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Fitness. Sports. Technology.



Active Schools, Active Communities, Active Child (ASCC) Model

Quality Sports and Physical Education Framework in India

“Sports should become a part of our lives. If we are a young nation, our youth should get manifested in the field of sports as well. Sports means physical fitness, mental alertness and personality enhancement. What else does one need? Sports, in a way, is a recipe that brings people together.”

- PM Narendra Modi on ‘Mann ki Baat’, talking about National Sports 2017 and launch of Khelo India’

Table of Contents

Foreword by Secretary General, FICCI 05

Message from Chairman, FICCI Sports Committee 06

Message by CEO, Fitness365 07

Introduction 10

Current Scenario 10

Fit India, Young India

Integration of Sport and Physical Education with Overall School Education Framework

Why invest in Sports and Physical Education?

Active Schools, Active Communities, Active Child (ASCC) Model

WHY SEEK INTEGRATION WITHIN EDUCATION SYSTEMS?

WHY NOW?

CONSIDERATIONS FOR THE SPORTS AND PHYSICAL EDUCATION SECTOR

What needs to be done?

Outcome of Physical Education Chintan Shivir, organised by MHRD

Key Strategies for Improving the Quality of Physical Education

Step 1: Implement a well-designed Curriculum

High Quality Curriculum

In-School Sports and Physical Education Analysis Tool

Step 2: Provide teachers with appropriate training and supervision

Structured Sports, Health and Physical Education Curriculum

Age-appropriate with Learning Outcomes

Age Appropriate Learning Outcomes

Learning Outcomes for Primary, Secondary and Senior Secondary Classes

Primary Level

Upper Primary, Secondary and Senior Secondary Level

Primary Level 05

Upper Primary, Secondary and Senior Secondary Level 06

Class-wise Breakdown of Activities (focus on 5 key skill areas) 07

Here is a snapshot of Structured Curriculum should look like (eg. Class 2) 10

Class 2 Sports and Physical Activities (as part of Time Table) 10

Class 2: Planned Month-wise Inter House Competition

“Fitness Assessment” for All

Every Child Counts!

Reasons for fitness testing

Health Related Fitness

Skill Related Fitness

Technology based Assessment and Monitoring

GoForFit App for Fitness Assessment

What will the school get from National Fitness Program?

What will students get from the National Fitness Program?

Ensuring 60 Minutes of Physical Activity each day: Role of Parents and Communities

Physical Activity Before and After School

Family and Community Engagement in Physical Activity

Advocacy for PE and Sports amongst Parents, Communities, Teachers, and Students

Role of Sports, Fitness, Physical Education and Leisure Sector Skill Council

Case Studies

Kendriya Vidyalaya Sangathan initiative towards Physical Literacy - Swasth Bachche, Swasth Bharat

National Sports Day Celebrations

Fitness365 (Sequoia Fitness and Sports Technology)

Way Forward

Foreword by Secretary General, FICCI

Sports, Education and Health are intrinsically linked to each other and together contribute significantly to human resources development, particularly youth development, in a holistic manner. Physically Educated person is not just a well-rounded person from health and physical well-being point of view but is also a responsible social citizen.

As the ongoing process of recognising the importance of Physical Education and Sports in Schools towards building a generation of children with good health, fitness and right life skills, a detailed whitepaper on "Active School, Active Communities, Active Child (ASCC) Model: Guidelines for Policies, Process, and Practice" has been prepared by FICCI and fitness365 for further action in this regard for making Physical Education and Sports as the core to teaching methodology in Schools and integrate it in all aspects of Education.

The key objective would be to give 30 Crore+ school going and out of school children across India "60 minutes of active play each day" - through a range of physical activities including Movement Education, Sports and Games - during and after school hours.

An overarching Inclusive strategy for Physical Education and Sports – differentiated to meet the full range of needs across all Indian states, genders, socio- economic or ethnic background, disability status or special needs must be adopted in India to have sustainable development and prevent social cohesion.

Let us all join hands to march ahead to have a generation of Active Children, Active Families and Active Society through a Balanced, Holistic and Inclusive Education Framework.

Dr. Sanjay Baru
Secretary General, FICCI

Message from Chairman, FICCI Sports Committee

As the Chairman of the FICCI Sports Committee, I am committed to the development of sports as a business, a career, and a wellness proposition. These three factors need to form the pillars to support the development of sports as an industry in India. In order for any strategy to be cohesive, it has to be mindful of all three pillars at the same time. This is why we want to focus on promoting sports from the ground up, through the schools in India. It is our objective to sensitize the Central and state governments on the importance of sports as part of a school's primary curriculum. FICCI's aim is to ensure that sports should form a key part of a child's development, rather than exist as an optional subject for select age groups. In our limited research on school curriculum we were surprised to find that sports in schools exist as almost a tertiary activity, which is beginning to show in the overall health and well-being of children aged 15 and under. Both international and domestic research over the last two decades have clearly established a link between the benefits of children leading an active lifestyle, versus a purely academic and sedentary one. Besides an increased level of physical fitness and mental well-being, sport brings with it a value system based on discipline, commitment, focus, perseverance, teamwork and collaboration.

We are keen on sports being granted an "industry" status. As an industry, sports has the capacity to drive GDP, employment, and skill development in India. Promoting sports in schools through a cohesive, sustainable plan of action is necessary to reintroduce the positive values associated with sport, while building the foundation for sports as an industry. As a country, we have been known to come up with some of the best policies and welfare schemes. However, we have consistently shown a lack of will to execute and implement the policies in their entirety. We firmly believe in the present dispensation, as there have been numerous examples of effective implementation in recent times. Whether it be revamping the MGNREGA, implementing the GST, or demonetization, our government has clearly manifested the will to follow through on its objectives. It is especially encouraging to see the vision behind "Khelo India" taking shape on ground, through the organization of programs such as the Khelo India School Games. Therefore, I am confident that the findings and suggestions contained in this Knowledge Report will spark some positive action when it comes to sports as part of education in India.

Mr. Deepak Jacob
Chairman, FICCI Sports Committee

Message by CEO, Fitness365

Federation of Indian Chamber of Commerce and Industry and Fitness365 (Sequoia Fitness and Sports Technology) have taken up the mandate to promote physical education and sport through concerted, collaborative and participatory action to support the rounded development of every individual.

Our vision is clear – sport and physical education are essential to youth, to lead fit and healthy lives. Building on three fundamental principles – Equality, Safe Practices and Participation by All – the "Active School, Active Communities, Active Child (ASCC) Model: Guidelines for Policies, Process, and Practice"are designed to support Indian States in developing and consolidating inclusive policy and practice, to ensure physical literacy of every girl and boy.

It requires action by Central and State Governments, Schools, Colleges, Universities, Corporates, Communities and Parents.

Participation in quality physical education and Sports has been shown to instil a positive attitude towards physical activity, to decrease the chances of young people engaging in risk behaviour and to impact positively on academic performance, while providing a platform for wider social inclusion.

Sports, when included alongside the academic curriculum can provide the learner with an alternate, legitimate and dignified employment opportunity.

Physical activity is scientifically known to have improved academic performance. Thus increasing the chances of employment for the trainees who otherwise remain at the bottom of the academic ladder.

Attitudinal restructuring and mindset development of the community and society at large can be well achieved by making sports and physical fitness an intrinsic part of the education system. Institutional offering of sports along with education will certainly make way for greater acceptance as a viable career option, which in the first place is the single most important priority of any Indian child opting to continue education, or even discontinue it for that matter.

Physical education exposes young people to a range of experiences that enable them to develop the skills and knowledge they need to make the most of all opportunities today and to shape new forms of global citizenship.

The key objective would be to mobilize stakeholders and resources in order to ensure the provision of effective physical education and sports to young people across the country, regardless of their geography, socio-economic situation, ethnicity, culture, gender or abilities. We need to start now, to help young children and youth develop lifelong participation in physical activity, for the benefit of all society.

Sujit Panigrahi
CEO, Sequoia Fitness and Sports Technology

“Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society.”

- The Declaration of Berlin 2013 – UNESCO’s World Sports Ministers Conference (MINEPS V)

Introduction

Current Scenario

Obesity for 12 to 19 years have tripled since 1970! It is a known fact that Physical Activity combined with proper nutrition and lifestyle prevents obesity and helps control weight

More than 1 in 7 cases, Alzheimer's are due to physical inactivity (as per Brain Institute of Ontario study). 90% (9 out of 10) Indian Indians believe that Schools and Workplaces are responsible for creating a healthy and active environment (FICCI-PWC Survey Report).

As per fitness365 survey of 1,25,000 children over a period of 7 years, only 32% Children have the right fitness level, 25% children are overweight. 40% of Primary School Children are underweight. Only 1% Children are Athletic/Sports Fit children.



Let's look at the Academic Performance of the country. The current education system lays more emphasis on academic performance that encourages rote learning and prepares students for jobs of yesterday. Even though Indian Education System has given priority to academics over physical education, we are not doing too well in our academic achievement.

We have 17.06% drop out rate at Secondary Level (as per MHRD Report 2015). If the children are provided avenues other than academics to pursue, they would continue to attend school and complete their education. Only 8% of our school children actually go on to graduate and a very dismal 75% of those do not have any employable skills (as per NASSCOM Report).

Problem Areas:

Skewed Development Goals: Teaching is largely restricted to classroom learning on academic subjects. Students are burdened excessively with Maths, Science, Social Studies and Language studies.	Competition, without Collaboration: Students are constantly competing with each others on academic excellence, rather than learning from each other through teamwork and collaboration
Student's Interest not in Focus: • Teaching is not student centric, it is syllabus centric. • The focus is not on overall development of each child. • Children who do not understand in the classroom are left behind. • Achievements in Sports, Art/Culture do not get the same appreciation and recognition as academic achievements.	Time and Resource Allocation: Physical education, arts, crafts, dance and music have been relegated to co-curricular and do not get adequate time in the school timetable. Nuclear families and lack of play spaces in residential neighbourhoods, give no opportunity for play or social interaction for these young children outside the school hours.
Play Time vs Gadget Time: TV, Computers, video games, mobiles are moving in swiftly to take the available time for recreation.	Not ready for New Age Skills: There is very little opportunity to impart new age skills such as leadership. respect, conflict resolution, empathy towards fellow students in a classroom

Several Studies show that extending of focus beyond Academics to Sports and other activities improves classroom attendance and interest in studies.

