



**Confederation of Indian Industry**

White Paper Document

*Establishing National Curriculum Standards for  
Sports Education in India*

*This White Paper has been authored by:*



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## *Acknowledgments*

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- Gagan Narang, Olympic medallist and Founder, Gun For Glory foundation
- Dr. Neha Berlia, Board of Governors, Apeejay Education Society
- CII National Committee on Sports

This white paper has been authored by Sportseed team led by Varun Sharma.

## Executive Summary

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The focus of this White Paper is to analyse, rationalise and provide a grounded reasoning to adopt leading practices in developing a sports curriculum framework, which is substantiated by the Government and in-turn adopted, executed and monitored at school level.

Sports Education (SE) is a tool to achieve Physical Education (PE) objectives in children with addition of sports specific skill, knowledge of rules and understanding values revolving around sportsmanship, as also to identify and develop sporting talent. The relevance of standardising SE curriculum in India is to fill the gaps arising from differing applications of SE from one institution to another. There is hardly any consensus in terms of what a student from class 3<sup>rd</sup> in one school must know / demonstrate vis-à-vis a student from same grade in another school (viz. age appropriate learning outcomes).

An ideal sports education curriculum for schools should therefore be comprehensive (i.e. addressing aspects of kinaesthetic, cognitive and social development) and inclusive (i.e. addressing the needs of children of different age and abilities). Any curriculum framework must be curated post discussions with industry leaders, Sports ministry, education organisations, States & Union Territories, interested organisations, sports federations and other stakeholders. Research papers, journals, authored books, policy documents, relevant web-pages and assorted discussions with industry leaders, Government and sports scholars have provided an insight into developing a structured and comprehensive sports education program for India.

Sports & physical education standards adopted by more developed nations like Australia, USA, etc. provide direction for standardised SE curriculum which further enhances understanding the need for framing SE curriculum standards for India. An initial draft of benchmark curriculum standards in SE for India has been proposed as part of this white paper. The successful implantation of SE curriculum in India depends on positive intent and



- What is Sports Education (SE) ?
- Relevance of sports curriculum
- International standards
- Present situation in India
- SE Curriculum standards for India
- Critical success factors

application from Government and education ministries along with development of ideology at industry level, school level and broadening the scope of National Sports Federations.

Formulating definitive timeframe and roadmap is critical to successful implementation of SE curriculum standards. There is a need of drafting at least 5 key broad level standards which will lead to designing of learning outcomes related to sports skills, physical health & activity, access to competitions, building essential psychosocial values and fundamental skills.

Based on analysis of international SE curriculum standard and assorted discussions with sports education thinkers across sports & education industries, as well as the Government, key recommendations proposed are:

- Creation of a National Sports Education Curriculum Authority (an organization that could possibly be a bridge between Sports Authority of India and Ministry of Education).
- Allied organisations like the National Skill Development Corporation (NSDC), National Sports Federations (NSF's), etc. must work together to support development of sports.
- Conduct preliminary study by implementing SE curriculum in few schools in one particular district to evaluate operability, adverse events and ratify the standards and benchmark standards as per feedback received from on-field resources. District Sports Officers (DSO's) and members of NSF's can assist with the data collection process and to provide constructive observations.
- Implement the concept of sporting schools to enhance sports culture in schools across India. SE Curriculum implementation must lead to increased participation in sports by children and transparent access to competitions which seeds the concept of sports for life in them.

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## 1. Introduction

While there could be varying views on whether sports education and physical education complement each other, or one is the subset of the other or both at the same and so on, this paper attempts to advocate that the future lies in an inclusive curriculum framework for SAP-Ed (Sports And Physical Education) which defines sports skills in individual sports and as well as physical & health related parameters for each progression level.

The basis of sports education begins at school and progresses as the child is promoted to the next class. The curriculum instruction model is defined for three stages in a students' school life: Elementary level, Middle school and High School. Research and studies have shown that sports education complements academic learning as it develops overall personality of students. Proper implementation of sports curriculum guidelines inculcates qualities like discipline, leadership, team spirit, competitiveness, time management among other qualities. India is a youth surplus nation which is battling problems like obesity, inactivity, child diabetes to name a few. Steps are being taken in the right direction with increased emphasis on physical education, yoga and sports. A holistic curriculum program which blends sports and physical education is what is required to make India a sports superpower in the coming years on both fronts –mass general participation as well as distributive specific performances that produce excellence.

It is a prevalent thought which has gained importance in the recent times – sports & Physical Education (PE) classes must be made compulsory for students in schools. Yet, the concept of school Sports Education (SE) curriculum standards is conspicuous by its absence in our country. The need for a curriculum framework is crucial to bring consistency in what children in a particular class are learning in million plus schools in India. For an academic subject, Mathematics, a class fifth student is expected to know the basics of shapes & angles. A standard has been set at each level of progression. A similar sequence of skills, abilities and outcomes which are assessable is required in the field of sports and physical education as well.



## 2. What is Sports Education and why is it necessary?

There are varied definitions available for sports education, penned by novices and scholars alike. But the one which envisages and captures the essence of school sports quite accurately is the one given by Mr. Daryl Siedentop, renowned leading thinker and professor emeritus at Ohio State University (USA), of sports and exercise education.

*“Sports education is a curriculum and instruction model designed to provide authentic, educationally rich sport experiences for girls and boys in the context of school physical education”.* (Siedentop, 1994)<sup>1</sup>

*‘Authentic’*- Simple word but with deep connotations of how a sport experience should be for any child. What must be taught needs to be taught in the correct way, so that the child understands the sport in a bona fide manner. How much of a sports experience is authentic for a child? Presently, the situation is that if there are 10 sports educators, there are 10 different ways of teaching the same topic / skill. This is not to indicate that our instructors are incompetent or incapable, but to state that it is relevant to have certain standards that provide more meaning to a child’s involvement in sports and the learning outcomes from it.

A sports education model needs to encourage and not discourage sports participation in schools. The intent of schools, education boards and government has always been present in including sports in school education curriculum, while actively advocating the importance of physical health activities.

*“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than governments in breaking down racial barriers.”*

- Nelson Mandela

However, translation of that intent into a meaningful program with defined measurable outcomes has been limited. Various pressures of the current education ecosystem in India have pushed SE and/or PE at the bottom of the subject pursuits by students, and pushed it

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<sup>1</sup> Daryl Siedentop (1998) What is Sport Education and How Does it Work?, Journal of Physical Education, Recreation & Dance, 69:4, 18-20, DOI: 10.1080/07303084.1998.10605528

to fringes as a 'Co-curricular' activity and sometimes only as a hobby in many schools. How can sports, an integral part of an individuals' life, which has the power to shape a personality, teach essential life & sports skills and forms the basis for being fit and healthy be downgraded to a secondary offering?

