

ASSESSING OUT-OF-CLASSROOM LEARNING

THE CCE
COMPLIANT
WAY

REVISITING
ASSESSMENTS

ABSTRACT

Assessment is the process of documenting, usually in measurable terms, knowledge and skills of a particular area that the child has been exposed to. Over the years, educators i.e. policy makers and school leaders have been successful at designing and executing assessment ways to capture the knowledge and skills in different areas of classroom learning. However, very few tools exist today that capture learning which happens out of the classroom in co-scholastic areas in schools.

EduSports, in partnership with Indian schools has been able to design and execute a methodology that captures the skills learnt by the children in the area of sports and physical well being. This paper captures in detail the methodology used, the early results from using the methodology in the EduSports partner schools and recommends the design and execution principles to re-apply when educators in future start looking at ways to measure skills children have learnt in other areas outside of the classroom in co-scholastic areas. A snapshot of the early results from the assessments done using the tool indicate the way by which the tool could be used to quantify the impact of a co-scholastic program.

BACKGROUND

All educators are aware that all children are naturally motivated to learn and are capable of learning. Children can learn in a variety of ways- Through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech or writing both individually and with others. They require opportunities of all these kinds in the course of their development. Also, learning takes place both within the classroom and outside the classroom- at school and outside school. Learning is enriched if these two interact with each other and the learning is holistic. Sport, art and dance provide opportunities for holistic learning. Learning must be paced so that it allows learners to engage with concepts and deepen the understanding rather than remembering only to forget after examinations. At the same time, learning must provide variety, challenge, be interesting and engaging.





ROLE OF EVALUATION IN THE CURRICULUM

A key component in the learning process understands where the children stand in terms of the different skills in the areas they have been exposed to – or are supposed to develop as part of the school's education offering (e.g. hand-eye co-ordination). A curriculum is a total teaching-learning program comprising overall aims, syllabus, materials, methods and assessment. In short, it provides a framework of knowledge and capabilities, seen as appropriate to a particular level and evaluating outcomes is a key block in the teaching-learning process. A good evaluation/assessment tool will help measure progress towards the goals of the curriculum, take out anxiety over assessment scores, lead to diagnosis, remedial action and enhancement of learning. Since the objective of a school's curriculum is to enhance the all-round development of the children, the scope of evaluation in schools must ideally extend to almost all the areas of learners' development. It should include both scholastic and co-scholastic areas, i.e. it should be comprehensive in nature. This is in line with the goal of holistic education. A good assessment is continuous and

reveals the strengths and weaknesses of learners more frequently, so that the learners have better opportunity to understand and improve themselves. It must be formative and provide feedback to the teachers for modifying their teaching strategies. Assessment should focus on the learner's ability to:

- i. Learn and acquire desired skills related to different subject areas
- ii. Acquire a level of achievement in different subject areas in the requisite measure
- iii. Develop child's individual skills, interests, attitudes and motivation
- iv. Monitor the changes taking place in child's learning and progress over a period of time
- v. Respond to different situations and opportunities both in and out of school
- vi. Work independently, collaboratively and harmoniously
- vii. Analyze, evaluate and apply
- viii. Retain what is learned over a period of time

SCHOLASTIC ASSESSMENT-CAPTURING LEARNING INSIDE THE CLASSROOM

The broad objectives of the assessment tools available in the scholastic domain to capture

Learning inside the classroom are:-

- i. Desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis and the ability to apply it in an unfamiliar situation
- ii. To improve the teaching learning process There are a variety of summative and formative assessment tools available today to capture the learning in the scholastic areas. Some examples are Examinations, Assignments, Quizzes and competitions, Projects, Debates, Group discussions, Club activities, Experiments, Checklists and Research Papers.



CO-SCHOLASTIC ASSESSMENT-CAPTURING LEARNING OUTSIDE THE CLASSROOM

The desirable behaviour related to learner's life skills, attitudes, interests, values, co-curricular activities and physical health are described as skills to be acquired in co-scholastic domain. It has normally been observed that under the scholastic domain, knowledge and understanding of the facts, concepts, principles etc. of a subject are assessed.

The Co-Scholastic elements are either altogether excluded from the evaluation process or they are not given adequate attention. For making the evaluation comprehensive, both Scholastic and Co-Scholastic aspects should be given importance. Simple and manageable means of assessment of Co-Scholastic aspects of growth must be included in the comprehensive evaluation scheme.

Comprehensive evaluation would necessitate the design and use of a variety of tools and techniques to assess students on each of these co-scholastic areas.

The list of Co-Scholastic areas that need tools to be assessed are:



REVISITING ASSESSMENTS

The key questions that need to be answered by an assessment tool which looks at learning outside the classroom- esp. in the co-scholastic areas are:

- i. What should the children learn?
- ii. What do the children learn?
- iii. How do they learn?
- iv. What type of difficulties/ limitations they face in learning?
- v. What do the children think? Are they having fun?
- vi. What do the children feel? Are they engaged?
- vii. What are their interests and dispositions?



WHY ?

CURRENT GAPS IN ASSESSING LEARNING OUTSIDE THE CLASSROOM

When we are looking at tools for assessing co-scholastic areas and capturing learning outside the classroom, it is extremely important for the tool to capture the 'think', 'feel', 'interests' of the children - as co-scholastic areas of learning involve a lot of doing and experiencing (vs. scholastic areas - which primarily focus on testing knowledge in an area)

There are four basic assessment paradigms which are to be kept in mind while designing a tool for assessment:

Assessment of Learning

The 'assessment of learning' is defined as a process whereby someone attempts to describe and quantify the knowledge, attitudes or skills possessed by another. Teacher direction is paramount and the student has little involvement in the design or implementation of the assessment process in these circumstances.

