



# CISCE Physical Health and Fitness Assessment Programme Manual

## Foreword

The Council for the Indian School Certificate Examinations (CISCE) is launching the **CISCE Physical Health and Fitness Assessment Programme Web Portal and Training Manual** as a structured initiative aimed at promoting holistic physical development among school students.

In alignment with the mandate of **NEP 2020** and the visionary campaigns of the **Fit India Movement** and **Khelo India**, CISCE recognises the **crucial** role of physical fitness in enhancing overall well-being and academic performance.

This programme has been designed to provide schools with a **standardised framework** for assessing, monitoring, and improving students' physical health.

The **CISCE Physical Health and Fitness Assessment Programme Web Portal** is a transformative tool that will empower schools to regularly monitor and promote the physical well-being of students from Classes I to XII. For the first time in India, *all students* of any school board will receive personalised **Fitness Report Cards** and **Fitness Indexes**, aligned with the developmental goals for their age group and gender. By doing so, we ensure that every child is encouraged to pursue an active lifestyle, thereby fostering life-long habits of health, discipline, resilience, and joy.

This initiative gains further relevance in the wake of the **World Health Organization's** recent reports highlighting the alarming rise in sedentary behaviours among children aged 5–18 years, both globally and in India. A structured and age-appropriate fitness programme such as this is a timely and necessary intervention. It not only addresses motor development and fundamental movement skills at an early age but also strengthens the foundations for sports participation and emotional well-being through adolescence.

I take this opportunity to express my deepest gratitude to the **Advisors** of this initiative for their tireless efforts in conceptualising and finalising the framework of the CISCE Fitness Assessment Report:

- **Mr. P.W.C. Davidar, IAS (Retd.)** – Advisor, Digital and Simplified Governance, TNeGA
- **Dr. Kalpana Sharma** – Vice Chancellor, Lakshmibai National Institute of Physical Education, Gwalior
- **Dr. Pradeep Kumar** – Sports Officer, Gautam Buddha University, Greater Noida
- **Dr. Jitendra Singh Naruka** – National Co-ordinator and Course Director for Solidarity Courses, International Olympic Committee; and former Vice-Chancellor, LNIPE, Gwalior
- **Mr. Kishen Wahbi** – Head, Centre of Excellence, Inventure Academy, Bengaluru

A special mention of **Mr. Sujit Panigrahi**, Founder and CEO of M/s Sequoia Fitness & Sports Technology Pvt. Ltd. and his team for their contributions for developing a **pathbreaking model**—one that holds the potential to shape policies and inspire educational institutions and organisations across the country.

To all our school leaders, physical education teachers, coaches, and students: **this platform is for you**. Let us collectively work towards building a **Fitter, Healthier, and Stronger Generation**.