Highly competitive marks driven education environment has made parents extremely concerned and anxious about academic performance. General thought amongst parents is that they consider sports as a deviation and a causative factor for lower marks. Contrary to this thinking, several studies have shown better academic performance in active children. Rising obesity levels among children in our country is also alarming. A study published in Paediatric Obesity, an international journal<sup>2</sup> highlights that - by 2025, India will have over 17 million obese children and stand second among 184 with respect to child obesity.<sup>3</sup>

To arrest this alarming trend sports needs to be prioritised in schools. And this upgradation requires massive support from the Government in terms of providing rationalistic vision, policy and mandate on developing a holistic sports curriculum framework. Such a framework will enhance the quality, provide focus on increasing participation levels, develop age appropriate standards and improve the overall sports ecosystem of the country. Grassroots development finds mention in almost every sports related discussion and/or literature. Without a robust curriculum standard, the wave of sporting culture as envisaged by the entire sports fraternity in the country may not be possible. Sports education, imparted through a well researched series of steps / lesson plans / achievement standards has high probability to improve the sporting prowess of our country. A well organised curriculum increases the chances of developing genuine sports lovers which raises the profile of a sport and in the future will translate into '*Sports Money*' through gate revenue, sponsorships, merchandise, sports tourism, sports facilities, competitions, equipment consumers and other revenue generating avenues.

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<sup>2</sup> Planning for the worst: estimates of obesity and comorbidities in school-age children in 2025 — authored by T. Lobstein and R. Jackson-Leach

<sup>3</sup> Published in Delhi edition of Hindustan Times on 11 Oct 2016 and as reported by Sadaguru Pandit

### 3. Need for Sports Education Framework in India

SE should be acknowledged by education ecosystem in India as the main curriculum learning area. Sports should form a part of the curriculum and performance of the child should be marked. Initially the weightage to SE could be less in the overall marking system but eventually, a child should be promoted only if he/ she achieve minimum marks in sports. Depending on the level accomplished by a student, certain benefits to encourage him/ her to compete at the elite level or choose sports as a full time career may be given.<sup>4</sup>

David Shilbury, professor and foundation chair of sports management at the Deakin University in Australia, was in India in 2013 to hold a workshop organized by the Confederation of Indian Industry (CII) on sports management capacity building. Shilbury notes that the rise of private players in sports education in India is due to a lack of government policy and programs<sup>5</sup>.

“Until the government plays a more active role in sport policy and programming and the provision of facilities at the local level, this void will continue to be filled by private providers, “Whether the market has the ability to pay for these services will be interesting, and obviously [have an] impact on the survival of [these] firms... I think it is also fair to say that education policy in India has not placed enough emphasis on sport and physical education in the curriculum. I think this is changing as the role of sport in Indian society continues to enjoy a growing profile.

- David Shilbury  
Professor, Deakin University

Curriculum is broadly defined as a set of learning goals which are explicitly defined for each class with measurable assessment metrics. At present there are no defined standards of curriculum for sports and physical education in India. There are broad level guidelines and policy papers which indicate what needs to be done. CBSE ‘Physical Education Cards (PEC)’ cards (joint initiative between Indian and UK Government) is a motivating concept to build a healthy and fit generation by initiating a trend of joyful learning. These PEC cards provide a strong foundation to building a robust sports curriculum framework in India.

<sup>4</sup> Skill Gap Study for Sports (2012-17, 2017-22) by NSDC

<sup>5</sup> Physical Education and Sports Make Inroads in India’s Schools. *Knowledge@Wharton* (2013, May 02). Retrieved from <http://knowledge.wharton.upenn.edu/article/physical-education-and-sports-make-inroads-in-indias-schools/>

Schools are the most prominent delivery platform to teach students about foundation movement skills and fundamental sports skills, and life skills along the way. A pupil spends nearly 30-35 hours per week inside school premises. It is essential to engage the appropriate teaching and assessment methods for development of sporting abilities along with academic capacity of children. A structured curriculum provides the sports educator with proper methods and standards for each class/age group; i.e. what a child must learn in class 3, class 5 and so on. Then there are thousands of schools who have exceptional sports infrastructure. But with a lack of structure broad-basing is not possible. It is easy to make sports accessible to a large population of students but it is equally important to make it more accountable and measurable as well. Accountability standards set-in when the evaluator can monitor the performance, conduct assessments and provides a consistent logic to the scheme of things. Even Olympians like Gagan Narang, PT Usha have supported the view of establishing sports curriculum standards in India.



*“I have a dream to take Indian Shooting to unprecedented heights. Out of this dream was born Gun For Glory (our NOT FOR PROFIT shooting academy in Pune). I want to make Gun For Glory a much wider and more financially accessible program, that exceeds perhaps my own imagination. I believe it starts in schools where the minds are moulded. That is where one is taught to dream and given the tools to realise them going ahead. It is therefore absolutely necessary to have sports and education integrated into the school curriculum. This integration is only possible if there is a robust, comprehensive, inclusive and internationally bench-marked sports education curriculum standard for India – that is not just a directive but a mandate for implementation in schools.”*

## 4. Evaluating International Curriculum Frameworks & Standards

Advanced economies like, the USA, Germany, Australia, Singapore, etc. adopted a comprehensive sports education programme years ago. India is at a nascent stage when compared to these countries in terms of developing an indigenous programme suitable to the national – state – local conditions.

### 4.1 Singapore:

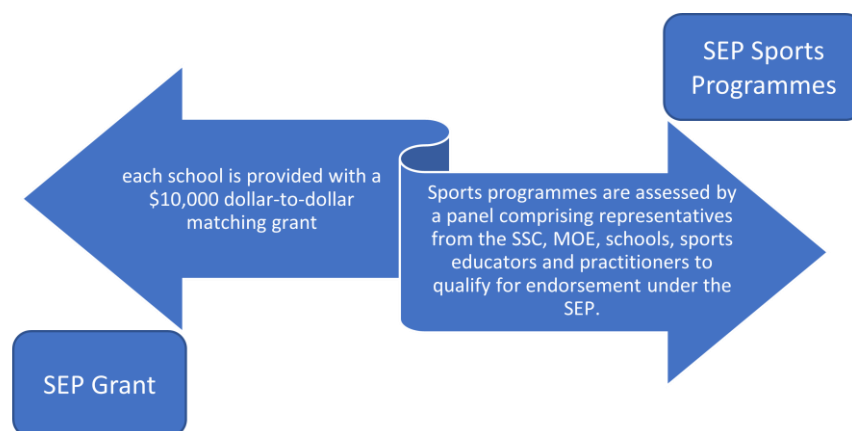
The Sports Education Programme (SEP) is a collaborative partnership between Singapore Sports Council and the Ministry of Education<sup>6</sup>.

Figure 1: Aims & Objectives of SEP



SEP also serves as an integrated and structured approach to link sports service providers with schools to ensure that innovative and quality sports programmes are delivered.

