

BEST PRACTICES IN PROMOTING
HEALTH & PHYSICAL WELLBEING EDUCATION

ASSESSMENT RUBRIC

Criteria	0	1	2	3	4	5
Vision	The school's Vision statement doesn't include the promotion of Health and Physical Wellbeing Education.	The school has a Vision statement but there is no adequate reflection on the promotion of Health & Physical Wellbeing Education.	The school has a well defined Vision statement which reflects promotion of Health & Physical Wellbeing Education.	Specific areas of mental health and psychosocial wellbeing education are incorporated in the vision planning	Comprehensive programme from pre-primary to senior school stages with all aspects of holistic health and wellbeing	The comprehensive health and physical wellbeing education covers all stakeholders, including teaching and non teaching staff
Policy	The school has no well defined Policy for the promotion of Health & Physical Wellbeing Education.	The school has a Policy for Health & Physical Wellbeing Education without a well-defined Standard Operating Procedure (SOP).	The school has a policy for promotion of Health & Physical Wellbeing Education with a well-defined SOP, but only for scholastic area	The policy and practices cover global aspects of health and wellbeing with integration into co-scholastics areas as well	The policy includes systematic curriculum for health and wellbeing education from pre- to senior schools stages	The policy and facility for health and physical wellbeing education covers all stakeholders, including teaching and non teaching staff
Annual Calendar Plan	There is no Annual Calendar Plan (ACP).	The (ACP) exists but there is no reflection of Health & Physical Education.	The (ACP) exists and there is reflection of Health & Physical Education, but there is lack of clarity on the implementation.	There is a clarity on the implementation of Health & Physical Wellbeing Education to some extent.	There is a clarity on the implementation of Health & Physical Wellbeing Education to large extent, with specific activities and events propagating the idea and its relevance	There is allocation of time & distribution of activities in ACP and in the Time Table. There is involvement of stakeholders and clear cut documentation on transaction & assessment process..

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Inclusivity	The inclusivity has not been reflected in the process of promotion of Health and Physical Wellbeing Education included in the Annual Calendar Plan (ACP).	The Annual Calendar Plan reflects inclusivity in activities for promotion of Health and Physical Wellbeing Education, but the activities do not belong to both the Scholastic and Co-scholastic areas.	Scholastic and Co-scholastic activities reflect few elements of inclusivity	Scholastic and Co-scholastic activities reflect some of the elements of inclusivity but not across the board	Scholastic and Co-scholastic reflects most of the elements of inclusivity across the board	The Annual Calendar Plan reflects provisions for Students who excel, who are differently abled, manifests Gender Equity, allows scope for Non Competitive activities and there is participation by all students and active involvement of teachers, parents, alumni and community
Activities	The school has no activity to promote Health and Physical Wellbeing Education	The school has a time table for Health and Physical Wellbeing Education but with limited activities involving parents, teachers.	The school has a time table for Sports Activities but integration of Health and Physical Wellbeing Education is not evidenced. Activities are planned for involvement of parents, teachers.	The school has a structured time table for Health and Physical Education but integration of Health and Physical Well Being into Scholastic areas is visible to some extent. There is a plan for involvement of parents, teachers and peer educators to some extent	The school has a structured time table for Health and Physical Wellbeing Education and Integration of Health and Well Being Education is visible to a large extent. There is a plan for involvement of parents, teachers and peer educators to a large extent	The School has - Structured time table for transaction of Health and Physical Wellbeing Education in Scholastic and Co-scholastic domains. Minimum 3 indoor and 3 outdoor sports. Structured PEC and PECABILITY modules well integrated into the ACP. Planned activities for involvement of parents, teachers, peer educators and Community. Documentation is well in place.

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Infrastructure	There are no identified rooms/space for each activity	The school uses makeshift arrangement for conduction of activities and has one to two rooms/limited spaces for specific activities which are not well maintained and there is no documentation	The school has some identified rooms/spaces but they are not used optimally. Rooms/Spaces are maintained to some extent. Evidence of some documentation	The school has adequate number of rooms/field/ground. But Rooms /field/ground are maintained to some extent. Evidence of some documentation	The school has adequate number of rooms/spaces with an optimal usage and are well maintained and documentation is available to a large extent	Playground requirements as per CBSE guidelines. Optimal use of infrastructure & equipments-delete by stakeholders. Provisions for minimum 3 indoor and 3 outdoor games. Maintenance of ground and equipments-delete. Cleanliness. Well documented (stocks, issue, repair and maintenance, attendance of students etc)
Human Resources	Dearth of qualified staff for promoting Health and Physical Wellbeing Education in the school	There are one or two staff members with multiple roles They are not aware about how to promote Health Physical Wellbeing Education in the school	Qualified staff is available. Routine classes being conducted. Very few Capacity Building programs and no involvement of parents, peer educators and alumni	Adequate, appropriate & qualified staff as per the number of students Ongoing Capacity Building Program for staff Involvement of parents, students, peer educators in promotion of Health and Physical Wellbeing Education activities to some extent	Adequate, appropriate & qualified staff as per the number of students Awareness about Health and Physical Wellbeing Education. Regular Orientation & in-service programs for staff and parents. Involvement of parents, students, peer educators and alumni in the promotion of Health and Physical Wellbeing Education visible to a large extent.	Adequate, appropriate & qualified staff as per the number of students. Awareness about Health and Physical Wellbeing Education and creative ideas to promote the same by the staff. Orientation & in-service programs for stakeholders Involvement of parents, students, peer educators, alumni and community in the promotion of Health and Physical Wellbeing Education.