Physical Education allows students to take a break from their workload: Time quantity lost by letting students get involved in physical education is made up in improved quality of overall education. Studies show that 3 Months of active sports and fitness exercises improve memory by 30% (University of Columbia). Physical Activity reduces "Anxiety", "Depression" and "Stress". People who are physically active fall asleep more quickly and sleep better.

Exercise improves student's ability to focus in class and are 3.1 times more active (Center for Disease Control and Prevention) (Survey of 58000 children over 39 year period).

We need to change that by focusing on building a sports and fitness culture in the country to create a generation of fitter, healthier kids, who are socially aware, have the right life skills and are confident citizens, who are ready for careers of tomorrow.

Fit India, Young India

Sports, Education and Health are intrinsically linked to each other and together contribute significantly to human resources development, particularly youth development, in a holistic manner. It is in this context the National Sports Policy 1984 emphasized the need to make Physical Education and Sports an integral part of school curriculum, which was later endorsed in the National Policy for Education, 1986 and further reiterated in the National Curriculum Framework in the year 2005.

There are 30 Crore school-going and 8 Crore out-of-school children in India between the age group of 5 to 18 years. There are 15 Lac schools across different State Boards, CBSE, ICSE and International Board.

Schools are in a unique position to help students attain the internationally recommended 60 minutes of daily physical activity.

Schools in India have always played an important role in promoting fitness, health, social and life skills development of children, perhaps as isolated silos. The evolution of education systems in India to suit the needs of the 21st century presents both a need and an opportunity for greater sector integration between Sports, Physical Education and Academics.

Integration of Sport and Physical Education with Overall School Education Framework

Physical education and physical activity is the component of the proposed Active School, Active Community, Active Child (ASCC) model and can help shape lifelong physical activity behaviors.

FICCI and Fitness365 recommend a multi-component approach in form of ASCC Model by which school districts and schools use all available opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. This approach is referred to as a Comprehensive School Sports and Physical Activity Framework. The goal of this ASCC Model is to increase physical activity opportunities before, during, and after school and increase students' overall physical activity and health.

Ultimately, there is a need to focus on the development and growth of the whole child and develop better ways to integrate Sports and Physical Education programs within existing Education systems in India.

Why invest in Sports and Physical Education?

Physical literacy and civic engagement: Physical education, as the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication, provides a learning gateway to grow the skills required for success in the 21st Century.

Academic achievement: Regular participation in quality physical education and other forms of physical activity can improve a child's attention span, enhance their cognitive control and speed up their cognitive processing. Inclusion: quality physical education is a platform for inclusion in wider society, particularly in terms of challenging stigma and overcoming stereotypes.

Health and Fitness: Physical education is the entry-point for lifelong participation in physical activity. Globally, many of the major causes of death connect to non-communicable diseases (NCDs) associated with physical inactivity, such as obesity, heart disease, stroke, cancer, chronic respiratory disease, and diabetes. Indeed, between 6 and 10% of all deaths, from NCDs, can be attributed to physical inactivity.

To ensure that the full benefits are achieved, public investment, a supportive environment and high quality programme delivery are required. A dialogue to lead a revised partnership with education that uses a capacity-focused and systems-based approach to embed their school-related efforts more fully into the core mandates, constraints, processes, and concerns of educational systems is required.



Active Schools, Active Communities, Active Child (ASCC) Model

Schools, working in partnership with communities, parents, and agencies need to be an integral part of efforts to promote Sports, Fitness and Health, Physical Education, Safety, and Equity. These school-based and school-linked efforts have to evolve into many distinct but overlapping multi-component approaches.

Inability to overcome the challenge of maintaining and sustaining these multifaceted approaches has led to this call for a dramatically different approach whereby Sports and Physical Education Programs would be truly integrated within the core mandates, constraints, processes, and preoccupations of the education systems. While there have been numerous studies, statements, and reports calling for greater alignment of these two key sectors, what is now clear is that we should not be seeking alignment of Sports and Physical Education and Academics, but rather tighter integration within education systems.

A deeper analysis of the goals, functions, and current operations of school systems is needed to determine the most practical, pedagogical, and political strategies whereby health and social priorities can be truly embedded within education. This should include dialogue in a variety of cultural, economic, and geographic settings to better understand the various school systems and their contexts. Sports and Physical Education policies, must be adapted, crafted, and integrated into the policies, processes, and practices of education systems. In short, health must find its cultural anchor within the education system.

WHY SEEK INTEGRATION WITHIN EDUCATION SYSTEMS?

Sports and Education are symbiotic. What affects one affects the other. The healthy child learns better just as the educated child leads a healthier life. Similarly, a healthier environment—physically as well as socially-emotionally—provides for more effective teaching and learning.

The Sports and Physical sectors in many jurisdictions have developed strong multifaceted School Sports and PE programs, particularly when compact geography, unitary governance structures, or strong leadership is in place. However, many other Sports and PE systems now face significant challenges just to maintain the resources provided to health promotion overall, so their ability to support comprehensive approaches to schools is often reduced or narrowed to a select number of issues. Yet targets or policies that focus only on one set of outcomes undermine the success and sustainability of interventions. Too often we have seen initiatives that compete with educational outcomes, as opposed to complementing them. Even within the Sports and PE sector, schools often experience different strategies competing with each other rather than collaborating with or complementing each other. As such, educators and policymakers often view Sport, Physical Education programs as an "add-on" to their own core responsibilities.

WHY NOW?

Research on ecological and systems-based approaches to school Sports Promotion and Physical Education development now offers new insights and opportunities. This new understanding is congruent with current educational trends and research suggesting that school-based management and other forms of local leadership are ultimately more appropriate to the 21st century. A renewed partnership with education will help to take advantage of this new knowledge and trends.

CONSIDERATIONS FOR THE SPORTS AND PHYSICAL EDUCATION SECTOR

This statement is an invitation to the Sports and PE sector to start a dialogue with Education sector and take subsequent action as part of an overall multi-sector approach.

1. The Sports and PE sector needs to seek integration within the education system—not education's adoption of Sports and PE priorities. The Sports and PE sector must find its cultural anchor within education and integrate its processes and outcomes.
2. Sports and PE system officials, decision makers, and researchers should examine and better understand via dialogue led or facilitated by educators the core mandates, constraints, attributes, processes, and characteristics of educational systems in order to better integrate within them.
3. Sports and PE sectors join the education sector in focusing on the growth and development of the whole child rather than directing attention and resources only toward specific Sports, Fitness and PE Programs. Sports Talent Identification and specific Sports Skills Development Intervention must occur as required but needs to be housed in an overall Physical and Social Development of a Children, or salutogenic, framework, refocusing attention on a settings-based approach.
4. This realignment of Sports and Physical Education sector efforts, in the context of Schools, should be based on a systems-based, organizational development approach focused on capacity building and continuous improvement.

FICCI would like to invite Educators around the country and their colleagues from the Sports and PE sectors to join them in this dialogue that will lead to better integration of Sports and PE programs within education.

We strongly suggest that learning more about school systems, their core mandates, ways of operating, constraints and emerging opportunities within a systems-based, organizational development approach that includes a focus on various kinds of capacities at several levels across several systems will lead to more sustainable, comprehensive, and effective approaches and partnerships with educators.

The requests made as part of this consensus statement should be seen as an invitation to educators for more engagement, more cooperation, and more success in promoting the Sports, Fitness, Physical Education, Learning, and Development of our young people.

What needs to be done?

Establishing and implementing high-quality round the year structured Sports, Health and Physical Education programs can provide students with the appropriate knowledge, skills, behaviors, and confidence to be physically active for life. High-quality PE and Sports is the cornerstone of a school's physical activity program.

The following aspects are important aspects of Integration with Education.

1. Ensure Sports, Health and Physical Education Program is a core part of school curricula
2. Encourage inclusive and innovative approaches to Sports, Health and Physical Education
3. Instigate cross-sectoral consultations
4. Invest in teacher education and professional development
5. Pledge support for school community-sport partnerships



Participation in different forms of In School and Community Sports and Physical Activities

“Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life.”

- The UNESCO Charter of Physical Education and Sport (1978)

Outcome of Physical Education Chintan Shivir, organised by MHRD

The Department of School Education, Ministry of Human Resource Development organised a Chintan Shivir at AICTE, New Delhi on 6-7 November 2017 with 5 themes: (a) Physical Education in Schools (b) Life Skills (c) Value Education (d) Digital Education (e) Experiential Learning.

The team deliberated on Physical Education in Schools, under 3 key sub-themes: (a) Curriculum and Delivery (b) Human Resources Development (c) CSR and Communities. At the end of 2 days of deliberations, 20 national level recommendations were given by the Physical Education team under the 4 sub-themes.

These recommendations have been developed collaboratively by the members of the Physical Education Committee of Chintan Shivir, with experts from Ministry of Youth Affairs & Sports, Kendriya Vidyalaya Sangthan, LNIPE Gwalior, IGIPESS Delhi, Jawahar Navodaya Vidyalaya, Fitness365 (Sequoia Fitness and Sports Technology Pvt Ltd), EduSports, KOOH Sports, Vidya Bharti, ASPESS etc.

Presentation was made to MHRD, representatives from NCERT, CBSE and representatives and experts from Central Govt and various State Governments.