With warm regards,

**Dr. Joseph Emmanuel**

Chief Executive and Secretary

Council for the Indian School Certificate Examinations

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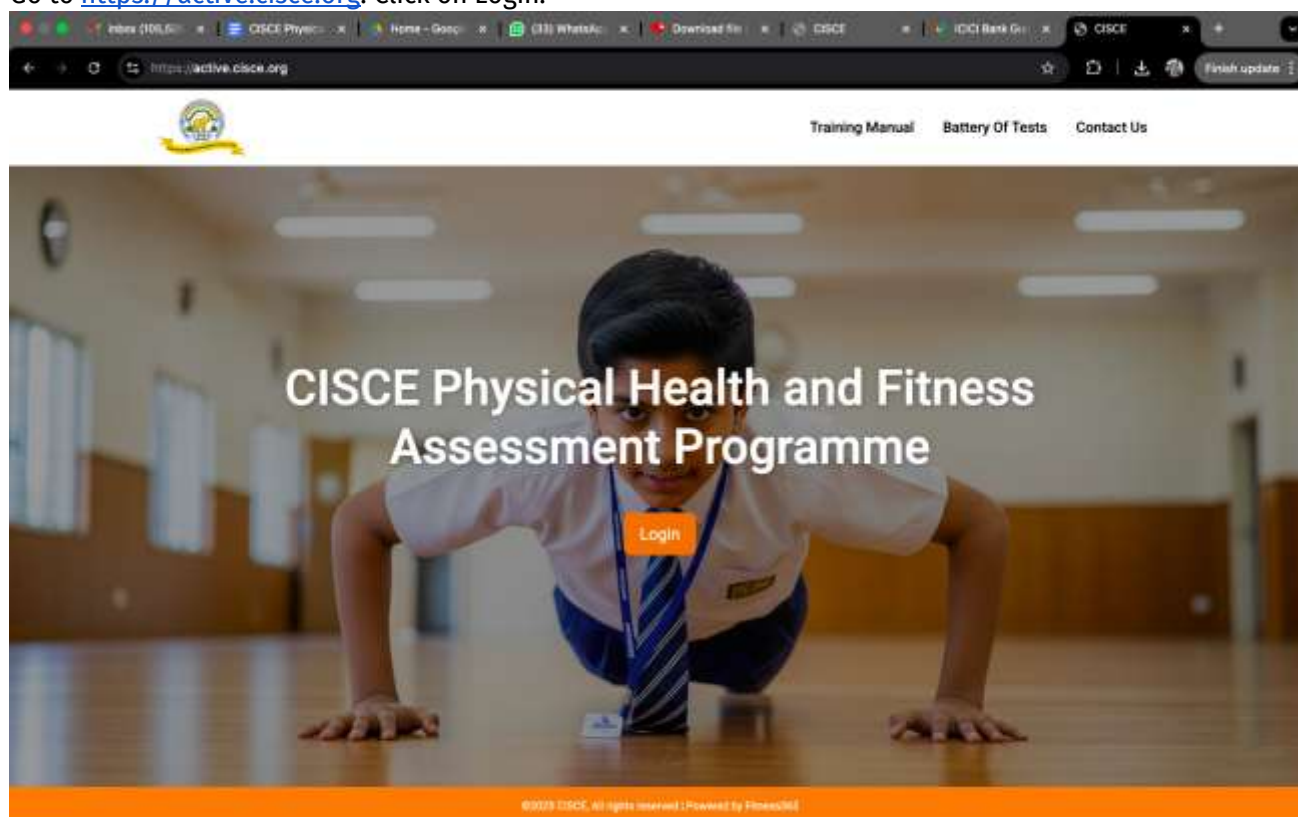
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## SECTION I - TO BE REFERRED IN PHASE 1 OF TRAINING (RELATED TO UPLOAD OF STUDENT DATA)