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Innovative Practices	No innovative practices are evidenced to promote Health and Physical Wellbeing Education.	One to two innovative practices evidenced to promote Health and Physical Wellbeing Education.	Three to four innovative practices evidenced to promote Health and Physical Wellbeing Education. Participation of students at intra school level.	Five to six innovative practices evidenced to promote Health and Physical Wellbeing Education. Activities correlated with real life and promoting health and well being. Activities done differently. Participation of students at interschool levels.	Seven to eight innovative practices evidenced to promote Health and Physical Wellbeing Education. Activities correlated with real life and promoting health and well being. Activities done differently. Participation of students at national levels.	Correlation of Health and Physical Wellbeing Education with real life. Space for self expression. Exhibition of student work and performances. Appreciation of Health and Physical Wellbeing Education in India and in the International scenario. Promotion of Health and Well Being through technology An activity/ activities done differently Additional activities other than the routine Participation of students at National and International Levels Involvement of community
Safety & Security	There are no preventive and corrective protocols for all stakeholders	Preventive & Corrective protocols and Standard Operating Procedures are visible to a limited extent and not documented (physical injury & abuse)	Preventive & Corrective protocols and Standard Operating Procedures (physical injury & abuse) are evidenced for two to three situations for the students	Preventive & Corrective protocols and Standard Operating Procedures are in place and documented for some of the situations (physical injury & abuse) for the students and staff	Preventive & Corrective protocols and Standard Operating Procedures are in place for most of the situations (physical injury & abuse) for students and staff	Preventive & Corrective protocols and Standard Operating Procedures are well in place (physical injury & abuse) for all the stakeholders Self Rating on Safety and Health checklist by CBSE

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Stakeholders	No involvement of stakeholders in promotion of Health and Physical Wellbeing Education in school	Evidence of isolated activities involving few of the stakeholders in promotion of Health and Physical Wellbeing Education in School	Evidence of few activities reflecting involvement of some of the stakeholders in promoting Health and Physical Wellbeing Education.	Evidence of activities reflecting involvement of some of the stakeholders in promoting appreciation for Health and Physical Wellbeing Education	Evidence of activities reflecting involvement of all stakeholders (parent, teachers, students, alumni, management) in promoting appreciation for Health and Physical Wellbeing Education to a large extent	Involvement of all stakeholders (parent, teachers, students, alumni, management) in promoting appreciation for Health and Well Being. Minimum 2 activities for parents, 1 for alumni, 2 for teachers and 4 for peer educators and 1 for community with duly recorded processes
Indigenous Sports	The school does not promote indigenous games or sports.	The school promotes minimum one context specific indigenous sports.	The school promotes minimum two context specific indigenous sports.	The school promotes minimum three context specific indigenous sports.	The school promotes number of context specific indigenous activities. The schools also identify particularly talented students and develop them through extra coaching whilst also ensuring that sport is accessible to students of all abilities	<ul style="list-style-type: none"> • Apart from identifying particularly talented students and develop them through extra coaching whilst also ensuring that sport is accessible to students of all abilities, inculcating Indian values through sports. This includes youth engagement and leadership, fair play, team working, volunteering, inclusion and diversity, health and well-being. • Proactive Sport Associations for offering support for school students. They should help schools forge meaningful links with sports clubs so that students can take part in school during the school day and outside regular school hours
Leadership	The Head of the School shows no initiative in promoting Health and Physical Wellbeing	The Head of the School adheres to the minimal requirements of number of periods allocated for	The Head of the School is involved in the Planning and Implementation of promotion of Health and	The Head of the School is involved in the Planning, Implementation and ensures accessibility of	The Head of the School is involved in the Planning, Implementation and Mentoring and ensures accessibility of needed	The Head of the school is involved in the Planning, Implementation, Mentoring, Monitoring and Reviewing and Enhancement in the Promotion of Health and Physical Wellbeing Education by involving all the stakeholders. The Head of the School also ensures the availability and

	Education in the School	Health and Physical Wellbeing Education	Physical Wellbeing Education in the school and ensures availability of minimum requirements	needed infrastructure, equipment and Human Resources to some extent	infrastructure, equipment and Human Resources to a large extent	accessibility of the needed infrastructure, equipment and Human Resources. The Head of School is a visionary in ensuring that students and staff of the school have a healthy Life Style and students are physically and emotionally healthy
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Note : Please attach related documents/evidences in respect of each of the above criteria