Assessment for Learning

The 'assessment for learning' involves increased level of student autonomy, but not without teacher guidance and collaboration. The assessment for learning is sometimes seen as being akin to 'formative assessment'. There is more emphasis towards giving useful advice to the student and

less emphasis on the giving of marks and the grading function.

Assessment as Learning

The 'assessment as learning' is perhaps more connected with diagnostic assessment and can be constructed with more of an emphasis on peer learning. Assessment as learning generates opportunities for self assessment and peer assessment. Students take on increased responsibility to generate quality information about their learning and that of others. Assessment for learning and assessment as learning activities should be deeply embedded in teaching and learning and be the source of interactive feedback, allowing students to adjust, re-think and re-learn.

Assessment in Learning

The 'assessment in learning' places the question at the centre of teaching and learning. It deflects the teaching from its focus on a 'correct answer' to a focus on 'a fertile question'. Through enquiry, students engage in processes that generates feedback about their learning, which come from multiple sources and activities. It contributes to the construction of other learning activities, line of enquiry and the generation of other questions.

Assessment Paradigm	State of Assessment Tools in Scholastic Areas	State of Assessment Tools in Co-Scholastic Areas
Of Learning	Well Developed	Moderately Developed
For Learning	Well Developed	Under Developed
As Learning	Well Developed	Under Developed
In Learning	Moderately Developed	Under Developed

A big reason for these gaps to exist is that the co-scholastic areas (E.g. Health & Physical education, Visual art etc.) in most schools run with very little curriculum/structure. Hence, for a successful program and an

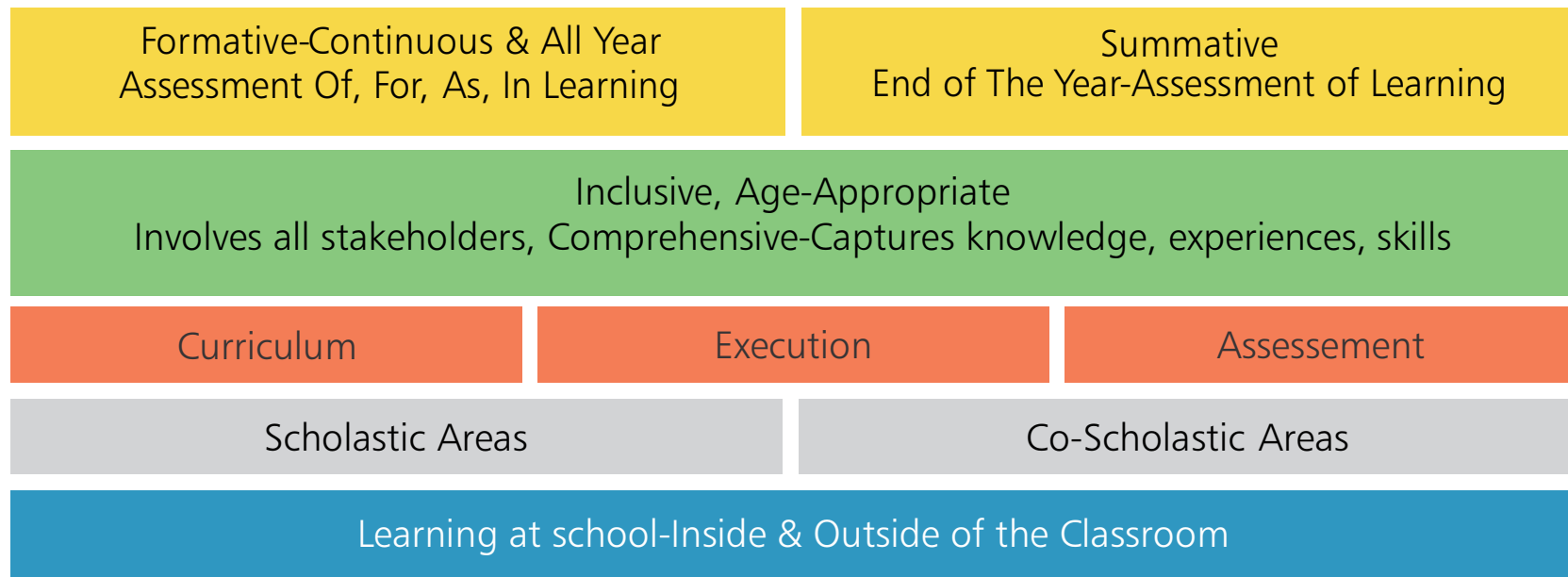
effective learning-teaching process, it is equally important to have a curriculum in place first to cover the co-scholastic areas, have trained resources that are capable of delivering the curriculum than designing assessment tools which are comprehensive.