As the ongoing process of recognising the importance of Physical Education in Schools towards building a generation of children with good health, fitness and right life skills, a detailed report was being submitted to MHRD for further action in this regard for making Physical Education as the core to teaching methodology in Schools and integrate it in all aspects of Education. This was followed by deliberations with Secretary - Education, MHRD, NCERT and CBSE.

The deliberations during the Chintan Shivir appreciated the role of Active Schools, Active Communities and Active Families in building a generation of Active Children. 4 key aspects to the implementation of a Balanced School Framework were identified which were critical to ensuring that Physical Education become core of School Education:

1. In-School Program
    a. Curriculum Design and Assessment, Delivery and Monitoring
    b. Human Resource Development
2. Community Programmes and CSR
3. Advocacy for Physical Education and Sports

The following recommendations were made by the committee and presented before Minister of HRD, officials from MHRD, NCERT, CBSE and other agencies, as part of Chintan Shivir.

Curriculum Design & Assessment, Delivery & Monitoring	Human Resource Development	Community Programmes & CSR
1. PE as the core of School Education 2. Mandatory 60 Minutes of Physical Activities/day for all Age Groups 3. In-Service Training of PE teachers on Regular and Mandatory basis 4. Provide age appropriate props and equipment in schools for primary and for secondary for at least 4 common team sports 5. Assess all students on fitness and skill. 6. Competitions to provide opportunity to all to compete. 7. Technology Driven Assessment, Intervention and Monitoring 8. Talent Identification and Nurturing	1. Digitized training programme to upgrade/enhance teachers knowledge 2. Professional Gradation of physical education teachers nationwide 3. Provision of foreign exchange programme for graded teachers 4. Introduction of teachers training and sports coaching module. 5. Specific training for administering physical fitness programme 6. Physical Education be made compulsory for all Teachers 7. Career Growth Opportunities for PETs	1. Establish National Physical Education Development Fund under MHRD 2. Development of Community Coaches 3. Development and Utilization of Community Spaces for Sports 4. Engagement Platform for Play Spaces, Coaches, Parents and Students
Advocacy of PE targeted at Parents, Communities, Teachers, and Students		

Key Strategies for Improving the Quality of Physical Education

Out of 30+ Crore School going children in India, only 12 Lac children in 1200 odd schools have a structured PE curriculum.

Therefore, it is important to have have a Framework designed to improve the quality of PE have used two key strategies to increase student time in MVPA during PE class:

Step 1: Implement a well-designed Curriculum

In PE, as in any other academic subject, the curriculum shapes instruction by mapping out for teachers what students should be taught and how their acquisition of knowledge and skills should be assessed.

High Quality Curriculum

A high-quality, well designed PE curriculum:

1. Is based on national, state, or local PE standards that describe what students should know and be able to do as a result of a high-quality PE program.
2. Is designed to maximize physical activity during lessons and keep students moderately to vigorously active for at least 50% of class time.
3. Includes student assessment protocols to determine if students are getting enough MVPA during PE and achieving learning objectives and standards.

Programs that increased students' time engaged in MVPA modified the PE curriculum by:

1. Replacing games or activities that tended to provide lower levels of physical activity (e.g., softball) with activities that were inherently more active (e.g., aerobic dance, aerobic games, jump rope).
2. Adding fitness and circuit training stations to lesson plans.
3. Providing teachers with a menu of MVPA activities to help build more active lessons

In-School Sports and Physical Education Analysis Tool

FICCI will help create a In-School Sports and Physical Education Analysis Tool (ISSAPEAT) that would help Ministry of HRD, NCERT, State Boards, CBSE and ICSE conduct a comprehensive analysis of written PE curricula, based on evidence based characteristics of effectiveness and the national PE standards. Results from SSAPET can help the relevant stakeholders enhance an existing curriculum, develop their own curriculum, or select a published curriculum for the delivery of high-quality PE in schools.

The In-School Sports and Physical Education Analysis Tool (ISSAPEAT) will be a self-assessment and planning guide developed by FICCI. It is designed to help Ministry of HRD, NCERT, State Boards, CBSE and ICSE conduct clear, complete, and consistent analyses of physical education curricula, based upon national physical education standards.

Specifically, the SSAPET will help:

1. Assess how closely physical education curricula align with national standards for high quality physical education programs
2. Analyze content and student assessment components of a curriculum that correspond to national standards for physical education for four grade levels: KG-Nursery, Primary (1-3, 4–5), Upper Primary (6–8), Secondary (9–10) and Senior Secondary (11-12).
3. Helps chains or individual schools identify changes needed in locally developed curricula

The results of the SSAPET can be used by school districts to enhance existing physical education curricula, develop curricula, or select published curricula that will deliver high quality physical education to students.

The SSAPET can be available both in print and an interactive online version. It will help guide Schools through each step of the process, allowing them to save your responses while working, calculate their module scores automatically, and develop their plan for improvement through a secure, user-friendly system. It also enables you to archive previous versions of the SSAPET for future use, and lets them print and share scorecards and results with team members, administrators, and others.

Step 2: Provide teachers with appropriate training and supervision

Improving the qualifications and skills of PE teachers requires appropriate training and supervision. Well designed professional development can help PE teachers increase the amount of time students spend in MVPA and decrease the amount of time spent on administrative and classroom management tasks.

Programs that have increased students' time engaged in MVPA provided teachers with appropriate training and supervision by

1. Training PE specialists and classroom teachers on ways to minimize time spent on classroom management, transitions, and administrative tasks.
2. Providing on-site consultation and regular feedback to teachers on their instructional strategies.
3. Training master PE teachers to teach and mentor other PE teachers about strategies for increasing MVPA during PE class.

To increase the time that students spend engaged in MVPA during PE classes, all PE teachers should receive

1. Targeted training on methods to increase the amount of class time students are engaged in MVPA. In 2016-17, only around 1200-1500 schools, who have hired private players to run their PE and Sports program, had a teacher who had received this type of staff development.
2. Specific training about how to implement the PE curriculum they will be using.
3. Annual professional development opportunities to enhance their instructional skills and techniques.
4. Feedback through supervision and mentoring from master PE teachers.

“You can't say what the outcome of a competition is going to be, so now I am ready to accept any result that comes my way, if I give my best shot.”

- Rajyavardhan Singh Rathore, Hon’ble Minister of State (Independent Charge), Youth Affairs And Sports, Government of IndiaSilver Medalist (Men’s Double Trap), 2004 Summer Olympic Games

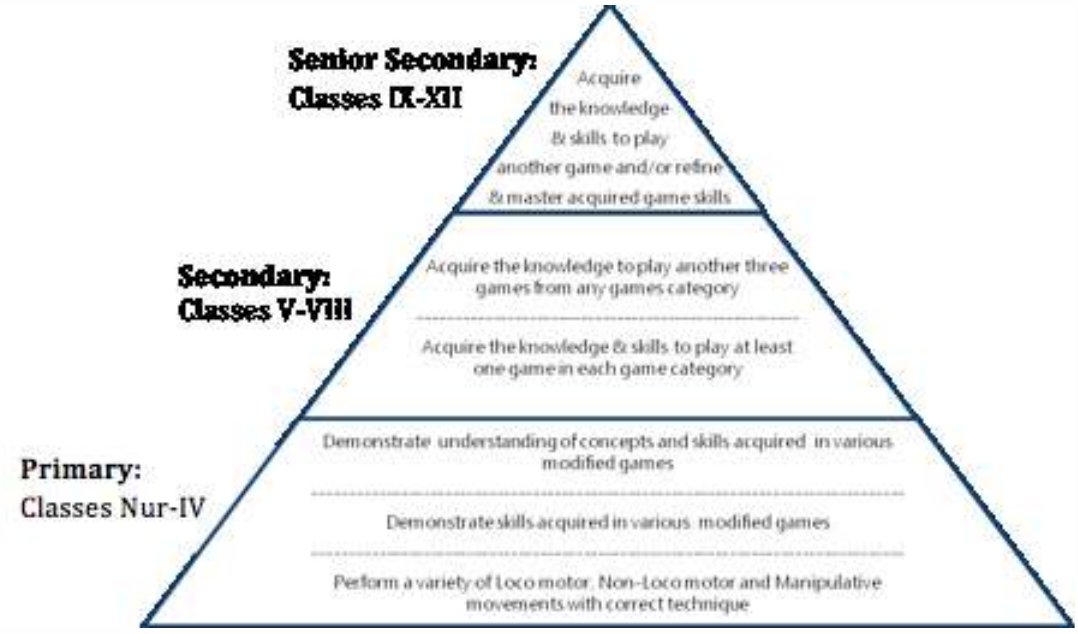
Structured Sports, Health and Physical Education Curriculum

The Proposed Sports, Health and Physical Education Program for School Children that aims at: developing students' motor and Sports/Games skills and equip them with the knowledge, skills and attitudes to pursue and enjoy a physically active and healthy lifestyle. Five (5) Key Aspects of quality Sports and Physical Education of the program are:

1. Perform and enjoy a variety of physical activities with understanding:
    a. A balanced PE programme comprising concepts and skills development are necessary to lay a strong foundation for participation in daily activities, intra-mural Sports/Games and recreational pursuits.
    b. Developing proficiency in physical activities helps students to channel their desire for play into constructive outcomes.
    c. Their interests will be extended as they attain a broader range of movement skills and concepts from which they can derive greater satisfaction.
2. Develop and maintain physical health and fitness through regular participation in physical activities:
    a. Physical health and fitness enable students to carry out their daily tasks with vigour, and still leave them with sufficient energy to pursue and enjoy leisure activities.
    b. A high level of physical health and fitness usually indicates optimum physical and mental well-being.
    c. Students with abundant vitality are often physically and mentally alert, and socially well-adjusted. Hence physical well-being helps to promote the academic attainment of students.
    d. A long-term objective of the SHAPE is to enable students to maintain a good level of fitness throughout their lives.
3. Demonstrate positive self-esteem through body awareness and control:
    a. Body awareness and control are developed through movement activities where students use their bodies to express their ideas, attitudes and emotions.
    b. Through these movement experiences, they learn about their abilities and limitations. This knowledge is vital in the motor skill acquisition and the development of positive self-esteem.
4. Understand and apply thinking skills to PE:
    a. Provide students with opportunities to engage in decision-making and problem-solving situations.
    b. Such opportunities help students to develop thinking skills such as organising and evaluating; focusing and remembering; generating and integrating; inferring and analysing; decision-making; and creative problem solving.