Figure 2: Funding & Implementation of SEP, Singapore



<sup>6</sup> <https://www.sportsingapore.gov.sg/sports-education/school-programmes/about-sep>

Sports programmes under SEP should:

- Cater for development of skills and sports knowledge of students
- Help promote active participation of sports in schools
- Promote team spirit and character building in students
- Arouse interest in continual sports participation amongst students

SEP endorsed programmes are classified into 4 categories<sup>7</sup>:

Figure 3: Characteristics of a sports development program



## 4.2 U.S.A

The National Association for Sport & Physical Education or NASPE is the leading authority on matters related to physical / sports education in the United States of America. Sport is a state, not a central subject in USA. No Federal law requires physical education to be provided to students in American schools.<sup>8</sup>

The physical education curriculum is the written, clearly articulated plan for how standards and education outcomes will be attained in a school district or school. The curriculum analyses curriculum in-force in other school districts and school to benchmark and implement its own design and schedule. The physical education curriculum serves the purpose of standardizing the curriculum in a school district across schools and ensuring

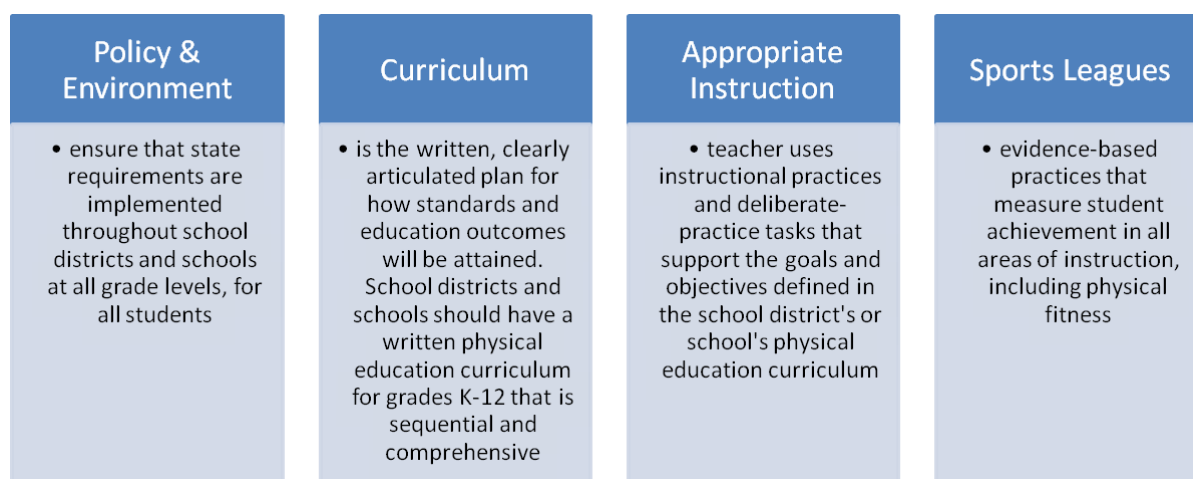
<sup>7</sup> <https://www.sportsingapore.gov.sg/sports-education/school-programmes/about-sep>

<sup>8</sup> [http://www.academia.edu/7318346/Sports\\_Education\\_in\\_the\\_USA\\_English\\_language\\_paper\\_](http://www.academia.edu/7318346/Sports_Education_in_the_USA_English_language_paper_)

equitable education for all students. It also results in improved teacher quality and increased consistency in instruction.

NASPE (Now under SHAPE-Society of Health And Physical Educators) has defined four essential components of physical education<sup>9</sup>:

Figure 4: Vital Components of Physical Education, USA



### 4.3 Australia

Australia is perhaps the closest of all countries in terms of sporting ties with India. Hence, if India needs to develop curriculum standards for school sports education, Australian approach to standardization and implementation could be one of the most

*“We have a lot to learn and share with Australia in the field of sports. The India-Australia Sports Partnership would facilitate exchange of athletes, coaches, technical officials, sports scientists between the two countries. We are also planning to introduce sports as a compulsory subject in schools”*

- Mr. Vijay Goel  
Union Sports Minister, India

accessible to understand and adopt in such an initiative. Being a key strategic partner<sup>10</sup> on multiple forums including sports, education and sports-education combined, Australian

<sup>9</sup> <http://www.shapeamerica.org/policyandenvironment.cfm>

<sup>10</sup> [http://wap.business-standard.com/article/news-ians/india-australia-sports-partnership-launched-117041200933\\_1.html](http://wap.business-standard.com/article/news-ians/india-australia-sports-partnership-launched-117041200933_1.html)

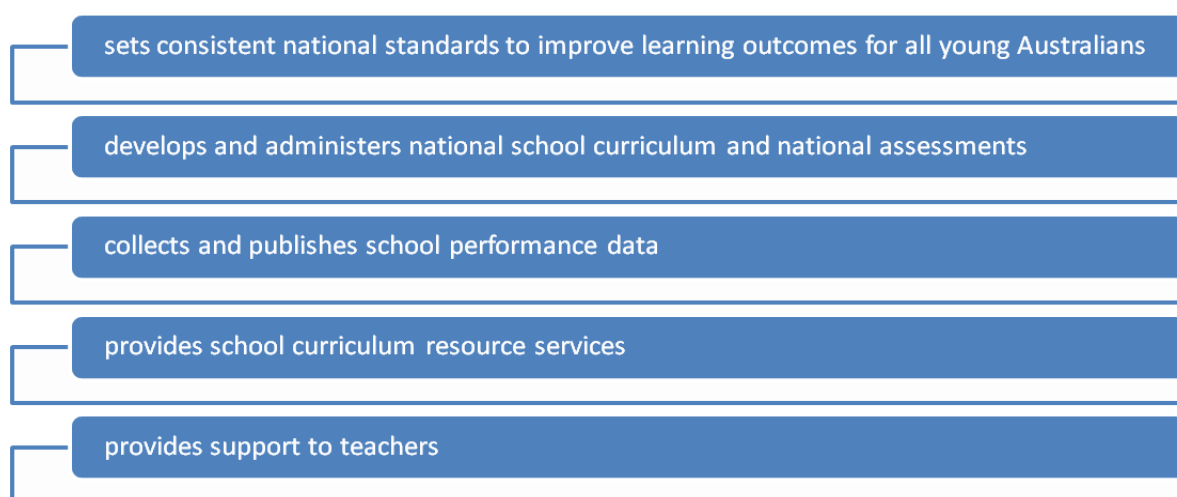
Govt. and its professional workforce have been providing support to various players in the Indian ecosystem – be it sports startups, governments and semi-government agencies.

The **Australian Curriculum, Assessment and Reporting Authority (ACARA)** is the independent statutory authority responsible for the development of a national curriculum, a national assessment program, national data collection and a reporting program that supports learning for Australian students.<sup>11</sup>

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation.<sup>12</sup>

ACARA works on providing curriculum development support through these basic tenets:

Figure 5: Principles to follow while developing curriculum framework



<sup>11</sup> AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY ACT 2008 - SECT 6