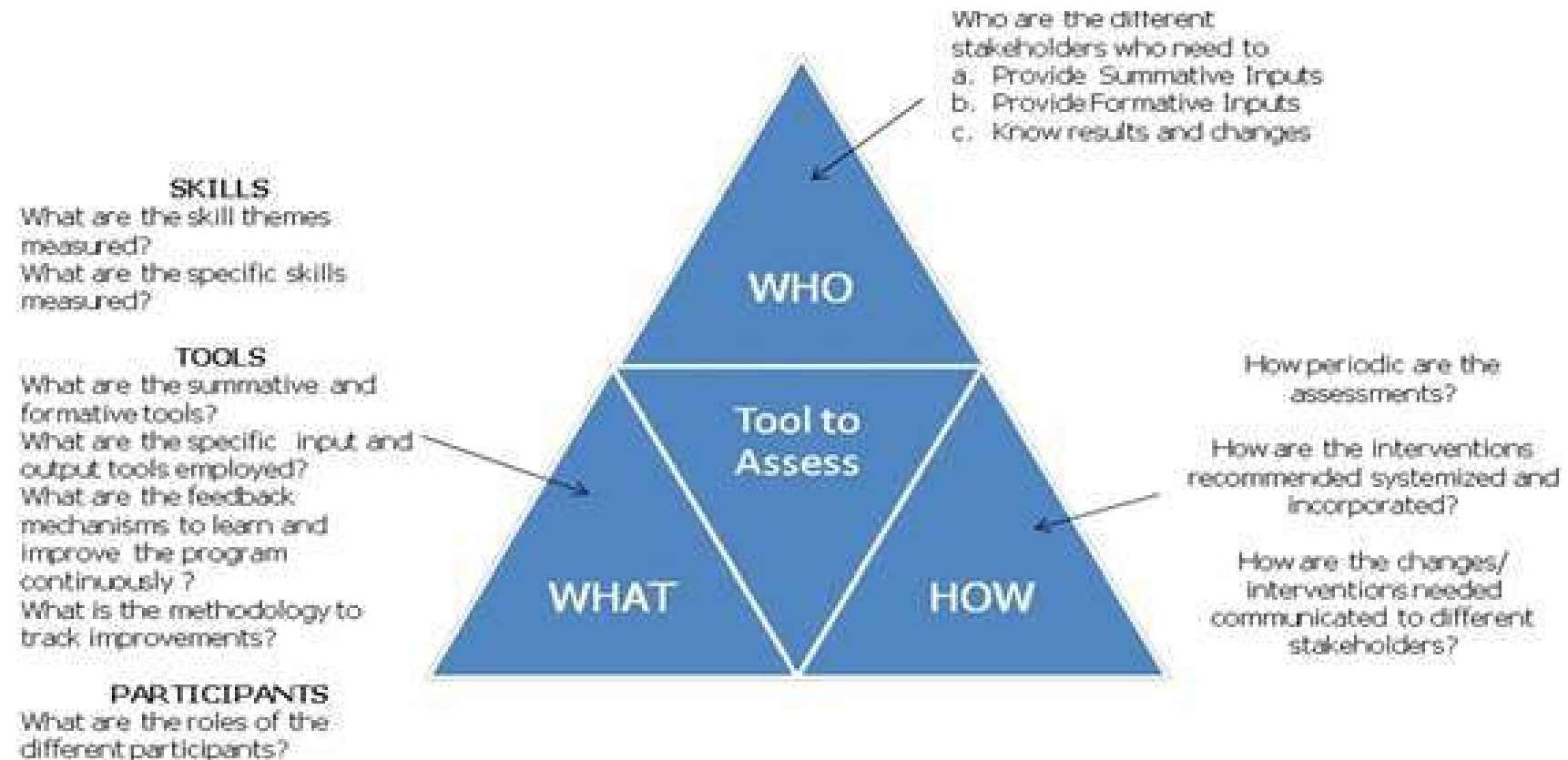


EDUSPORTS OUT-OF-CLASSROOM ASSESSMENT FRAMEWORK

Having understood where the major gaps lie, the following sections look at ways to design assessment tools which are formative and capture learning that happens outside of the classroom-mainly across co-scholastic areas.



EDUSPORTS OUT-OF-CLASSROOM ASSESSMENT FRAMEWORK



HEALTHYMINDZ™ FOR ASSESSING HEALTH & PHYSICAL EDUCATION

SKILLS & FITNESS

Psycho-Motor Skills

Locomotor, Manipulative & Non-Manipulative, Rhythmic Skills

Sports Skills

Multi-sport skills

Life Skills

Team-work, Leadership

Fitness Levels

Endurance, Flexibility, Speed, Strength, Power, BMI

TOOLS

Testing Tools

Sit-Ups, Medicine Ball Throw, Sit & Reach Tests, 30m/50m/ 4 minute runs etc. Circuits, skill tests & game-play to assess skills

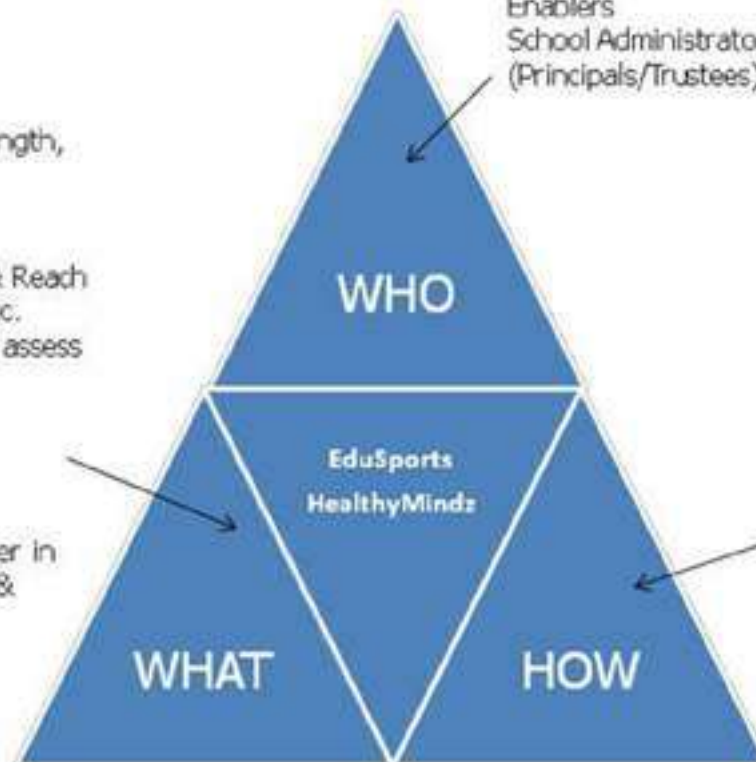
Reporting Tools

Report cards

PARTICIPANTS

EduSports resource/ trained teacher in school to assess, interpret scores & incorporate curriculum changes