5. Demonstrate the spirit of fair play, teamwork and sportsmanship:
    a. Opportunities for interaction during PE lessons serve to develop in students social qualities such as courtesy, sportsmanship, co-operation, teamwork, loyalty and consideration for others.
    b. Some competitive sports and games may create emotionally charged situations. Under such circumstances, students are taught to manage their emotions and express themselves in socially acceptable ways.
    c. Teachers are in an excellent position to help students discover the difference between acceptable and unacceptable sports behaviours.
6. Acquire safe practices during physical activities:
    a. Safe practices are fundamental to the participation and enjoyment of physical activity.
    b. Students should also be made aware of the common sense safety rules and considerations to reduce potentially dangerous or threatening situations.
    c. This will enable students to play safely and acquire an awareness of safety with respect to themselves and others.

Age-appropriate with Learning Outcomes



Age Appropriate Learning Outcomes

Primary Level

The lower primary level focuses on Motor and Physical Fitness Drills, Aerobics and Gymnastics and Swimming* which develop students' psychomotor skills, control and co-ordination.

These will lay the foundations for further learning of more advanced psychomotor skills, sports and games.

The upper primary level focuses on further development and refinement of Motor and Physical Fitness Drills and psychomotor skills through a broad range of physical activities such as Aerobics and Gymnastics, Sports/Games, Athletics and Swimming*.

In Sports/Games, students will be introduced to basic games concepts. The following are broad areas to be covered during activities done for Primary Class Children:

1. Motor and Physical Fitness Drills
2. Aerobics and Gymnastics
3. Sports/Games
    a. Field Sports (eg. Football)
    b. Net/Wall Sports (eg. Volleyball, Basketball)
    c. Striking & Fielding (eg. Cricket)
4. Health & Nutrition
5. Athletics
6. Swimming*

Secondary Level

At secondary level, the programme focuses on extension of psychomotor and Sports/Games skills and the development of games concepts in specific sports and games.

It provides opportunities for mastery and refinement of skills in physical activities such as Aerobics and Gymnastics, Sports/Games, Track & Field and Swimming*.

There is also provision for a holistic perspective on health and fitness as well as expressiveness, developing a competitive spirit and opportunities for leadership training.

The following are broad areas covered during activities done for Secondary Class Children:

1. Aerobics and Gymnastics
2. Sports/Games
    a. Field Sports
    b. Net/Wall Sports
    c. Striking & Fielding
3. Health & Nutrition
4. Athletics
5. Swimming*

Senior Secondary Level

At Senior Secondary level, the PE programme focuses on the refinement and mastery of sports and games skills required for lifelong pursuits.

Some specialisation may take place at this level.

The programme also equips students with the knowledge and skills to design and manage a health-enhancing fitness programme as well as expressiveness, developing a competitive spirit and opportunities for leadership training.

The following are broad areas covered during activities done for Senior Secondary Class Children:

1. Sports/Games
    a. Field Sports (eg. Football)
    b. Net/Wall Sports (eg. Volleyball, Basketball)
    c. Striking & Fielding (eg. Cricket)
2. Health & Nutrition
3. Athletics
4. Swimming*

Note: *Swimming to be optional part of the SHAPE Framework, and these will be introduced in Schools based on access to quality Swimming Pool in/near the school.*

Learning Outcomes for Primary, Secondary and Senior Secondary Classes

The expected learning outcomes at the various key stages serve to make learning meaningful and progressive as they build on and maximise students' earlier experiences. Schools are expected to ensure that students attain the expected learning outcomes at the various key stages. Flexibility is given to schools to select appropriate activities from the contents listed in the syllabus so as to facilitate the attainment of the expected learning outcomes. The list of content is not exhaustive and schools can conduct activities outside of those in the content list as long as the activities help students to attain the expected learning outcomes.

Primary Level

Key Stage/ Component	*Nursery-Class I*	*Class II - III*	*Class IV-V*
Motor and Physical Fitness Drills	• Perform a variety of: • Locomotor and non-locomotor skills in a coordinated manner incorporating movement concepts. • Motor and Physical Fitness Drills using correct techniques.	Refine, extend and increase the complexity of locomotor, non-locomotor and manipulative skills.	-
Sports/Games	Perform a variety of Motor and Physical Fitness Drills using correct techniques.	Demonstrate skills acquired in various modified games.	Demonstrate an understanding of concepts and skills acquired in various modified games.
Aerobics and Gymnastics	Perform a simple individual sequence incorporating movement concepts and various forms of locomotion.	Perform an extended individual sequence with good form, and to rhythm, incorporating various gymnastic actions.	Refine and perform an extended sequence to rhythm, individually and/or with a partner, incorporating gymnastic actions and various forms of locomotion on small and large apparatus.
Health & Fitness Management	-	• Demonstrate an understanding of the benefits of physical well-being. • Select appropriate physical activities and perform them safely in order to maintain a healthy lifestyle.	Demonstrate an understanding of the F.I.T.T8 principle and the principles to achieve health and fitness benefits.

Athletics	-	-	Acquire the knowledge and skills to perform fundamental athletic movements of throwing, jumping and running.
Swimming*	By the end of Class V: • Swim one recognised stroke. • Demonstrate confidence in water without buoyancy aids. • Understand pool and water safety.		

Upper Primary, Secondary and Senior Secondary Level

Key Stage/ Component	*Nursery-Class I*	*Class II - III*	*Class IV-V*
Motor and Physical Fitness Drills	-	-	-
Sports/Games	Acquire the knowledge and skills to play at least one game in each Sports/Games category.	Acquire the knowledge and skills to play another three games from any games category.	Acquire the knowledge and skills to play another game and/or to refine and master acquired Sports/Games skills.
Health & Fitness Management	Design a safe and appropriate general health and fitness programme to achieve a desired level of health and fitness based on the F.I.T.T.** principle. Demonstrate safe practises while engaging in physical activities.	Design a safe and appropriate programme to meet specific fitness needs based on the F.I.T.T.** principle. Demonstrate an understanding of a safe and appropriate healthy lifestyle management programme incorporating the elements of physical activity and nutrition.	Design a safe and appropriate programme to meet specific fitness needs based on the F.I.T.T.** principle. Demonstrate an understanding of a safe and appropriate healthy lifestyle management programme incorporating the elements of physical activity and nutrition.
Track & Field	Acquire the knowledge and skills to perform at least two track and two field events.	Acquire the knowledge and skills to perform another track and another field event.	-
Swimming*	By the end of Secondary 4/5: • Swim any one recognised stroke. • Demonstrate at least two basic survival techniques.	By the end of Senior Secondary: • Swim another recognised stroke. • Demonstrate two basic rescue techniques.	

*** F.I.T.T = Frequency, Intensity, Type and Time*

Class-wise Breakdown of Activities (focus on 5 key skill areas)

Key Stage	Nur - KG		1 - 2		3 - 4		5 - 6		7 - 8		9 - 10		11 - 12	
	%	PERIODS	%	PERIODS	%	PERIODS	%	PERIODS	%	PERIODS	%	PERIODS	%	PERIODS
Fundamental Movements & Motor Skills	62	90	50	72	20	28								
Educational Gymnastics & Aerobics	29	42	40	58	30	44	20	28	17	24				
Games & Sports	9	12	10	14	40	58	58	84	50	72	63	92	66	94
Health & Fitness					4	6	7	10	13	20	17	24	29	42
Athletics					6	8	15	22	20	28	20	28	6	8
Total	100	144	100	144	100	144	100	144	100	144	100	144	100	144

The PE Curriculum will have a selection of activities based on the nature, needs, capacities and interests of students. Sufficient time and effort are devoted to the development of Sports/Games concepts and skills in the chosen sports. Physical activities are purposeful, engaging, developmentally-appropriate and stimulating. They challenge students physically and mentally and provide them with avenues for lifelong pursuits in physical activity.

Concentration on a few areas to the exclusion of others tends to narrow the programme and expected learning outcomes. Participation in a range of physical activities from each of the components listed below provides different emphases as well as variety and interest.

Class-wise Breakdown of Activities (focus on 5 key skill areas)

Class 2 Sports and Physical Activities (as part of Time Table)

Month	Activity	Skill Area
April	Cholesterol Knowledge	Health/Fitness
	Stories of Healthy Eating	
	Jumping and Dancing with music	Gymnastics/Aerobics
	Balancing and Twisting with music	
	Balancing and Running between Flexipoles	
May	Hopping on both legs in three hoops	Gymnastics/Aerobics
June	SUMMER BREAK	
July	Front and Back roll	Gymnastics/Aerobics
	30 meters race	Athletics
	PHYSICAL FITNESS ASSESSMENT	
August	Jumping on both feet	Athletics
	Hopping in hoops with both legs	
	50 meter hurdle race	
	30 meter race with Balancing with bean bags	
	20 meter caterpillar relay race	
September	Overhead ball throw	Athletics
	Zig-Zag running	Football
	Balance	
	Rolling	
	Turning and Twisting	
October	Kicking	Football
	Receiving	
	Passing	
	Zig-Zag Running	Kho-Kho
	Reflexes	
November	Coordination with Team Members	Kho-Kho
	Chasing	
	Continue kho	
	Defending	
	Attacking	
December	Receiving	Handball
	PHYSICAL FITNESS ASSESSMENT	
January	Passing	Handball
	Dribbling and Ball control	
	Shooting at specific target	
	Strategy Building	
February	Rebounding	Handball
	Defending and Attacking	
	SPORTS WEEK	
March	Tackling and Intercepting	Handball
	REPORT CARD DISTRIBUTION	

Class 2: Planned Month-wise Inter House Competition

Month	Activity	Skill Area
April	Dog and the bone/ Chasing and Fleeing	Kabaddi
July	PHYSICAL FITNESS ASSESSMENT	
August	Relay Race/ Horse Gallop Relay	Throwball/ Athletics
September	Slam Dunk/ Running and Throwing	Throwball
October	Illinois Relay	Athletics/kabaddi
November	Fastest Fishing Team	Athletics
December	PHYSICAL FITNESS ASSESSMENT	
January	Blackboard/ Take Position	Taking Positions/ Tactical Strategies
February	Spot the Color/ Collect Bean Bags and place them in right corner	Agility and Speed

"Fitness Assessment" for All

Every Child Counts!