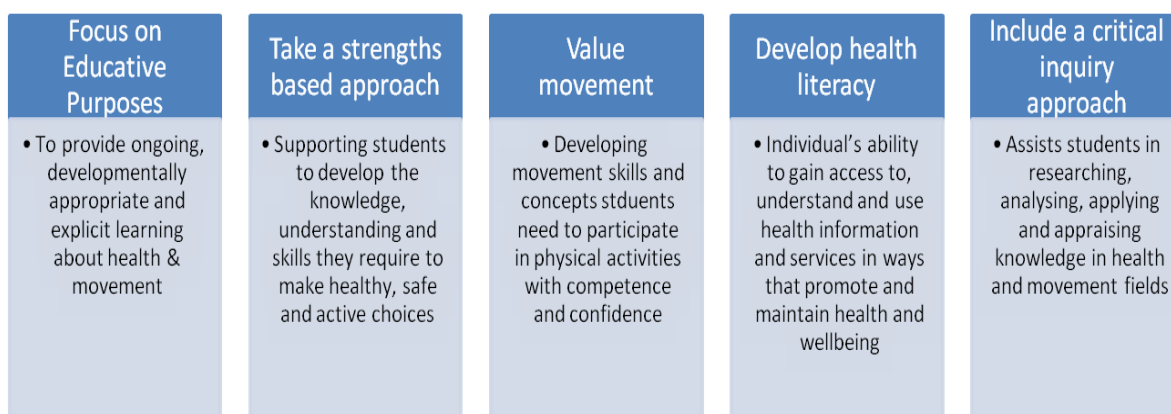
<sup>12</sup> <http://www.australia.gov.au/information-and-services/education-and-training/curriculum>



The children develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.<sup>13</sup>

The Australian Curriculum: Health and Physical Education has been shaped by five interrelated propositions that are guided by a strong and diverse research base for a futures-oriented curriculum<sup>14</sup>:

Figure 6: Broad level ideas on which Australian curriculum is framed



*"I consider sports to be an integral part of a student's school life. It is extremely beneficial because it teaches attentiveness, focus and discipline. Not only does it help grow personality, and achieve a single-minded drive but also helps a child to be strong mentally; and not just focussed on victory, but also to learn patience, experience failure and working hard to continue to fight. Curriculum induced sports education provides the instructors with basic level guidelines and helps the school management and parents to be able to track conveniently what a student is expected to learn at a particular level. In my experience, sports is integral to improve focus and concentration and has often helped to enhance academics."*

- Dr. Neha Berlia  
Board of Governors,  
Apeejay Education Society

<sup>13</sup> <http://www.australiancurriculum.edu.au/health-and-physical-education/rationale>

<sup>14</sup> <http://www.australiancurriculum.edu.au/health-and-physical-education/key-ideas>

## 5. International Guidelines, Standards and Curriculum Development

### 5.1 UNESCO charter of Physical Education

United Nations Educational Scientific and Cultural Organization (UNESCO) adopted the International Charter of Physical Education and Sport way back in 1978. UNESCO has been emphasizing on the power of physical education and sport on developing the abilities, will-power and self-discipline of every human being. The clearly defined UNESCO Articles disseminate information on how a sports & physical education programme of a country must be visualized.<sup>15</sup>

**Table 1: UNESCO charter of physical education and sports**

<b>Article 1</b>	The practice of physical education, physical activity and sport is a fundamental right for all
<b>Article 2</b>	Physical education, physical activity and sport can yield a wide range of benefits to individuals, communities and society at large
<b>Article 3</b>	All stakeholders must participate in creating a strategic vision, identifying policy options and priorities
<b>Article 4</b>	Physical education, physical activity and sport programmes must inspire lifelong participation
<b>Article 5</b>	All stakeholders must ensure that their activities are economically, socially and environmentally sustainable
<b>Article 6</b>	Research, evidence and evaluation are indispensable components for the development of physical education, physical activity and sport
<b>Article 7</b>	Teaching, coaching and administration of physical education, physical activity and sport must be performed by qualified personnel
<b>Article 8</b>	Adequate and safe spaces, facilities and equipment are essential to quality physical education, physical activity and sport
<b>Article 9</b>	Safety and the management of risk are necessary conditions of quality provision
<b>Article 10</b>	Protection and promotion of the integrity and ethical values of physical education, physical activity and sport must be a constant concern for all
<b>Article 11</b>	Physical education, physical activity and sport can play an important role in the realization of development, peace and post-conflict and post-disaster objectives
<b>Article 12</b>	International co-operation is a prerequisite for enhancing the scope and impact of physical education, physical activity and sport

<sup>15</sup> <http://unesdoc.unesco.org/images/0023/002354/235409e.pdf>

The United Nations (UN) envisages Quality Education as one of 17 sustainable development goals to transform our world. UNESCO's approach to recognize education as a solution to

Sport can teach values such as **fairness**,  
teambuilding, **equality**,  
discipline, **inclusion**, perseverance  
and **respect**.

Sport has the power to provide a universal  
framework for learning values, thus  
contributing to the development of soft

eradicate global challenges such as inactivity, obesity, unemployment and conflict is at core of this sustainable development goal. This approach advocates for inclusive lifelong learning opportunities and innovative content delivery. Dynamic forms of values-based education using sport can be introduced in schools to support teachers deliver curricula

actively and cooperatively. *Values education through Sports* (VETS) programmes support **active learning**, complement cognitive skills and give students increasing amounts of responsibility, and enhance their level of concentration and participation. VETS contributes to the development of self-confidence, active and healthy lifestyle choices, and an understanding of rights, supporting the delicate transition to the independence of adulthood.<sup>16</sup>

The International Olympic Committee (IOC) in order to promote Olympism in society and to propagate a proper understanding of Olympic values in children designed the Olympic Value Education Programme (OVEP). The theme of Olympics is designed on these values: Friendship, Respect, Excellence, Determination, Inspiration, Courage and Equality. OVEP is a practical set of learning resources designed to inspire and allow young people to experience these life values. OVEP uses Olympic sport traditions and positive sporting values as the context for teaching life skills, values and life-long participation in sport for a healthy lifestyle<sup>17</sup>. It communicates the benefit of sport and physical activity through an understanding of Olympism and its impact on individual health, enjoyment, and social interaction.

OVEP aims to realize the Olympic ideal of building a better world through sport by means of a curriculum that uses sport pedagogy and focuses on values-based learning.

<sup>16</sup> <http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/values-education-through-sport/>

<sup>17</sup> <https://www.olympic.org/olympic-values-and-education-program/about-ovep>

OVEP uses the universality of sport in the Olympic context to support delivery of curriculum in and outside of the classroom. OVEP is based on the Olympic philosophy that learning takes place through a balanced development of body and mind. the programme aims to disseminate a values-based curriculum that will shape the development of child and youth character.

*“For each individual, sport is a possible source for inner improvement”*

*- Pierre de Coubertin*

Using the context of Olympic sports, participants are taught skills and strategies that will help them to assume the responsibilities of global citizenship and civic literacy<sup>18</sup>.