Children
Parents
Teachers & Other Program Enablers
School Administrators (Principals/Trustees)



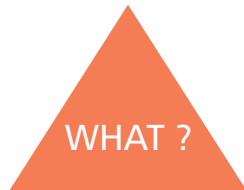
Built into the **existing lesson plans** as part of the EduSports SOAR curriculum

Real-time feedback (via observations) and incorporated on a weekly basis into the lesson plans

Weekly communication on outcomes and skills learnt with school administrators

Quarterly reviews with report cards with parents

EDUSPORTS HEALTHYMINDZ™ - PRODUCT FEATURES



Comprehensive & Continuous (CCE Compliant)

Covers basic motor, sports & life skills along with multi-sport skills

Records and reports fitness & skill levels of each child

Comprehensive & Continuous- The tool is COMPREHENSIVE and covers the basic sports skills and fitness indicators of all the children covered in the EduSports program at school. The variables measured are:

a) BASIC SPORTS SKILL THEMES

Skill Themes Assessed	Application
Movement & Space	Understand the concept of personal and public space
Locomotion	Able to run/hop
Body Management	Able to transfer weights
Manipulative	Able to Throw, Catch, Kicking
Rhythmic Movement	Co-ordinate different body parts with beat
Social Skills	Co-operate/share with others
Personal Skills	Develop higher level of engagement with the activities
	Cricket (Batting, Bowling, Fielding)
Sports Specific Skills	Football (Passing, Dribbling, Receiving)
	Volleyball (Spiking, Setting, Serving, Passing)
	Basketball (Passing, Receiving, Dribbling, Shooting) Athletics

b) HEALTH INDICATORS

Fitness Parameter Assessed	Application in Sports
Aerobic Capacity	Running, Cycling, Swimming
Anaerobic Capacity	Sprinting, Weightlifting, Wrestling
Flexibility	Gymnastics
Abdominal Strength	Athletics/ All sports
Lower Body Strength	Determines the right sport for the body type
Upper Body Strength	
Body Composition	

The formative assessments are conducted on a weekly/monthly basis (via observations) – The assessments measure the specific learning outcomes prescribed by the PE/Sports curriculum (SOAR™) that is currently running in the school. The feedback and results from the assessments are used to plan the future sports/PE lesson plans on a weekly basis. This continuous feedback process ensures that the learning process and course corrections in the sports/PE curriculum are almost real-time.



The assessments are compliant with the Continuous and Comprehensive Evaluation guidelines prescribed by CBSE.

Descriptive Indicators for Sports & Physical Education- Prescribed by CCE- Guidelines, CBSE6	How does EduSports HealthyMindz™ meet the CCE Guidelines?
Displays an innate talent in an identified sport	Specific assessments for all basic motor and sports skills
Demonstrates Endurance (is able to perform a skill for a long period of time)	Timed run for 4-5 minutes measures endurance
Displays Strength (ability to produce force)	Sit-Ups, Medicine Ball Throw, Standing Long Jump measure body Strength
Is able to use his/ her power to advantage (ability to produce strength in the shortest possible time)	Anaerobic Capacity Tests (30m and 50 m runs)
Is able to move quickly (Speed)	Anaerobic Capacity Tests (30m and 50 m runs)
Is agile and is able to change direction quickly during the game/ match	Built into the skill assessment circuits designed to measure multiple skills
Shows Flexibility, Yoga, Gymnastics etc	Sit & Reach tests to determine flexibility
Demonstrates an analytic aptitude; the ability to evaluate and react appropriately to strategic situations especially as a captain or key member in a team.	Built into the curriculum- Free play and games involving multiple sports requires every participant to display characteristics like sportsmanship,
Demonstrates sportsmanship	
Displays a healthy team spirit	
Displays a healthy team spirit	
Discipline on and off the field	
Punctuality and regularity for practice	

In addition to the scores, the reports also indicate changes seen across the different parameters (vs. past assessments) and the interventions needed to sustain the improvements across different parameters. This makes the whole process of sports/ PE assessment totally comprehensive and measureable in quantitative terms.

SAMPLE HEALTH REPORT CARD

HEALTHY MIND

School Name: St. Mary's School
Name: Anchal Srivastava
Std: 2
Section: A
Date of Birth: 01-April-04
Gender: F
Date of Assessment: 12-August-10

Height in cm:	111
Weight in Kg:	16.1
BMI:	Underweight

Body Composition
 The body composition measure refers to the relative proportion of fat and lean tissue. Body Mass Index (BMI) is an indicator that determines if a child is at a healthy weight in relation to his/her height.
 Consumption of junk foods and excess fat should be minimized.

"Play is a scientific experiment conducted by children to discover their physiological, mental & emotional limits"

Dr. George Selack
 Working Psychologist & Advisor to EduSports

	Personal Score	Recommendations
Aerobic Capacity Aerobic Capacity is the ability to sustain a physical activity while breathing. It strengthens the heart, lungs and muscular capacity.	Walk/Join in the 4 min 5	Aerobic capacity can be improved by regular exercises like jogging, running, swimming etc. Carbohydrates and liquid food improves the aerobic capacity.
Anaerobic Capacity Anaerobic Capacity is the ability to sustain a physical activity during the absence of breathing. This activity can be performed for a very short duration.	30m Run in sec 8.25	Anaerobic capacity can be improved by vigorous, high intensity physical activities, e.g Short sprints, Jumping etc.
Flexibility Flexibility is the range of movement possible at a joint.	Di & Reach Test (cm) 19	Flexibility can be improved by various stretching exercises. Regular exercise, fruits and milk improves the mobility of joints resulting in better flexibility.
Abdominal Strength Abdominal strength is the quality of abdominal muscles and its state of being strong.	No. Of Sit Ups in 30 sec NA	Abdominal strength can be improved by regular sit-ups/ crunches. Protein helps to build muscle fibres for strength.
Explosive Strength (Upper Body) Explosive strength is the maximum force that can be developed in muscles of the upper body (shoulder muscle) in a single action.	Medicine Ball Throw (cm) 110	Explosive strength of upper body muscles can be developed by resistance training e.g. push-ups, chin-ups etc.
Explosive Strength (Lower Body) Explosive strength is the maximum force that can be developed in the muscles of lower body (leg muscle) in a single action.	Standing Broad Jump (cm) 65	Explosive strength of lower body muscles can be developed by resistance training e.g. squats, running etc.