It is important that the core focus of of Quality Sports and Physical Education Program is about improving the fitness levels of every single child at the country, state and school level.

It is important that we identify the current level of fitness of each child, and track the improvements at regular intervals. How do we do it?

It is important to learn about fitness testing methods and reasons why we test. It is important to test a child's fitness to help you determine if his/her Sports and Physical Activity training program is working and to know what goals to set next!

Fitness is defined as good health, especially good physical condition resulting from exercise and proper nutrition. Physical fitness is divided into five health and six skill-related components. Health-related fitness involves skills that enable one to become and stay physically healthy. (Cardiovascular fitness, Muscular Endurance, Muscular Strength, Flexibility, and Body Composition). Skill or performance related fitness involves skills that will enhance one's performance in athletic or sport events.

Test before the start of a Sports and Physical Education program in a school and at regular intervals to see their improvements. This will also help keep them motivated.

Reasons for fitness testing

1. to show a starting level of fitness
2. to motivate or set goals
3. to vary an existing training programme
4. to monitor improvement
5. compare to national averages
6. identify strengths or weaknesses
7. to re-evaluate needs in training and physical activities

Health Related Fitness

Scientific literature has firmly established the relationship between physical activity and health. Persons who regularly participate in some form of physical activity has a higher level of physical fitness, which ensures longer and better quality of life.

There are 5 areas of health related fitness. They are heart and lung endurance or cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

1. Heart and lung Endurance or cardiovascular Endurance is the ability to exercise the entire body for long periods of time. It requires a strong heart, healthy lungs, and clear blood vessels to supply the body with oxygen. Activities to improve fitness in this area include running, swimming and aerobic dance. A person must do the activity continuously for a minimum of 20 minutes within their target heart rate zone. Endurance/cardiovascular activity should be done a minimum of 3 days per week. Every other day is preferable. The mile or the pacer will measure fitness testing in this area.

2. Muscular Strength is the amount of force you can put forth with your muscles. It is often measured by how much weight you can lift. People with strength have fewer problems with backaches and can carry out their daily tasks efficiently. Examples of muscular strength include push-ups, weight lifting heavy weight with few repetitions, and pull-ups. Fitness testing will be measured by doing push-ups.

3. Muscular Endurance is the ability to use the muscles, which are attached to the bones, many times without getting tired. People with good muscular endurance are likely to have better posture, have fewer back problems, and be better able to resist fatigue than people who lack muscular endurance. You can improve muscular endurance by lifting weights with many repetitions or doing sit-ups. Measuring the number of sit-ups you can do correctly is used for fitness testing.

4. Flexibility is the ability to use your joints fully. You are flexible when the muscles are long enough and the joints are free enough to allow movement. People with good flexibility have fewer sore and injured muscles. Stretching before and after activities will help to improve flexibility. The sit-and-reach and the trunk lift are two tests used to measure flexibility.

5. Body Composition is the percentage of body weight that is fat compared to other body tissue, such as bone and muscle. People who have a high percentage of fat are more likely to be ill and have a higher death rate than lean people. Exercise and eating the right foods in the proper amounts can improve body composition. Body composition can be measured using an instrument called calipers, a specialized scale, or it can be calculated by using the body mass index (BMI) which uses height and weight to determine your BMI.

Skill Related Fitness

There are six skill-related fitness components: agility, balance, coordination, speed, power, and reaction time. Skilled athletes typically excel in all six areas.

1. Agility- the ability to change direction quickly while the body is in motion. For example, changing directions to hit a tennis ball. (Football & Basketball)

2. Balance-the ability to keep an upright posture while standing still or moving. For example, in-line skating & stretching.
    a. Static Balance- the ability to maintain one's equilibrium in a fixed position.
    b. Dynamic Balance- the ability to maintain one's equilibrium while the body is in motion. Equilibrium- a state in which opposing forces or actions are balanced so that one is not stronger or greater than the other.

3. Coordination- the ability to use your senses together with your body parts, or to use two or more body parts together. For example, dribbling a basketball. Using hands and eyes together is called hand-eye coordination.

4. Power- the ability to perform one maximum effort in a short period of time as possible. For example, fullbacks in football muscling their way through other players and speeding to advance the ball and volleyball players getting up to the net and lifting their bodies high into the air.

5. Reaction Time-the ability to react or respond quickly to what you hear, see, or feel. For example, an athlete quickly coming off the blocks early in a swimming or track relay, or stealing a base in baseball.

6. Speed- the ability to perform a movement or cover a distance in a short period of time. Many sports rely on speed to gain advantage over your opponents. For example, a basketball player making a fast break to perform a lay-up, a tennis player moving forward to get to a drop shot, and a football player out running the defense to receive a pass.

Technology based Assessment and Monitoring

Similar to the Academic Tests which are done at the end of Term 1 and Term 2 of an academic year, Schools must give Fitness Assessment Report to every child at the end of Term 1 and Term 2. Based on the national benchmark of Fitness Levels (different benchmarks for each Age and Gender), the fitness level of each child must be evaluated, and reports should be given.

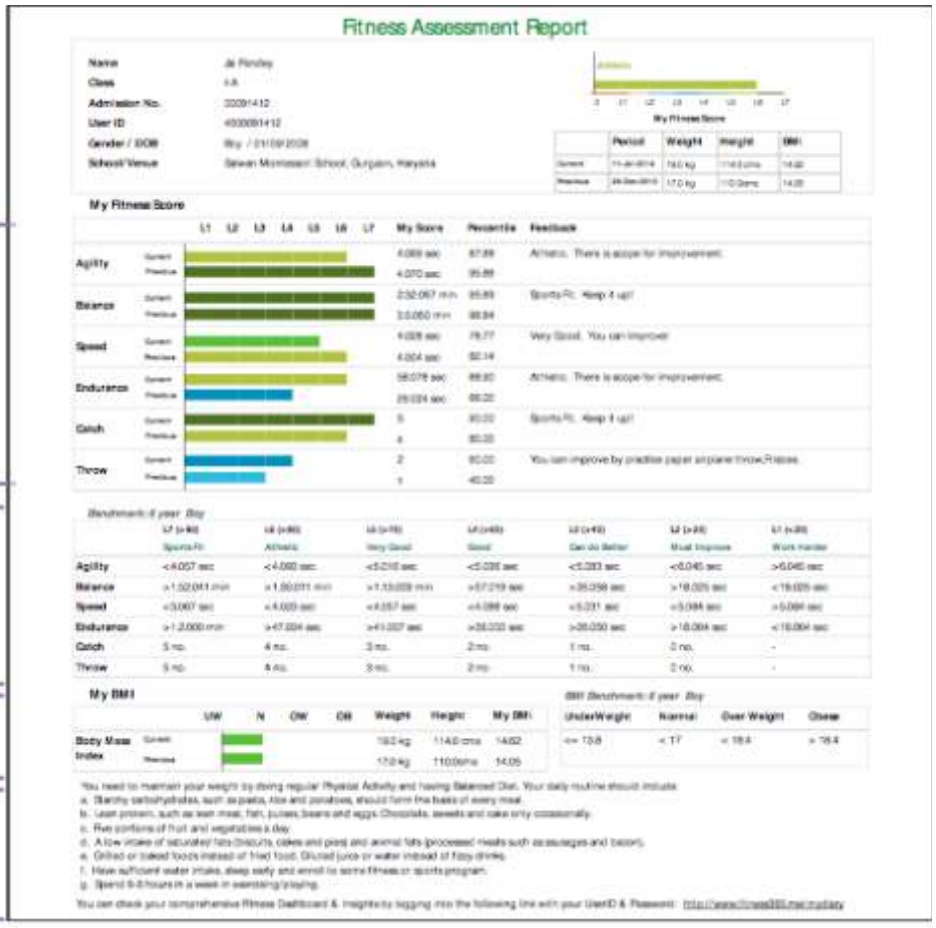
Fitness Scores/Levels (Current v/s Previous)

Recommendations for Physical Activities

National Benchmarks (Age and Gender)

BMI Scores (Current v/s Previous)

Recommendations for Nutrition/ Lifestyle Changes



F365 'Active Connect'