## 5.2 International Standards in Sports & Physical Education

‘Standards’ refer to the process of establishing what children ought to know and be able to do as a result of the instructional program. It forms the foundation for developing and assessing all school based physical education curricula International Council for Health, Physical Education, Recreation, Sport and Dance (ICHPER.SD) is an international organisation committed to provide research and development in the area of curriculum standards and program development<sup>19</sup>. The content standards provided by ICHPER.SD are moulded through research done by NASPE and other reputed organisations. These form the foundation for developing and assessing all school-based physical education curricula. The following table lays down the broad-level vision of an encompassing sports and physical education framework<sup>20</sup>:

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<sup>18</sup> <https://www.olympic.org/olympic-values-and-education-program>

<sup>19</sup> <http://ichpersd.org/index.php/about-us/purpose-a-mission>

<sup>20</sup> <http://ichpersd.org/index.php/standards/international-standards>

**Table 2: ICHPER.SD defined benchmark for Sports & Physical Education Curriculum**

Standards	Description	Benchmarks			
		Classes K-2	Classes 3-5	Classes 6-8	Classes 9-12
Standard 1	MOVEMENT COMPETENCY AND PROFICIENCY (Demonstrate competency in many movement forms and proficiency in a few movement forms)	Perform	Exhibit	Exhibit & Combine	Perform
		Manipulative Skills   Locomotor Skills   Non-Locomotor Skills   Movement Combinations	Movement Adaptations & Modifications   Specialised Skills	Strategies essential to specific purposes within distinctive activity types   strategies in small-sided games, modified versions of activities	Skills, strategies, and sequences within the context of structured activities
Standard 2	KNOWLEDGE AND APPLICATION OF MOVEMENT CONCEPTS (Apply movement concepts and principles to the learning and development of motor skills)	Identify, Describe & Apply	Identify, use Feedback & Apply	Provide Feedback, Apply & Describe	Apply, Analyze, Integrate & Evaluate
		Fundamental movements, concepts, apply movement concepts to modify movement	Critical elements of basic skill patterns, use feedback to improve performances, apply movement concepts to specialised skills	To improve performances, apply biomechanical principles, describe how environmental factors affect performances	Advanced, discipline specific knowledge, Analyze one's own and other's performances, Integrate discipline specific knowledge, Evaluate resources for continued learning
Standard 3	HEALTH-ENHANCING FITNESS (Achieve and maintain a health-enhancing level of fitness)	Sustain	Identify	Engage & Associate	Develop & Assess
		Moderate to vigorous physical (MVPA) activity for short periods of time	components of health-related fitness (cardiorespiratory, flexibility, muscular strength and endurance, and body composition)	Engage in MVPA resulting in physiological responses sufficient to change fitness status, Associate results of fitness testing to personal health	personal fitness goals based on personal fitness profile, Assess physiological indicators of exercise during and after physical activity
Standard 4	PHYSICALLY ACTIVE LIFESTYLE (Exhibit a physically active lifestyle)	Engage & Participate	Identify & Select	Analyze & Develop	Explore & Maintain
		voluntarily in physical activities outside physical education classes, Moderate to vigorous physical (MVPA) activity	Identify health benefits of participating in regular physical activities, Select and participate regularly in physical activities	Analyze critical characteristics of a healthy lifestyle, Develop personal physical activity goals	Explore a variety of new physical activities for personal interest, Maintain a physically active lifestyle
Standard 5	PERSONAL AND SOCIAL BEHAVIOR (Demonstrate responsible personal and social behavior in physical activity settings)	Apply & Share	Identify & Accept	Achieve & Solve	Demonstrate
		Apply classroom rules and procedure, Share space and equipment with others	Identify concepts of fair play and sportsmanship, Accept responsibility for personal behavior	Achieve group goals in cooperative & competitive settings, Solve problems by analyzing causes	Demonstrate cooperation within competitive activities, Cooperate in establishing group goals
Standard 6	UNDERSTANDING AND RESPECT FOR INDIVIDUAL DIFFERENCES (Demonstrate understanding and respect for differences among people in physical activity)	Differentiate	Interact	Respond	Analyze
		Between respectful and disrespectful behaviors	Positively with students in class regardless of personal differences	Positively to differences in people	Roles of sport, games, and dance in society
Standard 7	PERSONAL MEANING DERIVED FROM PHYSICAL ACTIVITY (Understand that physical activities provide opportunities for enjoyment, challenge and social interaction)	Identify	Describe	Invite	Characterize
		Physical activities that are enjoyable	Relationship between skill competence and enjoyment	Others to participate in physical activities of personal choice	physical activities that are personally enjoyable, challenging & fulfilling

### 5.3 Curriculum Development

While the standards provide boundaries within which the curriculum is proposed to function, it is the activities which function as the link between a curriculum and its

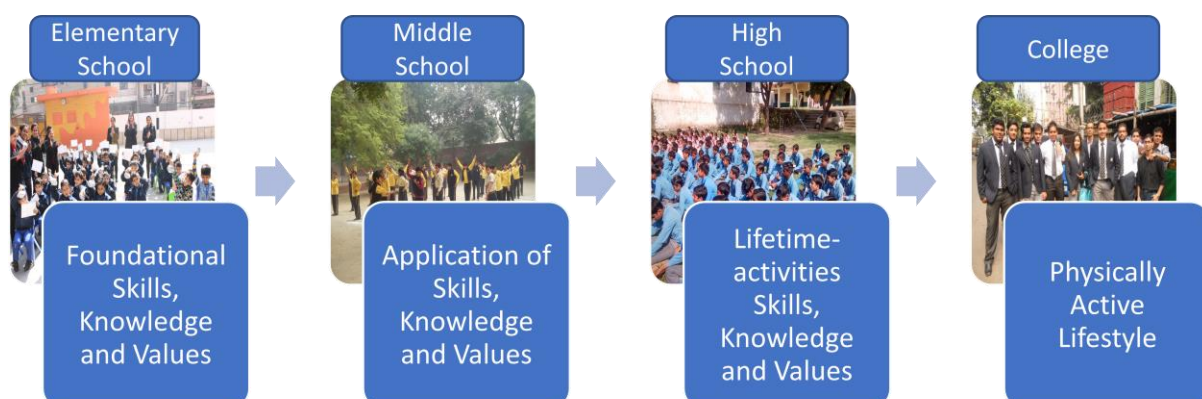
Sports & Physical activities may be divided into 6 main groups:

1. Warming-up and cooling-down exercises
2. Adapted international sport games
3. Local sport and traditional games
4. Group movement games or cooperative games
5. Simple physical activities or simple exercises

beneficiaries. International Council of Sport Science and Physical Education (ICSSPE) has broadly categorised the list of activities into 6 groups<sup>21</sup>. The tactical level framework outlines the lesson plans which have to be administered class-wise. The elementary level classes (K-2) must have foundational level program which seeds the child with basic and fundamental skills like running, hopping, jumping, throwing, catching, etc. This will ensure that when the

child is ready to advance to the next stage (3-5), she/he has already built a strong foundation to branch out to a sports specific activity. The fundamental skills prepare the child to pick-up any sport at the next stage with considerable ease. The intensity, complexity and knowledge of activities increase with progression to the next class, ultimately culminating in preparing the child to pursue an active lifestyle as an adult.

Figure 7: Stages in curriculum development process



<sup>21</sup> <http://www.icsspe.org/sites/default/files/Moving%20Together.pdf>

## 6. Existing Sports Education Scenario in India

The Ministry of Human Resource Development (MHRD) through its National Policy on Education (NEP), 2016 recognizes the criticality of Education as the most important vehicle for social, economic, and political transformation. The NEP of 1986/92 had laid significant stress on sports and physical education to be part of the schooling process. School systems across the world recognize the critical importance of weaving sports and physical education in the education process, for all round development of the student<sup>22</sup>. Children need to be encouraged to build their character in a spirit of competition, through sports and healthy physical activities, as part of the learning process – indeed as preparation for life.