S. RAJESH K. NAIK
 Programme Director,
 EduSports

SAMPLE SKILL REPORT CARD

HEALTHY MIND

School Name : St.Mary's School
 Name : Bhuvana Lalitha
 Date of Birth : 13-March-07
 Gender : F
 Std : Nursery
 Section : A
 Date of Assessment: 12-July-10
 Height in cm: 87
 Weight in kg: 11.4

Health Tips:

Health is a combination of regular physical activity and nutritious food. Make healthy eating a habit in your children.

- Breakfast is the most important meal of the day.
- Make vegetables and fruits a part of your family's daily diet.
- Milk, cheese, yogurt, dry fruits, pulses (dal's) are necessary for the body.
- Drink a lot of water. Recommended is about a litre for every 20 kilos of body weight.
- Eating should be an enjoyable experience. Teach children to chew the food properly.
- Reduce sugar and salt in your food.

FUNDAMENTAL SKILL THEMES	LEARNING OUTCOMES	COMPETENCY LEVELS
LOCOMOTOR Skills used to move the body from one place to another. e.g. walk, run, hop, skip, gallop.	Running	Needs Development
	Hopping	Needs Development
MANIPULATIVE Skills required to play with objects. e.g. throw, dribble, catch, kick.	Catching	Needs Development
	Throwing	NA
NON - MANIPULATIVE Skills required to maintain stability while performing different body movements. e.g. balance, twist, crawl.	Balancing	Needs Development
	Jumping & Landing	Needs Development
SPACE AWARENESS Ability to utilize the space in and around own self with respect to other people and objects.	Self & General Space	NA

PROFICIENCY	DEVELOPING	NEEDS DEVELOPMENT
The skill has become automatic and seems to flow effortlessly with precision and consistency in varied situations.	Is able to perform the skill in a flow but with a lot of concentration. Faces challenges (pauses) while executing the skill.	Needs development to perform the skill in a flow. Movements look awkward.


 (SUNAS NAIR)
 Programme Director

Please write to us at feedback@edusports.in

EduSports
 Making Education Through Sports





HOW ?

Inclusive- Covering All Children

Age-Appropriate- 'Right Assessments & Tools for the Right Ages'

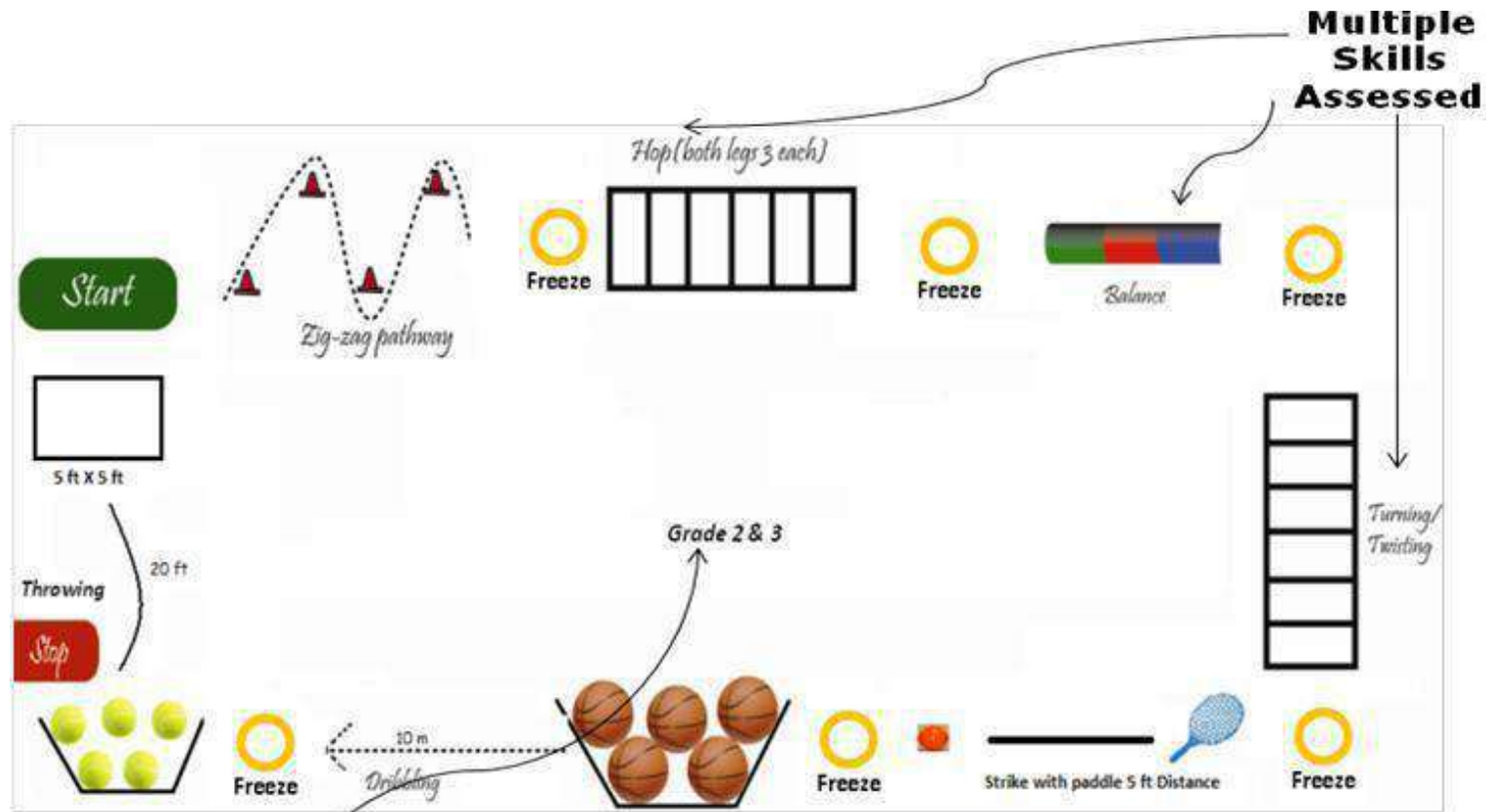
Specific & covers the skills that were exposed to as part of the curriculum