Anytime Monitoring by Schools and Parents





Health Indicator of entire Population - Weight Distribution

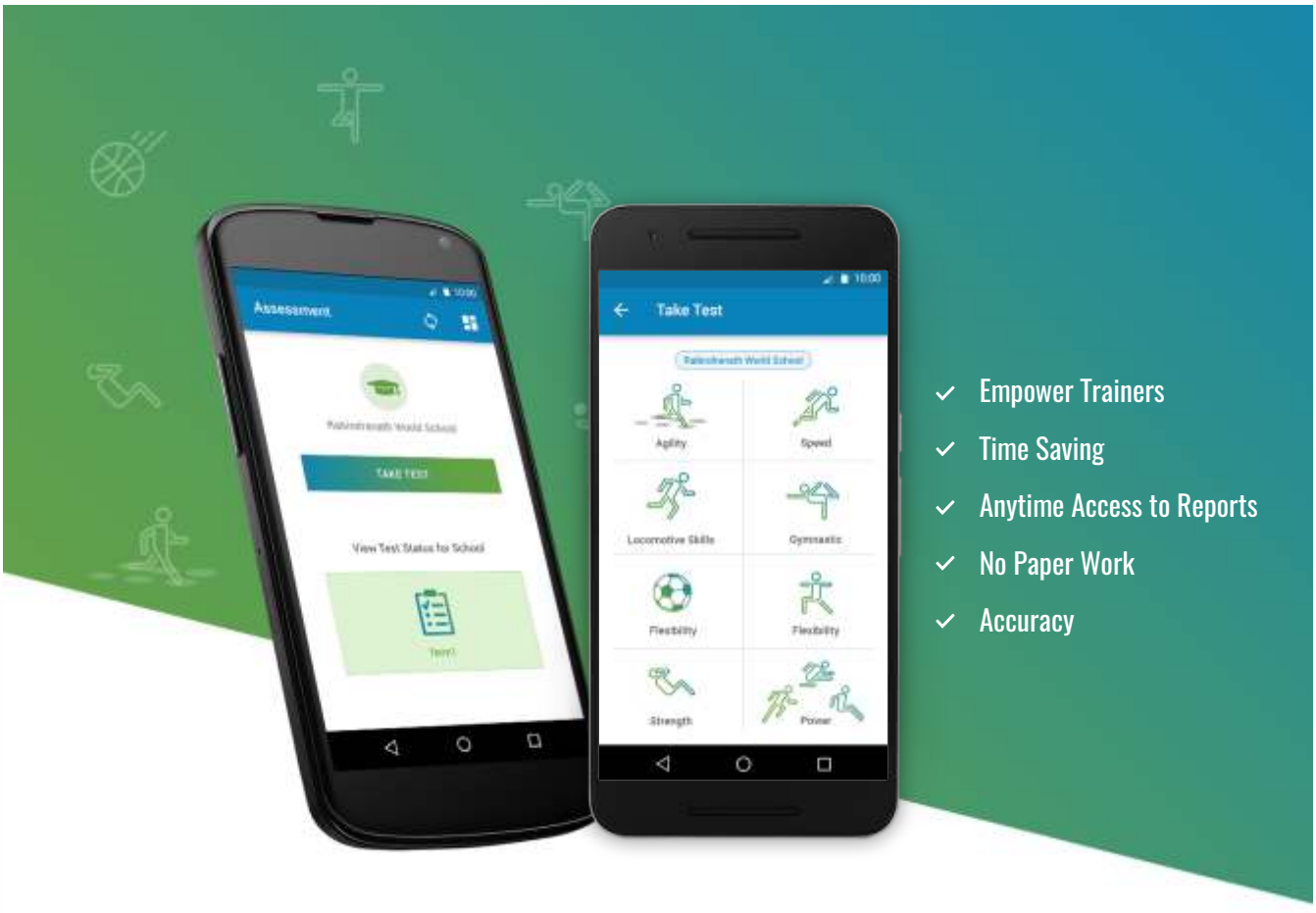
Fitness Indicator of the entire Population

Individual Report Card for each Child, along with Goals and Recommendations

Analytics to identify Talent

Fitness Indicator - Fitness Levels

GoForFit App for Fitness Assessment



What will the school get from National Fitness Program?

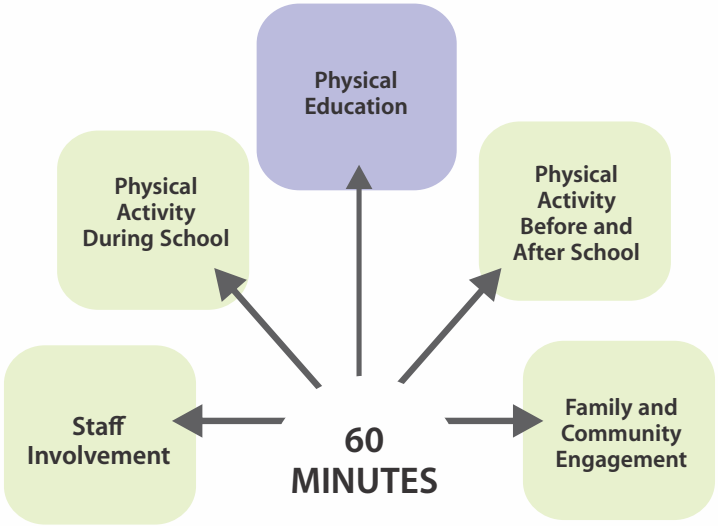
1. Individual NFP “My Diary” login and password to each the School to monitor the progress of the school and each student
2. Individual Report Card for each student
3. National Participation Certification to each School for participation
4. Top Schools and Top Students get Special Recognition in terms National Fitness Awards
5. Knowledge of components of health-related fitness and protocols used for assessment
6. Appropriate grade level use of health-related fitness assessment
7. Purpose and use of L1-L7 Fitness Zone standards
8. Importance of goal setting and how to develop an appropriate plan for improvement
9. Appropriate communication with parents and students
10. Appropriate use of recognition

What will students get from the National Fitness Program?

1. Individual Online access to each Student/ Parent for monitoring Fitness Performance and Improvements
2. Individual Report Cards to each student
3. Performance in the Class/Age Group
4. Benchmark performance against National Fitness Index
5. School Performance and Improvements over previous Tests
6. Recommendations for Physical Activities, Nutrition and Lifestyle Improvements
7. SportsFit Talent Recognition

Ensuring 60 Minutes of Physical Activity each day: Role of Parents and Communities

Worldwide, it is recommended that young people participate in at least 60 minutes of moderate to vigorous physical activity (MVPA) daily to obtain multiple health benefits, such as decreased likelihood of developing heart disease, type 2 diabetes, and obesity. For overweight and obese youth, physical activity can reduce body fatness. The 60 Minutes of Play each day - split between the time (s)he spends at school (during the PE periods, Recess and Free Play time) and at home (Sports or Recreational Activities in the community spaces).



COMPREHENSIVE SCHOOL
PHYSICAL ACTIVITY PROGRAM

What will students get from the National Fitness Program?

This includes

- Aerobic: Most of the 60 or more minutes a day should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity at least 3 days a week.
- Muscle-strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.
- Bone-strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days of the week.

Physical Activities to cover activities on developing Fundamental Movement Skills, Team and Individual Games/Sports skills, Athletics, Gymnastics, Yoga, Swimming (wherever possible), Health & Nutrition; and Outdoor Adventure activities.

Physical Education to promote Physical Literacy on Values of Olympism, Life Skills, awareness about Postures, Active Lifestyle, Balanced Nutrition and personal Hygiene.

These guidelines also encourage children and adolescents to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.

The national recommendation for schools is to have a comprehensive approach for addressing physical education and physical activity in schools.

Physical Activity Before and After School

Physical activity before and after school includes walking or biking to and from school programs, physical activity clubs, intramural programs (i.e., sports organized by the school or community in which any child can participate), interscholastic sports (i.e., competitive sports between schools), and physical activity in before-school and after-school extended day programs.

Encouraging students to be physically active before and after school helps them identify activities they enjoy and might engage in long term.

Physical activity before and after school benefits students by:

- Increasing their overall physical activity.
- Improving their grades and test scores.

Family and Community Engagement in Physical Activity

Family and community engagement in physical activity means that parents, school staff, and community members are working together to increase opportunities for physical activity before, during, and after the school day to improve the learning, development, and health of children and adolescents. School physical activity programs are more successful when family and community members are involved.

Development and Utilization of Community Spaces for Sports: In Indian urban area plenty of societies situated which has open spaces kept reserved as society playgrounds, but the reality is that these playgrounds are not utilized for any sporting activities, rather they are lying vacant. In reality schools do not have playgrounds, government can take over these open spaces and develop these grounds with proper infrastructure to start physical education and sports activities as community programme and rent out these ground to schools without grounds.

Community Coaches: The role of community coaches is very important in Physical education while executing community partnerships because these coaches can act as powerful bridge as successful mediators/mentors for delivery of content to community.

Engagement Platform for Parents, Coaches and Stakeholders: Every parent want their child to become doctor, engineer or scientist but not a good player, coach or Physical Educator, Sports Scientist, Sports Psychologists, Sports Manager or Sports Administrators because the value of all these professional avenues is not widely spread among the communities. There is a strong need to disseminate the information concerned to the masses which may results out in educated and healthy citizen.

Advocacy for PE and Sports amongst Parents, Communities, Teachers, and Students

We need to change the prevailing attitude of Schools and Parents in letting Children to play with Electronic and Print Media Campaigns. These campaigns need to be at a Pan-India basis like the Swachch Bharat, Digital India, Make in India campaigns so that there is greater awareness in every state of India. “Khelo India” is the campaign in the right direction.

Role of Sports, Fitness, Physical Education and Leisure Sector Skill Council

Sports in India was always coach centric. Coach besides coaching is also a manager, administrator, strategist, nutritionist, psychologist, in addition to critical role of coaching which obviously showed in the competitions where Indian athletes could not excel.

Whereas world over other experts like psychologist, physiotherapist, nutritionist were working as a team of individuals focused on helping the athlete excel in chosen sporting field and also provided aspiration led and sought after career opportunities.

Off late, with changing socio economic scenario, rising middle class and realization of importance of sports in education, catalyzed better performances and increased acceptance of sports in society. Parents are realizing the importance of sports.

Besides, Indian sports started working on its governance and management. Also rising awareness coupled with international exposure, athletes started demanding experts which were then hired from abroad and it was realized that India needs experts for sports and allied fields to reach excellence.

