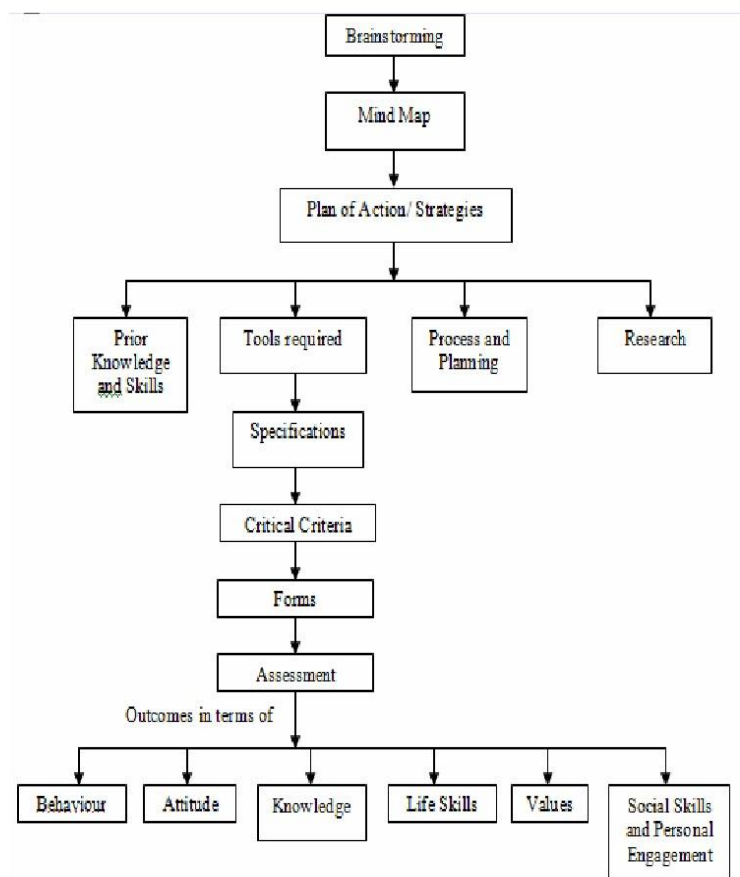
**5.15****SEWA Self Appraisal Form (illustrative)**

*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 behaviour, attitude and life skills because _____ _____
The details of 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? _____ _____





**5.16 Illustrative Flow Chart for Conducting a Project/Report/ Event**  
(Can be Quarterly/ Bi-Annual / Annual)**5.17 Assessment and Evaluation**

The following strategies may be taken up for assessing the individual/ group projects. In case of group, they all get marked the same way.

**Tools, Techniques and Strategies:**

1. For activities being done, a portfolio or dossier may be maintained individually by each student.
2. Report at the end of the project may be assessed through a rubric developed by teachers and students.
3. Rubric for assessing will depend on the project/ activity being taken up.





**5.18 Exemplar Projects under Social Empowerment sub-strand of SEWA**

(These may be taken up in age-appropriate ways across IX - XII)

The projects given here are only exemplar projects and are illustrative/ suggestive in nature. These are given so that the child/class may be able to understand the topic/ activity. This will help the child/class to plan the activity / project accordingly. The child/class may take/ choose any other project/ activity which has a positive impact on the environment, community, society, the disadvantaged, etc.