### Steps for Uploading Student Data

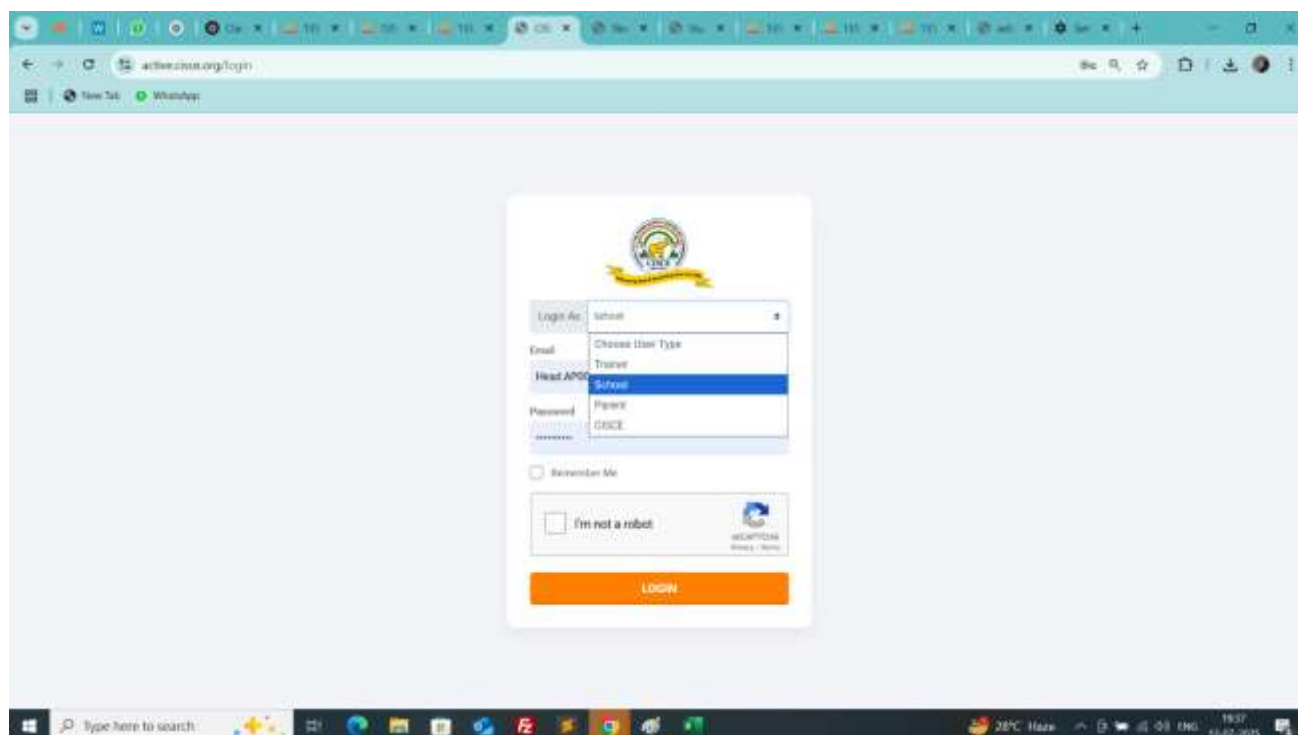
#### Step 1: Go to Home Page

Go to <https://active.cisce.org>. Click on Login.