Not even 2-5% of the people can reach level of excellence in sports and become champions.

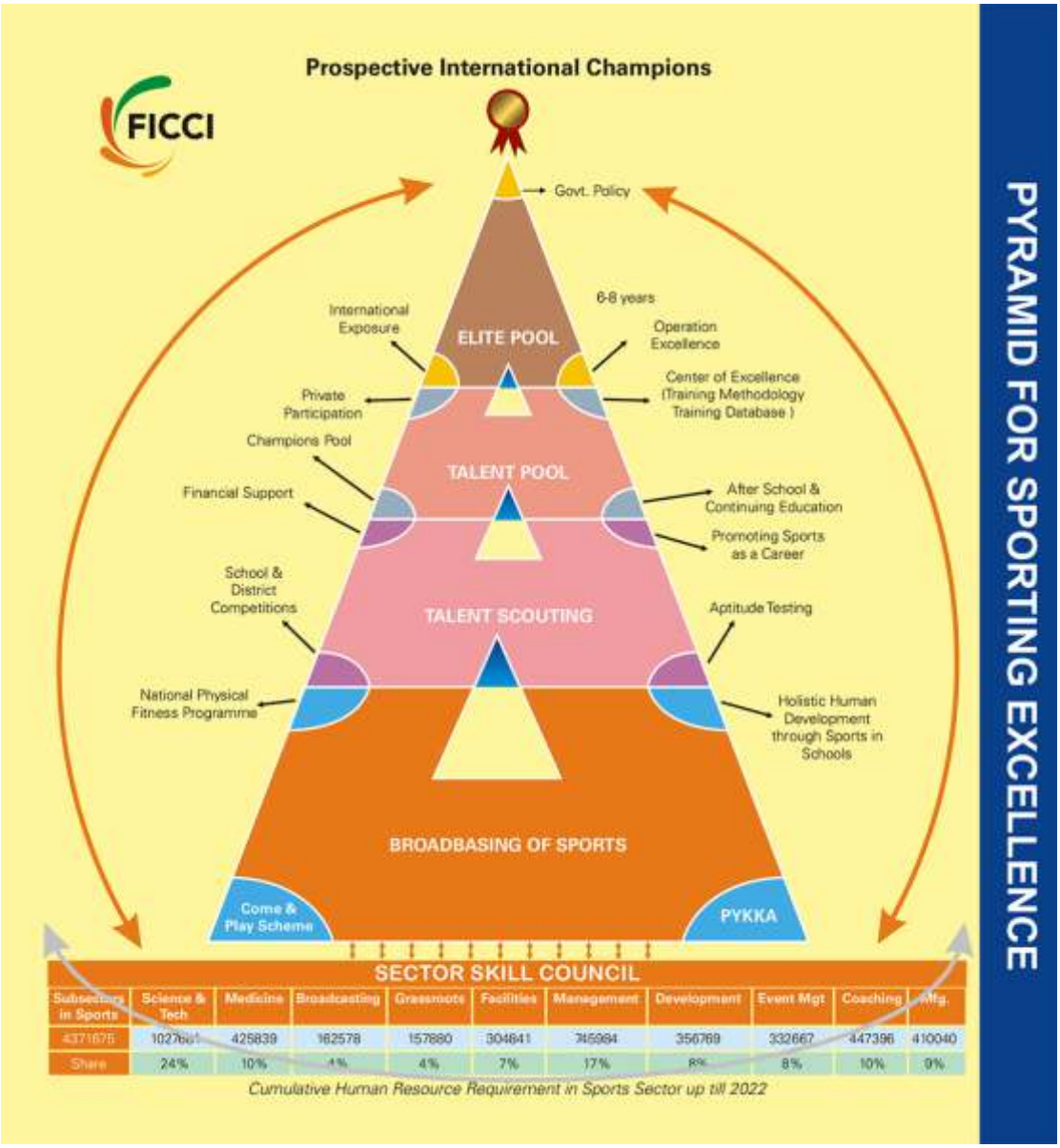
More than 90% People/ players who are passionate for a career in sports are not skilled and do not have job oriented training available hence don't get the opportunities and leave the sports ecosystem and join other streams. On the other hand sports sector is marred by gap of experts and professionals who then are mostly hired from abroad.

The first step towards making sports as a viable career option will unfortunately not come from the sports community at all. Rather it will have to come from within the civil community including and led by educational institutions, changing the mindset of the society at large and within it, parents, elders, teachers and peers in particular and providing them with acceptable trainers as in the case of academics.

Making sports a part of mainstream education than just extracurricular activities is critical.

It is required to bridge the demand-supply gap that is skill development for sports and allied activities which can be created by giving right direction and orientation to the Sports enthusiasts and keeping them within the ecosystem.

Crusaders of education in India should work towards setting up Physical Education and Sports Qualification Framework and educational institutes should develop specialized courses and training programmes for fulfilling this demand of experts as discussed in report on “Sports as a Full Time Career” by FICCI (2012).



Sports, Physical Education, Fitness and Leisure Sector Skills Council (SPEFL-SC) was set up in 2015, with the following objectives:

1. Providing existing workforce opportunity and platform to skill and up-skill.
2. Develop a well-structured ”Labour Market Information System”.
3. Standardization of affiliation, accreditation and certification process.
4. Identification of skill development needs and preparing a catalogue of skill types.
5. Develop a sector skill development plan and maintain skill inventory.
6. Storage and exchange of industry data, workforce data and career related data across all industry segments.
7. Developing Standards and QA to bring global best practices in industry.

The projected Human Resources Requirements for next 10 years is 43,71,675, as per 2014 Vision Document, SPORTS, & PHYSICAL, EDUCATION, FITNESS LEISURE SKILLS COUNCIL (SPEFL-SC) by FICCI. The requirements across sub-sectors is as follows:

	SUB-SECTORS	Total Demand by 2022	% of Total
1	Sports Science and Technology	10,27,681	26%
2	Sports Management	7,45,984	19%
3	Sports Coaching	4,47,396	11%
4	Sports Medicine	4,25,839	11%
5	Sports Development	3,56,769	9%
6	Sports Facilities	3,04,841	8%
7	Sports Event Management	3,32,667	8%
8	Sports Broadcasting and Media	1,62,578	4%
9	Sports Grassroots	1,57,880	4%
10	Sports Manufacturing	4,10,040	9%

School Sport and Physical Education

The Education Sector may lie at the Centre of future promotion of sport from an early age. Schools can have a key role to play in a national sport system: Physical education provides the basic grounding in physical literacy that underpins a young person's development in sport; School facilities can be developed and opened for use by the community. Schools can aim to introduce children to as wide a range of sports as possible so that they can find the one that can become a lifelong interest; Schools can build links with local communities and sports clubs, integrating their provision and helping young people to find pathways to continue their enjoyment of sport and to progress if they have the talent. Schools have a management structure and can be the basis for sports employment: They can employ as o physical education teachers; o sports coaches o development staff running community sports programmes and outreach activity; o facility operational staff. Similarly colleges and universities can also provide, or open, their facilities to broader use by clubs, federations, and communities. These activities can provide a training ground for the sports workforce at the same time enabling them to gain practical experience alongside their education. National Occupational Standards (NOS), and Qualification

National Occupational Standards (NOS), and Qualification Packs (QP) have been developed by Sports, Fitness, Physical Education and Leisure Sector Skill Council (SPEFL) and its partners for creating Quality **Physical Education Teachers, Grassroots Sports Coaches, Physiotherapists, Sports Masseur** amongst others. Skill Enhancement of existing staff can be done through Training Partners of SPEFL and National Skill Development Corporation (NSDC) under Skill India initiative by Govt. of India.

Case Studies

Kendriya Vidyalaya Sangathan initiative towards Physical Literacy - Swasth Bachche, Swasth Bharat


केन्द्रीय विद्यालय संगठन
KENDRIYA VIDYALAYA SANGATHAN
स्वस्थ बच्चे – स्वस्थ भारत
Swasth Bachche Swasth Bharat
Over 12 Lakh Students in Pursuit of Olympism
शारीरिक स्वास्थ्य एवं दक्षता विवरणिका
PHYSICAL HEALTH AND FITNESS PROFILE
व्यक्तिगत विवरण / PERSONAL PROFILE
केन्द्रीय विद्यालय/KENDRIYA VIDYALAYA _____ संभाग/REGION_____ सत्र/SESSION_____
आयु वर्ग/AGE GROUP ☐ 5-8 वर्ष / YRS ☐ 9-14 वर्ष / YRS ☐ 15-19 वर्ष / YRS
नाम/NAME _____ लिंग/SEX _____
कक्षा एवं वर्ग/CLASS & SECTION _____ अनुक्रमांक/ROLL NO. _____
जन्मतिथि/DOB _____ आयु/AGE as on 01.04.2017 _____
आधार नं०/AADHAR NO. _____ यू आई डी नं./UID NO. _____
रक्त-समूह/BLOOD GROUP _____ अधिवास/DOMICILE (HOME TOWN) _____
प्रिय खेल/FAVOURITE SPORTS _____
शौक/HOBBIES _____
दृष्टि/EYE SIGHT बाईं/LEFT : _____ दाहिनी/ RIGHT _____
शारीरिक जाँच/ MEDICAL CHECK UP _____ दिनाँक /DATE _____
चिकित्सा संबंधी इतिहास, यदि कोई हो/Medical History, if any _____
माता/पिता/अभिभावक के हस्ताक्षर सहित / Sign of Parent/Guardian _____
छायाचित्र
PHOTO
सर्वप्रथम, हमारे युवाओं को शक्तिवान् होना आवश्यक है। धर्म इसके बाद आता है। मेरे युवा मित्रों! आपको मेरी सलाह है कि शक्तिवान् बनो।
गीता के अध्ययन की अपेक्षा फुटबॉल के ज़रिए आप ईश्वर के अधिक निकट होंगे। मैं आपसे स्नेह करता हूँ इसलिए यह बातें मैं साहसपूर्वक कह रहा हूँ।
मैं जानता हूँ कि समस्या की जड़ कहाँ है? मैंने थोड़ा अनुभव अर्जित किया है। अपनी मजबूत मांसपेशियों एवं बलिष्ठ भुजाओं के साथ आप गीता को बेहतर समझ सकते हैं। आप जब तक खुद पर विश्वास नहीं करते, तब तक आप परमात्मा पर विश्वास नहीं कर सकते।
– स्वामी विवेकानंद

"स्वस्थ बच्चे - स्वस्थ भारत" - अभियान was launched in KVS by Honourable HRD Minister Sh. Prakash Javadekar on 21st August 2017 in KV NAD Aluva, Kochi.