### 6.1 The Positive Aspects

The string of Olympic gold medals in Hockey, winning 6 in a row is a monumental achievement. The players came up through a system, however non-important it may be at that time. There was no theoretical concept of sports and physical education in schools at that time. Students enjoyed playing and were groomed by their seniors. Such a system is sufficient to produce mediocre performance as is evident in most of the sports. However, this is not to state that no work has been done or is being done to improve the situation. The steps taken by the Govt. in terms of

Excerpts from National Curriculum Framework, 2005

1. Time tables do not give young children enough breaks to stretch, move and play and deprive older children of play/sports time
2. Participation of all children in free play, informal and formal games, yoga and sports activities is essential for their physical and psycho-social development
3. The range of abilities as a result of games, sports and yoga will improve stamina, fine and gross motor skills and dexterities, self-awareness and control, and coordination in team games
4. Whereas all students must be involved in health and physical education activities, those who choose to excel in games and sports need to be provided adequate opportunities.
5. There may be more emphasis on the inclusion of sports and games from the local area
6. On account of the examinations, many other curricular areas, especially sports and arts, are also compromised. It is necessary to ensure that these areas are protected

<sup>22</sup> <http://www.nuepa.org/New/download/NEP2016/ReportNEP.pdf>

promoting Yoga, sports policies, creation of sports committees, visualising an active India is encouraging. CBSE, NCERT and state boards have renewed their focus on SE and PE. Some of the positive factors observed in the current ecosystem are:

- i) Few visionary school owners, principals and leaders have adopted sports education programs in their schools. While not all schools may be following a prescribed curriculum, the start by such schools is in the right direction and provides the necessary impetus to design and draft national curriculum standards in SE.
- ii) Indian Govt. is actively promoting Yoga and its various initiatives have lead to a renewed recognition of the ancient Indian art not just within the country but worldwide. UN has declared 22<sup>nd</sup> June of every year to be celebrated as International Yoga Day. Whereas the 1986 policy (NEP) had rightly recognised the role that Yoga can play in healthy development of the mind and the body. Majority of the schools have adopted Yoga as an essential activity. The remaining schools, both public and private, should also be encouraged to bring Yoga in as part of the schooling process, and facilitate every child to learn the basics of Yoga. Particularly in urban schools, where there is shortage of playground facilities, Yoga can play a significant part in the development of a young student.
- iii) The Governments of India and the United Kingdom embarked on a 3 year collaborative initiative to share expertise and ideas in the areas of physical education and sports. PEC Cards are first focused and structured approach for delivering Physical Education in primary classes. The end result was the Physical Education Teachers' Manual for primary teachers. The major outcome of which are the Physical Education Cards (PEC). The main purpose of this resource material is to support and sustain the initiative, reinforce the transaction process of physical education at primary stage and strengthen the delivery infrastructure. Central Board of Secondary Education (CBSE) has instructed its affiliated schools to adopt PEC and train its primary teachers to disseminate physical education information to their pupils. PEC's are indeed



an effective tool for strengthening the transaction of Physical Education in

*“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 that the National Sports Policy 1984 emphasised the need to make physical education and sport 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”*

Mr. Injeti Srinivas  
 Director General, SAI and  
 Secretary of Sports, MYAS

schools. Each Card is aimed at providing the essential information needed for engaging all students of the concerned class in the selected game / activity. PEC specifies the activities to be organized, the process of organizing the activities, equipment that will be needed, safety measures to be taken and the skills to be developed<sup>23</sup>. Class-wise segregation of activities:

Classes I – III	set of activities which aims at agility, balance and coordination for classes
Classes IV – V	agility, balance, coordination speed and strength

- iv) The broadcasting success which Kabaddi as a sport has achieved is something which was probably unimaginable at the start of the century. Majority of the population must have definitely played the sport recreationally at some point of time during their school life, but who knew a career could be made out of it. Historically, India has appreciated its traditional & indigenous sports and made these sports nationally accessible. Sports like Kho-Kho, Kabaddi, Malkhamb, etc have been taught and played in sports classes across Indian schools. SGFI, CBSE regularly conducts inter-school tournaments in such sports. Such sports when augmented with a defined curriculum will bring out more talent and as well as build a foundation of sports lovers in India.

<sup>23</sup> Teachers’ Manual of Physical Education Primary Level for Class I-V

- v) The emergence of private players providing Sports Education and Physical Education programs to schools has increased manifold in the recent years. There is deeper focus from schools to adopt such sports programs. While it may be true that most of these programs are based on NASPE / international standards, there are many players who have jumped the bandwagon purely because of financial profits and have paid little attention to adopting accepted international standards. National sports curriculum standards are required to arrest quality degradation in programs provided by such organisations. Plus, it becomes easier for the school management and parents to track and monitor what their ward is supposed to learn if curriculum framework is adopted across all schools.

## 6.2 Areas of Improvement

There are a few key areas which need to be researched, revised and implemented with complete focus to achieve parity with other countries in respect to establishing national sports curriculum standards in our country.

- i) Sport has got cross cutting relevance and is an important tool for youth development and empowerment. Countries like the U.K. and Australia have achieved a lot in the last two decades by giving emphasis on importance of sport in schools. We are not able to perform at the international level as sport was not an integral part of the school curriculum. There is a gap between the syllabus for PE and the actual execution of it during the games period. We need to develop a robust sports curriculum with grade-wise lesson plans for every proficiency level.
- ii) The National Sports Federations and their state units in India form a vital link in terms of regulating and promoting their respective sport in the country. Their duty is to inculcate an experience based sports habit which leads to creation of lifelong sports enthusiast right from a young age. They must

function with absolute integrity with the major objective of broad-basing their sport. Schools are the perfect platform for them to discharge their duties in this direction. National Sports Federations (NSFs) are responsible and accountable for the overall management, direction, control, regulation, promotion, development of respective sports for taking corrective steps to overcome deficiencies detected in their respective sports disciplines<sup>24</sup>. The current gaps are possible to bridge with active support from NSF's and their state affiliates in terms of curriculum drafting, leading practices, skilled coaches and trainers, appropriate certifications, accreditations, creating modified equipments, monitoring and inspection.

- iii) Creation of a national sports structure is more vital than creating sports infrastructure. It is widely observed that schools (particularly private schools) consider promoting sports through creation of world class infrastructure. While it is important to have good quality grounds, turfs, pitches, courts and arenas, it is equally critical to have a supporting curriculum to complement such facilities. *Even though there is a growing awareness of including sports education as a compulsory subject in Indian schools, there lie some endemic obstacles which are preventing its growth trajectory*<sup>25</sup>. Contrary to the possibility of grading and rating sports infrastructure, there is no way sports curriculum can be graded in the absence of national sports education standards.
  