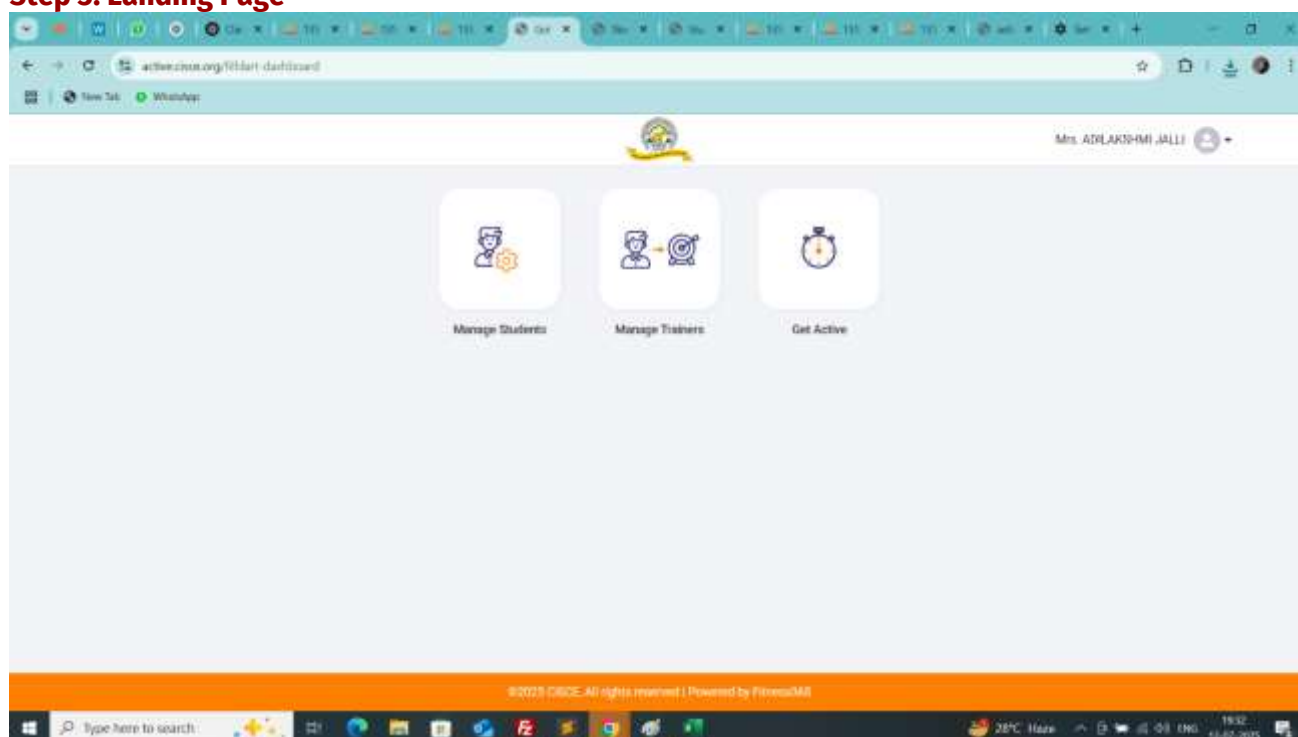


#### Step 2: Login Page

Choose “School” (from the dropdown) to login as Principal. Use credentials given for Principal of your School.



### Step 3: Landing Page



From the Landing Page, select “Manage Students”

### Step 3: Manage Students | Choose Classes

Choose Classes of your school. Class 1-10 are chosen by default. School can add more classes by clicking on the checkboxes. (PN: The fitness assessment program is only for Class 1-12; so classes below Class 1 will not appear on the portal)



**Manage Students**

School Code: **AP001**

Match 'School Code' before upload students data

**Step 1: Save Classes**

(12) Selected

Select All

☒ Pre-Nursery

☒ Nursery

☐ URG

☐ URG

☒ Class 1

☒ Class 2

☒ Class 3

☒ Class 4

Nomenclature

Save

**Instructions to fill the excel**

- Before uploading the Excel file for student data, ensure that classes have been added.
- Keep the Excel heading as it is, don't change it.
- You can download the template to import student data.
- You can download the Sample Data to view the format required for import.
- File Name:** The Excel file must be named **StudentDataUploadFormat.xlsx**
- Worksheet Requirement:** The Excel file must contain only one worksheet.
- Remove Extra Worksheets:** Delete any additional sheets like SampleData, Important Guidelines, or any others.
- Fields marked in orange are mandatory to fill out.
- School code: It should be **AP001**
- AdmissionNumber: Registration Number or Student UID
- Name: Full name
- Gender: M/F
- Class: Nur, KG, L, IL, ..., O, E, X
- Section: A, B, C, ... (If there is no section please fill in A)
- Roll No: 1,2,3, ..., 33,34,35
- DOB: DD/MM/YYYY (e.g., 15/03/2014; this field is most critical).

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By default, the classes are called Class 1, 2, 3, 4 etc.

In case the school follows a different nomenclature for the name of classes (say Pre-Foundation 1 for Pre Nursery and Pre-foundation 2 for Nursery), click and edit the respective classes under NOMENCLATURE.

**Manage Students**

School Code: **AP001**

Match 'School Code' before upload students data

**Step 1: Save Classes**

(12) Selected

Nomenclature

Save

PreFoundation 1

PreFoundation 2

URG

URG

Class 1

Class 2

**Instructions to fill the excel**

- Before uploading the Excel file for student data, ensure that classes have been added.
- Keep the Excel heading as it is, don't change it.
- You can download the template to import student data.
- You can download the Sample Data to view the format required for import.
- File Name:** The Excel file must be named **StudentDataUploadFormat.xlsx**
- Worksheet Requirement:** The Excel file must contain only one worksheet.
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- Fields marked in orange are mandatory to fill out.
- School code: It should be **AP001**
- AdmissionNumber: Registration Number or Student UID
- Name: Full name
- Gender: M/F
- Class: Nur, KG, L, IL, ..., O, E, X
- Section: A, B, C, ... (If there is no section please fill in A)
- Roll No: 1,2,3, ..., 33,34,35
- DOB: DD/MM/YYYY (e.g., 15/03/2014; this field is most critical).