Seamlessly integrates into existing school systems and processes

The tools employed are designed to cover all the children (vs. only a select few in the class). Also, the tools used are designed to be age-appropriate (i.e. the tasks children are asked to perform are right for their age and ability) and are based on globally accepted standards. The tools also have been adapted to suit Indian contexts of limited infrastructure in schools and teacher-student ratios. The tools are fun and measure the specific outcomes of the sports/PE curriculum currently existing in the school. These ensure there is enough interest for all the children to participate in the assessment process.



SKILL ASSESSMENT- METHODOLOGY



**Age Appropriate
& Inclusive**

HEALTH ASSESSMENT- METHODOLOGY

Fitness Parameter Assessed	Test Methodology Used	Duration or No. of Repetitions	Link to Sports
Aerobic Capacity (Measure of Ability to Do Physical Activity in the Presence of Oxygen)	Endurance Test (Running)	4 minutes running for class 2 5 minutes for class 5	Running, Cycling, Swimming
Anaerobic Capacity (Measure of Ability to Do Physical Activity in the Absence of Oxygen)	Speed Test (Running)	30 metres run	Sprinting, Weight Lifting, Wrestling
Flexibility (Measure of the range of movement possible at a joint)	Sit & Reach Test	No. of cms a student can stretch to	Gymnastics
Abdominal Strength	Sit-Ups	No. of Sit Ups in 30 seconds	
Lower Body Strength	Standing Broad Jump	Distance in Metres	Athletics, All sports that involve striking/ kicking an object, All contact sport
Upper Body Strength	Medicine Ball Throw	Distance in Metres (1 kg ball)	
Body Composition	Weight & Height Measurements	N.A	Determines the sport right for the body type

The assessments are conducted just like any other play session at school during the sports/PE period which is a part of the timetable. It leverages the infrastructure that exists in the school and is executed by a team of qualified EduSports resources with the support of the school PE teachers-most of them familiar with the children that are being assessed. Hence, there are no changes needed in the school timetable to run the HealthyMindz™ assessment modules. Building the assessment module into the school time-table ensures a higher probability of all the children getting covered during the assessment (vs. an after-school assessment module when a lot of children may not turn up). The feedback and results are shared with the different stakeholders (teachers and parents) in the quarterly parent-teacher meetings by an EduSports resource person who also helps parents interpret the results.

WHO ?

Covers Children, Teachers, School Administrators & Parents

The parent interaction sessions (usually held twice a year) are an integral part of the assessment module. HealthyMindz™ recognizes the important role that parents need to play to ensure the improvements in the child's health and fitness are sustained and the talented children are groomed to become champions in sport and in life. The parent interaction sessions conducted by qualified EduSports experts help parents interpret the results of the assessments and also suggest lifestyle interventions needed to make children fitter and healthier.

The formative assessment modules of the tool are primarily observational and they record how children perform in the ground. The feedback is shared with children directly and with the enablers in the school (teachers) together with the school administrators (principals) along with the recommended changes in the lesson plans and the curriculum for future lessons. These interactions usually happen on a weekly basis (via reflection meetings).