The innovative 'स्वस्थ बच्चे-स्वस्थ भारत अभियान' - अभियान of KVS is making a paradigm shift in the school education. It is making 21 lac students, parents and teachers aware about the present physical fitness of the students, as well as making them physically literate about Values of Olympism, good lifestyle, balanced diet, personal hygiene, yoga, posture and them to keep themselves physically fit and mentally alert.

स्वस्थ बच्चे - स्वस्थ भारत" **a fitness programme for all the students of KVS:**

- 1. Regions: All over India at National Level
- 2. Reach: Over 12 Lac students all over India (Boys & Girls)
- 3. Age Group:- 5 Years to 8 Years (Junior), 9 To 14 Years and 15 to 19 Years (Senior)

OBJECTIVES:

1. Make students, teachers and parents aware about Importance of Good Health and Fitness
2. Encourage 60 Minutes of Play each day
3. Bring back the Childhood amongst Children
4. Make physical activity and recreational games an integral part of learning process.
5. Identify and Nurture talent from an early stage
6. Motivate Potentially outstanding performers in various games and sports for excellence

IMPACT:

1. Development of all the components of Physical fitness in students (Common programme for all)
2. Assessment tool for fitness in place supported by Profile Card in form of report card
3. Assessment in form of BMI to know the health status of child
4. Awareness about fitness amongst students, teachers and parents community
5. A structured programme as a part of curriculum for students
6. Talent is identified and nurtured in all events and games at various level
7. Students get platform to showcase their talent and skill in form of tournaments

National Sports Day Celebrations

Sports give us a sense of identity and national pride. To highlight the importance of this day and to attract the mass attention, FICCI, is taking small steps to create awareness about sports in the country by helping and organizing National Sports Day. This celebration of National Sports Day is first of its kind initiative by any industry chamber.



To highlight the importance of this day and to attract the mass attention, FICCI and Fitness365 are making a sincere effort since 2013 to create mass awareness about the importance of National Sports Day, and the getting Schools, Colleges, Universities, Corporate and Communities to go out and play at least one sport or do any physical activities on 29th Aug.



2100+ schools, colleges, universities, corporates, PSUs celebrated the momentous National Sports Day on 29th Aug 2017. A Football Festival was organised by Fitness365, Mission XI Million and FICCI at Madhepur Stadium with teams from 145 MCD Schools participating.

Fitness365 (Sequoia Fitness and Sports Technology)

Sequoia Fitness and Sports Technology (www.seqfast.com), is India's most scientifically oriented, innovation-led Grassroots Sports Organisation working in areas of Physical Education, Sports Coaching and Sports Technology.

Fitness365 (www.fitness365.me), it's flagship Sports and Fitness program, helps build Active Schools and Active Communities through structured, round-the-year, inclusive Sports, Health and Physical Education (SHAPE365), Top of Pyramid (TOP) Sports Coaching and National Fitness Program. Fitness365 currently runs full year program with 1.3 lac+ school children across 14 states/130+ Schools, 700+ schools in Sports for Development activities, and TOT Program for teachers from 1200+ Schools across India.

Fitness365 programs strive to widen the concept of "Fitness for All", "Sports for Life" and "Life Skills" through round the year structured activities.

SHAPE365	TOP Sports Coaching	SkillEd
Sports, Health and Physical Education Program for Schools	AIM for Sporting Excellence	Skill Development and Education
Full Year, Age/Class-appropriate and scientifically designed **Sports, Health and Physical Edication (SHAPE365) Program** for All School going Children aged 3-19 years	Top of Pyramid (TOP) Sports Coaching Program for Athletic and Sports Fit Children	Development of National Occupational Standards and Qualification Packs for Sports Coaching, Sports Masseur, Fitness Trainer and Pool Lifeguard, Train-theTrainer Program for Physical Activity Trainers
AMI for Good Fitness	**AIM for Sporting Excellence**	

Active Schools Program: The structure of **Fitness365** Active Schools program include:

- Structured Curriculum, age-appropriate Physical Activities for Class Nursery-XII
- Technology based Fitness & Skill Assessments
- Talent Identification and Nurturing
- TOP Sports Coaching Program in 14 Sports
- Rewards & Recognition for Children excelling in State and National Level Competitions
- Program Monitoring 365 days a year: Online platform for parents, teachers and schools
- Mentor and Engage with Parents and Teachers

Leadership Team:

Core team has worked in Olympics, Commonwealth Games and International Olympic Academy. Co-founders and leadership team are alumni from BITS, IIMC, XLRI, IIM and LNIPE.

Reach:

1. Full Year Sports, Health and PE Program in 130+ schools, covering 1,25,000+ children
2. National and Regional Training of Trainer Program covering 1200 government schools
3. Mission XI Million Football Festivals in 239 Schools
4. National Sports Day celebrations in 700+ schools (private/govt. schools)
5. Sports Academies in 14 Sports

Region: 14 States (Full Year PE and Sports Program), All States (Sports Events, Teacher Training)

Age Group: 3 to 19 Years

Awards: In recognition for the work done, Fitness365 has been awarded:

1. ***Sports Corporate of the Year*** *- Sport India Award 2017*
2. *Best "**Sports Education**" Start Up - India Entrepreneurship Excellence Awards 2016*
3. ***Top 5 Sports Companies*** *- FICCI India Sports Awards 2015*
4. *Awarded **"New Age Entrepreneur"** by IIM Rohtak*
5. *Featured amongst "**Top 25 Start-Ups in Sports**" by FICCI-Dextrasport Report in 2013*
6. *Featured on NDTV for "Need for Inclusive Education in India" - Mainstreaming of differently abled children using Physical Education and Sports*



Business Opportunity for the Industry

The size of our educational infrastructure can be assessed by the private and public spends on education. The Indian Govt. spend on education in 2015 across all segments (Schooling, Higher Education, Vocational and Ancillary) or approximately equal to 3% of our GDP. During the Financial year 2016-17, the Central Government incurred an expenditure of US$56 billion (Rs. 36607 Crores) on the Department of School Education and Literacy itself, which is the main department dealing with primary education in India. Yet, there exists a huge demand and supply gap, which requires a sizable and sustainable public and private investment.

According to the "Indian Education Sector Outlook — Insights on Schooling Segment," a report released by Technopak Advisors in May 2012, India has the largest kindergarten to grade 12 population globally. The study estimates the Indian schooling segment, valued to reach US$144 billion (Rs. 90000 Crores) by year 2020.

There are approximately 1.5 million schools in India, with private schools accounting for 20% and government schools accounting for 80%. There are 300 million school going students. The annual intake is 18-20 million children. The no. of additional schools required is 0.2 million to cater the growing demand.

Sports and Physical Education, Dance, Art and Music are niches that are just about emerging in India. Schools, in particular, are outsourcing these realms. It is a big and emerging market. As private schools in India vie with one another to offer specialities in the curriculum, outsourcing such educational domains will be the norm.

Access to Quality Physical Education is an integral part of the Right to Education. Given that there has been a 5-8% increase in the number of schools year on year and there is an increasing focus on sports and PE, the robust growth in management of Sports and Physical Education programs is expected to continue.

For implementing a PE program for a school with 500-600 students, the rough capex on Props and Equipment per school: US$1550 (Rs 1 Lakh) per year and operational expenditure of US$9350 (Rs 6 Lakhs) for 2 teachers' salary per year. This is apart from opportunities on Infrastructure Development, Skill Development of existing PE and Sports Coaches and specialised Sports Coaching programs in each school.

The most important element for developing a culture of sports in India is a change in the mindset of Indian parent, to let their children Go Out and Play. “Khelo India” program by Ministry of Sports and Youth Affairs is a big boost in building a culture of sports in India. It is important to start working at the base to to train potential talent for the future. To develop a strong sporting culture in India, the government and the private sector/non-profits can work in tandem and contribute to grassroots development.

Apart from introducing 60 minutes of physical education and sports as a part of the curriculum to provide every student an exposure to sports, and Sports being treated equally with academics by introducing it as a subject with equal weightage in examinations, the Indian government can partner with foreign governments to enable knowledge transfer that is mutually beneficial. Opportunities exist in facilitating training for the PE Teachers and Sports Coaches.

The other key initiatives which the private entities can undertake include setting up leagues across multiple sports including football, kabaddi, wrestling, badminton, hockey, archery, boxing, shooting etc. Opportunities exist for corporates in designing and organising school level tournaments for talent scouting/training programmes in Urban and Rural India.

Way Forward

Policy-level interventions by Ministry of HRD, Education Boards and State Governments to make Physical Education and Sports an integral part of education is playing an important role in creating opportunities for Schools, Corporates, Professional Leagues, Infrastructure providers and Training/Skill Development organisations to collaborate and build a sporting culture across the country at a grassroot level through for-profit, non-for-profit and CSR initiatives.

Let us all join hands to march ahead to have a generation of Active Children, Active Families and Active Society through a Balanced, Holistic and Inclusive approach.

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