- iv) Parents and school management find it easier to measure what their pupil has learnt in any of academic subject because of the progressions in the curriculum framework and establishment of grade-wise standards. But when it comes to sports education, they are clueless as to what and how they can measure their ward's performance. What is going to happen in an educational system where Mathematics is to be taught as a subject but there no curriculum is provided to the teachers? A huge mismatch (in numbers and

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<sup>24</sup> <http://164.100.47.190/loksabhaquestions/annex/9/AS142.pdf>

<sup>25</sup> <http://digitalllearning.eletsonline.com/2014/03/relevance-of-sports-education-in-schools/>

as well as quality) between toppers and other students. Isn't this is the current situation in sports? Our outdated but prevalent methods do produce top sportspersons, and there is no doubt there will always be bright sportstars making their mark in national & international competitions. But what about the majority of students who should have attained minimum standards in a particular sport relevant to their grade.



"As a patron of the Usha School of Athletics, we have been training young sprinters to attain the much elusive Olympic medal in Athletics. Our team of instructors conduct talent hunt competitions at various schools to unearth Athletic potential. A well placed school curriculum in sports will definitely help broadbase the sport, increase its profile and help put in a system through which identified talent is guided to the next level on merit. Not only will the sports education framework assist Coaches like me to find potential talent with reduced efforts but also promote Olympic values in a holistic manner. The time is right for India to introduce an age-appropriate curriculum structure in sports, just like any academic subject"

- PT Usha

### 6.3 Case Study to understand the present situation in India

- i) Aditi is a bright young Indian who has a Master of Physical Education (M. P.Ed) degree from a top institute in India. She herself was a Football player in her school days and had always aspired to remain connected with sports for lifetime. An opportunity to work as a Physical Education (PE) teacher came her way and she accepted whole-heartedly. Her usual daily routine included taking 3-5 sports periods of various classes throughout the day. She was content with her work profile. However after a few months taking sports

classes for different grades became exhausting for her because she was out of new ideas to teach her students. There were situations when 5 minutes before her scheduled class she was not clear in her mind as to what to teach the class. At other times, out of a class of 45, only 30 students would have reached the playground. The remaining had either opted to stay in their classes to do their class assignments or some would have medical certificates to make a reason for not coming out to play, especially during harsh summers. Also, it was not possible for her to motivate her students to play a common sport. Some wanted to play football while others were interested in playing badminton. On top of that there were a few subject teachers who took the sports period for granted and occasionally took over the sports period to teach their own subject. This led the students to feel that academic periods always come before their sports & physical education training.

When she decided to approach the school principal with this matter, the principal first made her wait for over an hour and then strongly remarked that it could be because Aditi is not a good instructor. The school leadership's approach reflects the prevalent situation of PE teachers in most of the schools who are considered at the bottom of the hierarchy and are expected to perform tasks like disciplining students and other menial work not related to sports education.

The solution to this common problem is to make physical education an integral part of school curriculum. This will lead to empowerment of lakhs of PE teachers across the length and breadth of the country and ultimately increase the self-esteem and status of sports trainers. The curriculum standards will help in developing goals or milestones which will have to be achieved through detailed lesson plans to be implemented on a continuous basis. Once these steps are undertaken, Aditi will have clarity as to what needs to be taught to which class on what particular day; eventually culminating into an authentic and learning sports experience for the child.

## 7. Suggestive Curriculum Framework for India

The focus of this white paper document is to provide suggestive outlook of how a sports curriculum framework must broadly look like. The ultimate responsibility to frame a standardised framework lies with the Sports and Education Ministries of the Govt. India, in consultation with and support of the appropriate statutory & autonomous organisations, school education boards, sports federations, relevant organisations, subject matter experts and sports education companies. The indicative framework is outlined below for the reader of this document to gauge the vital parameters one must look at while forming a national level framework.

The curriculum development approach will typically include these steps:

Figure 8: Progression levels in designing curriculum framework

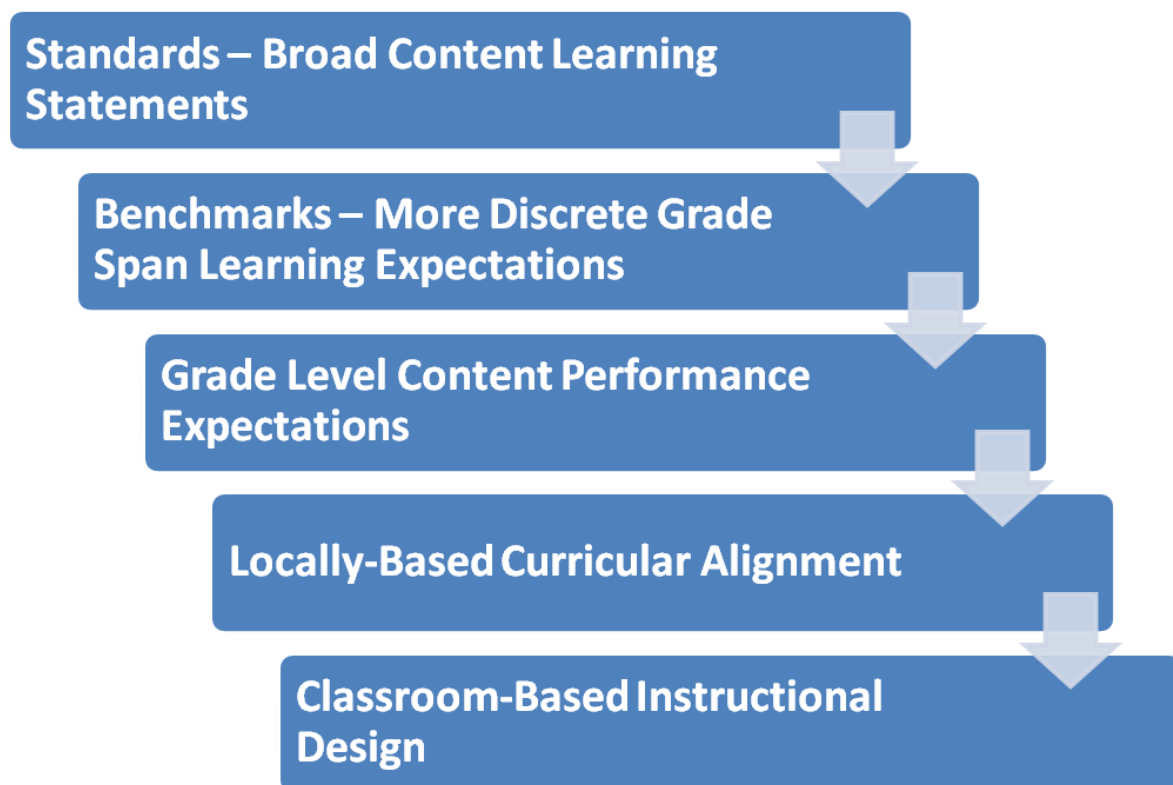


Table 3: Suggestive Curriculum Framework for Sports Education in India

Achievement Standard	Applicability	Benchmarks			
		Classes K-2	Classes 3-5	Classes 6-8	Classes 9-12
Developmental Objectives	All Classes	Locomotor Movement   Cognitive Abilities   Social Skills   Coordinative Abilities			
Demonstrate core fundamental skills, identify and repeat activities, demonstrate movement sequences and solve movement challenges	K-2   3-5	While maintaining balance perform : Rolling   Balancing   Running   Jumping   Hopping   Dodging   Throwing   Catching  Participate in games with and without equipment	Skippping   Galloping   Kicking   Striking   Running   Sliding  individual students or groups of students to use a problem-solving approach to solve a problem to successfully complete the task		
understand the benefits of staying healthy, make self-fitness plans, participate in sports activities outside of school permises	Except K-2		Identify and practise strategies to promote health and wellbeing. Alliance with neighborhood children in playing with sport of their choice	Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments	Analyse and improvise on outdoor recreation plan and community bonding through sports
Refine fundamental movement skills, Identify, apply and select strategies to demonstrate problem solving skills, use decision-making and problem-solving skills,	All Classes	Identify & movement in personal space and general space, travels in different speeds across open spaces	Combines spatial concepts with locomotor and nonlocomotor movements	improve body control and coordination when performing specialised movement skills in a variety of situations	Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment
Clarity on ethical behavior, relating to personal responsibilities, open to accept feedback and understand safety instructions	All Classes	Follow instructions/ directions for safe movement, share equipment and space	Accepts personal responsibility, works independently and with others, responds to feedback from teachers, Identify game rules	Apply rules & etiquette acting as an official, implements on corrective feedback, responsible for improving physical activity and fitness	Employs effective self-management skills, examines moral and ethical conduct, accepts others ideas and suggestions, become sports role model for juniors
Learning the skills of winning and losing, performance consistency through participation in competitions and mini-tournaments at school, community, junior and senior level	Except K-2		Participate in age appropriate tournaments to inculcate result acceptance. maximum competition exposure through intra-school event	Inter-school exposure, follow performance improvement strategies, apply for after-school intensive sports programs	Aim for national level and other major state tournaments. Analyse personal improvement and develop peer review acceptability
Apply multiple sports skills, investigate benefits, develop social bonding for continuous engagement in sports through recreational & traditional and Indigenous sports	All Classes	Introduction to fun-filled non-serious games like catch-menot, Simon says, etc which develop fundamental skills	Introduction to invasion sports, individual sports, indian sports like kabaddi, kho-kho and yoga	Learning intermediate sports skills, explore unfamiliar sports, self evaluate sport appropriateness	Advance level knowledge of chosen sports, understanding progression to next level, playing the sport competitively
Formulate plans, participate and support sports projects at community level to bring a positive change in the society	6-8   9-12			Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviour  Identify how valuing diversity positively influences the wellbeing of the community	Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities

## 8. Critical Success Factors for Development and Implementation of Sports Education Curriculum in India

Active involvement of key stakeholders in the curriculum design process will definitely translate into evolving a national standards framework in sports education across the country. The Key Result Areas to achieve the monumental task of drafting, approving and implementing sports education curriculum across India depends on these components:

- i) Formulation of Standards: Finalise at least 5 key standards which encompass the learning outcomes related to sports skills, physical health and activity, access to competitions, building essential psychosocial values and fundamental skills
- ii) Definitive timeframe for creation and adoption of sports curriculum standards. By 2018, the draft national sports education standards must be brought out for public and expert discussions. By 2019, the final guidelines for sports standards and other allied information to be finalised and made ready to be implemented.
- iii) To have a clear understanding that SE curriculum is not a replacement of PE curriculum but a vital tool to achieve the PE objectives in children, while broadbasing various sports amongst them that could possibly lead to identification & development of potential high performance talent in sports.
- iv) Promote creation of focus position papers, data & feedback collection, sports committees overlooking the curriculum drafting process. Also to sanction research grants upon milestone completion to approved group.
- v) Complete support from federations and education boards in terms of upgrading their own structure and quality to up-skilling of the existing workforce to align with the futuristic requirements of SE.
- vi) The '*Khelo India*' scheme formulated by the Government is a national programme for development of sports. Similar schemes incorporating need of sports education in schools are needed.



## 9. Proposition & Conclusion

Sports need to be put at equal footing as any academic subject. It deserves as much sincerity and attention. It is the duty of schools to recognise this importance and develop/ implement a good SE curriculum that interests students and garners support from the parents. While a broad level framework is to be given by Government, the onus of practical implementation at schools will be the responsibility of the school leaders and management team. There are a few recommendations which come into focus through this document:

### 9.1 Recommendations

- i) Aim for including sports education as part of the next National Curriculum Framework (NCF) studies and recommendations. To achieve this it is important to have the sports curriculum framework drafted, piloted & tested in few schools, ratified accordingly with suggestions from industry experts and implemented nation-wide.
- ii) Establish association with the authorities from countries like US, Australia, etc. involved in framing and development of curriculum. Learning from understanding the challenges and problems faced in implementation of SE curriculum in schools by these countries can help us with drafting more effective SE curriculum standard.
- iii) Align the skill gap analysis conducted by National Skill Development Corporation (NSDC) with the job requirement in SE curriculum related jobs viz. – sports educators, sport curriculum writers, community sports officer, Curriculum monitoring & evaluation among other profiles – to arrive at a curriculum standard that also helps skill development for the sports industry.
- iv) Develop standards in allied work areas like :  
National Assessment standards – defines metrics, methods, process for conducting sports assessments.  
Curriculum monitoring & evaluation standards – assists in inspection, proper evaluation of results & teaching methods and providing corrective actions.

National Talent Search methods (for sports talent) and standards to increase its reach and applicability.

- v) The involvement of District Sports Officers (DSO), in overseeing implementation and data collection process. The National Sports Federations to be brought into scheme of things for effective implementation of curriculum framework.
- vi) Reduce the variance in calibre, training, interest and motivation level of teachers; having a standardized framework document will ensure that minimum expected outcomes and deliverables are achieved.
- vii) Foundation of a National Sports Education Curriculum Authority (NASECA) to oversee and inter-relate with other key stakeholders like the Sports Authority of India (SAI), state level sports authorities, national sports federations and their state units. The NASECA will ensure inter-operability functions and make transition & implementation of sports curriculum constructive in schools.
- viii) Request Ministry of Youth Affairs & Sports (MYAS) to transfer Sports in the Concurrent list from the current listing as a State subject. This will ensure Sports and allied activities are brought under national focus for accelerated and inclusive sports development in the country.
- ix) Promote concept of sporting culture in schools and communities whereby active participation in sports and physical activities is seen as a way of life. Offer substantial competitive opportunities at school level, community level, professional stage and as well as for amateurs.

The benefits of inclusion of sports education in the mainstream education are various, and hence development of a National SE Curriculum Standard is absolutely essential and need of the hour. The compelling reasons, factors and time for laying a roadmap for sports curriculum framework implementation are perfectly aligned with the expectation of improvement in sports performance across the country.



## Confederation of Indian Industry

The Confederation of Indian Industry (CII) works to create and sustain an environment conducive to the development of India, partnering industry, Government, and civil society, through advisory and consultative processes.

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With 66 offices, including 9 Centres of Excellence, in India, and 10 overseas offices in Australia, Bahrain, China, Egypt, France, Germany, Singapore, South Africa, UK, and USA, as well as institutional partnerships with 344 counterpart organizations in 129 countries, CII serves as a reference point for Indian industry and the international business community.

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