EARLY RESULTS

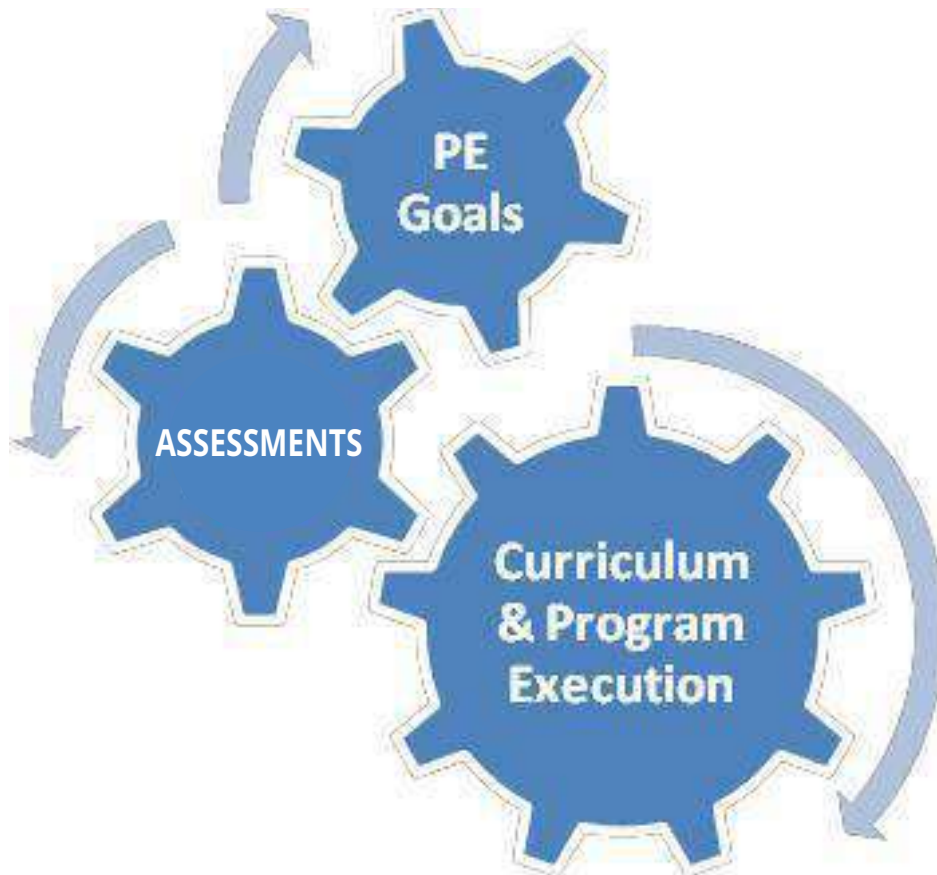
The seamless integration and inclusive nature of the EduSports assessment tool into existing school systems ensure that children across EduSports partner schools have been evaluated on the sports and physical activity skills they have picked up outside the classroom.

The assessment results have been an eye-opener for a lot of schools to understand where the children in their schools stand in terms of physical fitness and sports skills. Ms. Latha Shivkumar, Principal, Zee School, Bangalore says 'With the lifestyles of children becoming more passive and the space constraints that exist in the cities today, children do not have an opportunity to play enough and have become prone to many health hazards. To address this concern and give them an opportunity to engage in regular physical activities, we associated with EduSports. EduSports has given a structure to sports / play which helps in enhancing overall health of children. EduSports helps us keep a track of each child's health because they measure the fitness of children on the key health indicators like BMI, strength and aerobic capacity. A child's fitness is assessed with the help of tools / props like medicine ball, endurance and muscular strength test etc. and we are provided with reports of the child's fitness. EduSports not only assesses our students' fitness but also provides us with comprehensive lesson plans and well

trained instructors who work with us very closely. EduSports' approach of providing physical education in consonance with nutritional information makes the EduSports program very thorough and extensive and therefore has helped us in keeping a track of students' health which gives us direction towards planning better health for our students'.

The first round of results covering 4098 children in the age group of 6 to 14 years in 21 EduSports partner schools across 15 cities threw up quite a few shocking revelations, the most shocking one being: 42% of school-going children were found to be unfit (Overweight, Obese or Underweight). We have realised that to develop a generation of fit and healthy children, it is important for schools to:

1. Monitor if children in their schools lead 'physically active lives' with enough time to play, right physical activity as they grow older to ensure they do not turn out to be obese/ overweight
2. Ensure all children (cutting across genders/ town-classes) get access to the 'Right level and type of physical activities in a structured framework vs. free-play sessions'



CONCLUSIONS

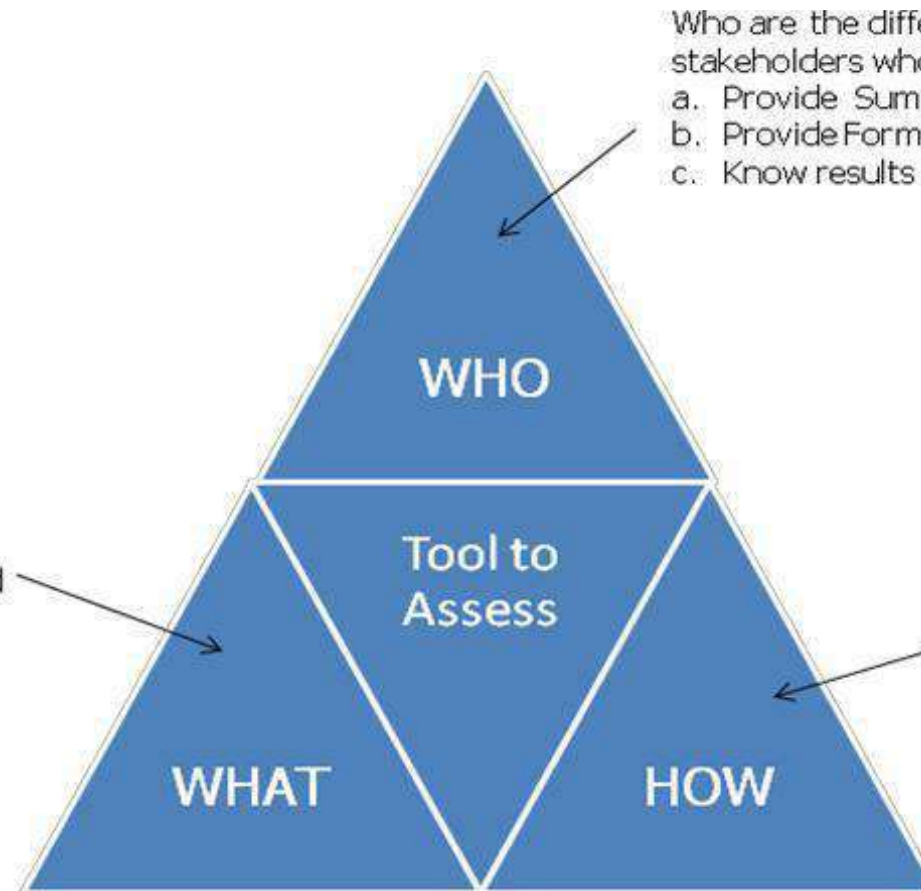
The success that EduSports has achieved in measuring, tracking improvements in sports skills and child health indicates that for any assessment methodology that seeks to measure skills acquired by children in areas outside of classroom across co-scholastic areas to work, the following design principles must be followed:

- i. The methodology must seamlessly integrate into the existing school processes
- ii. The methodology must engage all the stakeholders (teachers/parents) periodically through currently existing forums
- iii. The tools used must be age-appropriate, inclusive and continuously make the trainer and the children aware of improvements
- iv. The methodology must be directly linked to specific learning outcomes which the children have been exposed to. The tool must integrate into existing structured programs and there must be a way for the feedback from the tool must be systemized into the learning process. A stand-alone tool without structured skill learning plans would not work.

SKILLS
 What are the skill themes measured?
 What are the specific skills measured?

TOOLS
 What are the summative and formative tools?
 What are the specific input and output tools employed?
 What are the feedback mechanisms to learn and improve the program continuously?
 What is the methodology to track improvements?

PARTICIPANTS
 What are the roles of the different participants?



Who are the different stakeholders who need to
 a. Provide Summative Inputs
 b. Provide Formative Inputs
 c. Know results and changes

How periodic are the assessments?
 How are the interventions recommended systemized and incorporated?
 How are the changes/ interventions needed communicated to different stakeholders?

RECOMMENDED MODEL TO ASSESS VISUAL AND PERFORMING ARTS IN SCHOOLS

SKILL THEMES
Dance, Drama, Music, Puppetry,
Craft, Sculpture

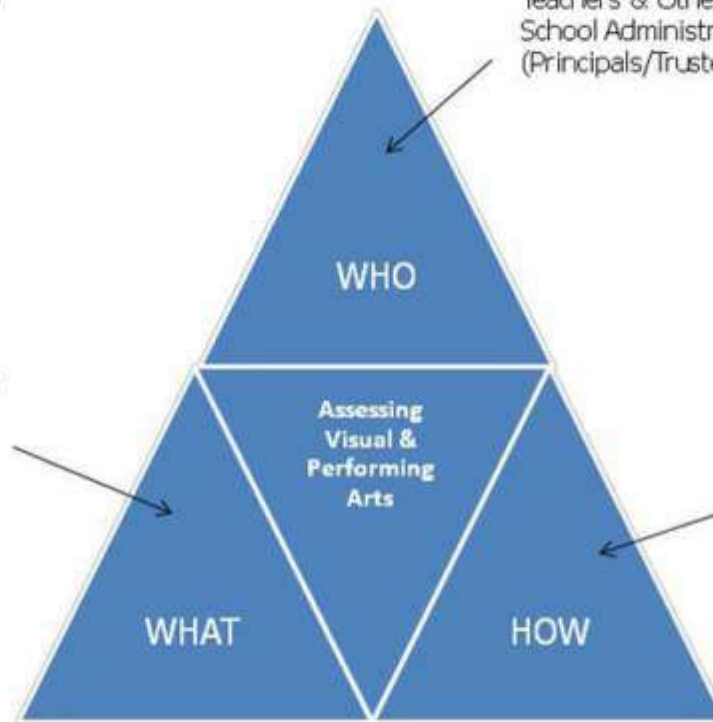
DESCRIPTIVE INDICATORS
Awareness, Exhibits Proficiency,
Innovates, Is Creative,
Interprets, Relates,
Experiments, Actively
Participates, Co-operates,
Appreciates

TOOLS
Testing Tools
Formative Tools- Observations
in Practice Sessions, Peer
Feedback Sessions, Extempore
Sessions
Assignments to test depth of
knowledge

Summative Tools
Graded Year-End exhibits/
displays created with the skills
learnt
Grades test at the end of the
year to assess the depth of
knowledge

PARTICIPANTS
Teacher, Students, Parents

Children
Parents
Teachers & Other Program Enablers
School Administrators
(Principals/Trustees)



Lesson plans which incorporate
the tools as part of the weekly
plans

Real-time feedback (via
observations) and incorporated
on a weekly basis into the
lesson plans

Monthly communication on
outcomes and skills learnt with
school administrators (for
tracking)

Half-Yearly reviews with report
cards with parents

REFERENCES

- 1 Continuous and Comprehensive Evaluation- Manual for teachers, Central Board of Secondary Education- Place of evaluation in the Curriculum-Page 6
- 2 Continuous and Comprehensive Evaluation- Manual for teachers, Central Board of Secondary Education-Scholastic Assessment-Page 12
- 3 Continuous and Comprehensive Evaluation- Manual for teachers, Central Board of Secondary Education- Co-scholastic Areas (Part II) - Page 16
- 4 Continuous and Comprehensive Evaluation- Manual for teachers, Central Board of Secondary Education-School Based Continuous and Comprehensive Evaluation-Page 19
- 5 Continuous and Comprehensive Evaluation- Manual for teachers, Central Board of Secondary Education-Assessment Paradigms-Page 19-20
- 6 Continuous and Comprehensive Evaluation- Manual for teachers, Central Board of Secondary Education-Health & Physical Education Guidelines-Page 60



ABOUT EDUSPORTS

EduSports, India's No. 1 Sports Education Organization, believes in developing a healthier and fitter generation. Spread across 250+ locations in India, EduSports currently works with 650+ schools and engages over 5,00,000 children in an inclusive and sporting experience. The objective of EduSports program remains resolute, which is to offer an opportunity outside the class to improve fitness, build leadership and social skills and most importantly to have fun through sports.

Vision

To get 100 Million people to play and experience the magic of sports by 2020.

Mission

To get people to play, experience the magic of sports and help build a healthier and fitter world.

Values

- Play
- Trust
- Responsiveness
- Excellence

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