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Click on Save button to save the Classes and corresponding Class names in school (if there is a change).

**Manage Students**

School Code: **AP001**

Match 'School Code' before upload students data

**Step 1: Save Classes**

(12) Selected → Name/Signature → **Save**

**Instructions to fill the excel**

- Before uploading the Excel file for student data, ensure that classes have been added.
- Keep the Excel heading as it is, don't change it.
- You can download the template to import student data.
- You can download the Sample Data to view the format required for import.
- File Name: The Excel file must be named **StudentDataUploadFormat.xlsx**.
- Worksheet Requirement: The Excel file must contain only one worksheet.
- Remove Extra Worksheets: Delete any additional sheets like SampleData, Important Guidelines, or any others.
- Fields marked in orange are mandatory to fill out.
- School code: It should be **AP001**.
- AdmissionNumber: Registration Number or Student UID.
- Name: Full name.
- Gender: M/F.
- Class: Nur, KG, L, IL, ..., IX, X, XI.
- Section: A, B, C, ... (If there is no section please fill in A)
- Roll No: 1,2,3, ..., 33,34,35.
- DOB: DD/MM/YYYY (e.g., 15/03/2014; this field is most critical).

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The chosen Classes will appear along with the School Code.

**Manage Students**

School Code: **AP001**

Match 'School Code' before upload students data

Selected Classes:

Pre-Nursery, Nursery, Class 1, Class 2, Class 3, Class 4, Class 5, Class 6, Class 7, Class 8, Class 9, Class 10

**Step 2: Upload Students**

Download Template Sample Data

Choose File no file chosen **Upload**

**Instructions to fill the excel**

- Before uploading the Excel file for student data, ensure that classes have been added.
- Keep the Excel heading as it is, don't change it.
- You can download the template to import student data.
- You can download the Sample Data to view the format required for import.
- File Name: The Excel file must be named **StudentDataUploadFormat.xlsx**.
- Worksheet Requirement: The Excel file must contain only one worksheet.
- Remove Extra Worksheets: Delete any additional sheets like SampleData, Important Guidelines, or any others.
- Fields marked in orange are mandatory to fill out.
- School code: It should be **AP001**.
- AdmissionNumber: Registration Number or Student UID.
- Name: Full name.
- Gender: M/F.
- Class: Nur, KG, L, IL, ..., IX, X, XI.
- Section: A, B, C, ... (If there is no section please fill in A)
- Roll No: 1,2,3, ..., 33,34,35.
- DOB: DD/MM/YYYY (e.g., 15/03/2014; this field is most critical).

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The next step is to Download the Template and download Sample Data for reference. Download these excel sheets.

Instruction to prepare / fill the excel are on the right side:

1. Before uploading the Excel file for student data, ensure that classes have been added.
2. Keep the Excel heading as it is; don't change it.
3. You can download the Sample Data to view the format required for import.
4. The Excel file should be named '**StudentDataUploadFormat.xlsx**'

Important Instructions regarding the excel file:

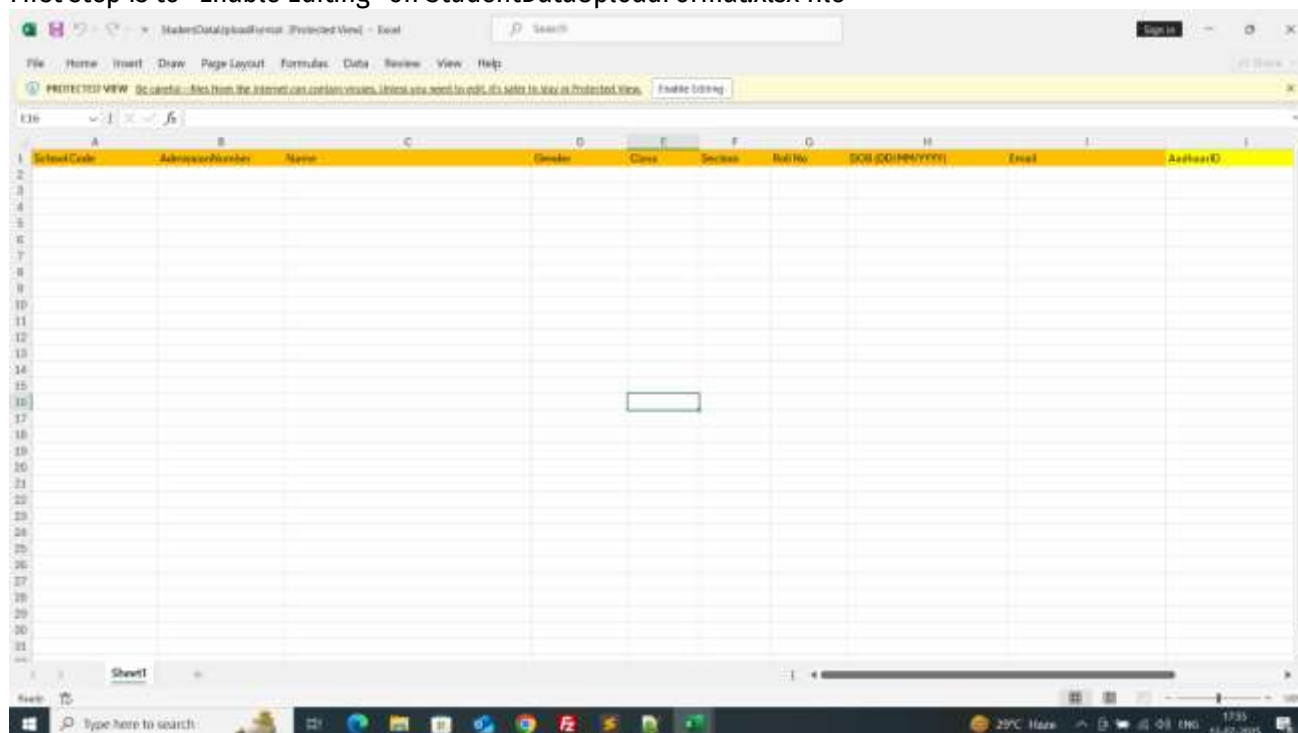
- a. Don't change the file name.
- b. The Excel Sheet should have only one worksheet (one tab) called '**PersonalProfile**'

- c. All extra worksheets to be removed from the Excel Sheet eg. **SampleData** and **Important Guidelines** etc.
5. Fields marked in **Orange** are Mandatory to be filled up
  6. Fields marked in **Yellow** are Optional

Field Name	Is Required?	Data Type
School Code	Mandatory	School code of the school as per CISCE
Admission Number	Mandatory	Registration Number or Admission Number of the Students
Name	Mandatory	Full Name of the Student
Gender	Mandatory	Gender: M/F
Class	Mandatory	Allowed Classes: I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII (please do not use any other name)
Section	Mandatory	Section: A, B, C, D, ... (please do not use any other name) (If there is only one section please fill in as 'A')
Roll No	Mandatory	Allowed Roll. Nos: 1,2,3.....33, 34,35 etc. (Integer only)
DOB (DD/MM/YYYY)	Mandatory	DOB: DD/MM/YYYY (e.g., 15/03/2014; this field is most critical).
Email	Mandatory	Parent's Email Address (Required for communication purposes)
AadhaarID	Optional	Aadhaar ID of the student
ApaarID	Optional	Apaar Id of the students
PassportNumber	Optional	Passport Number of the student

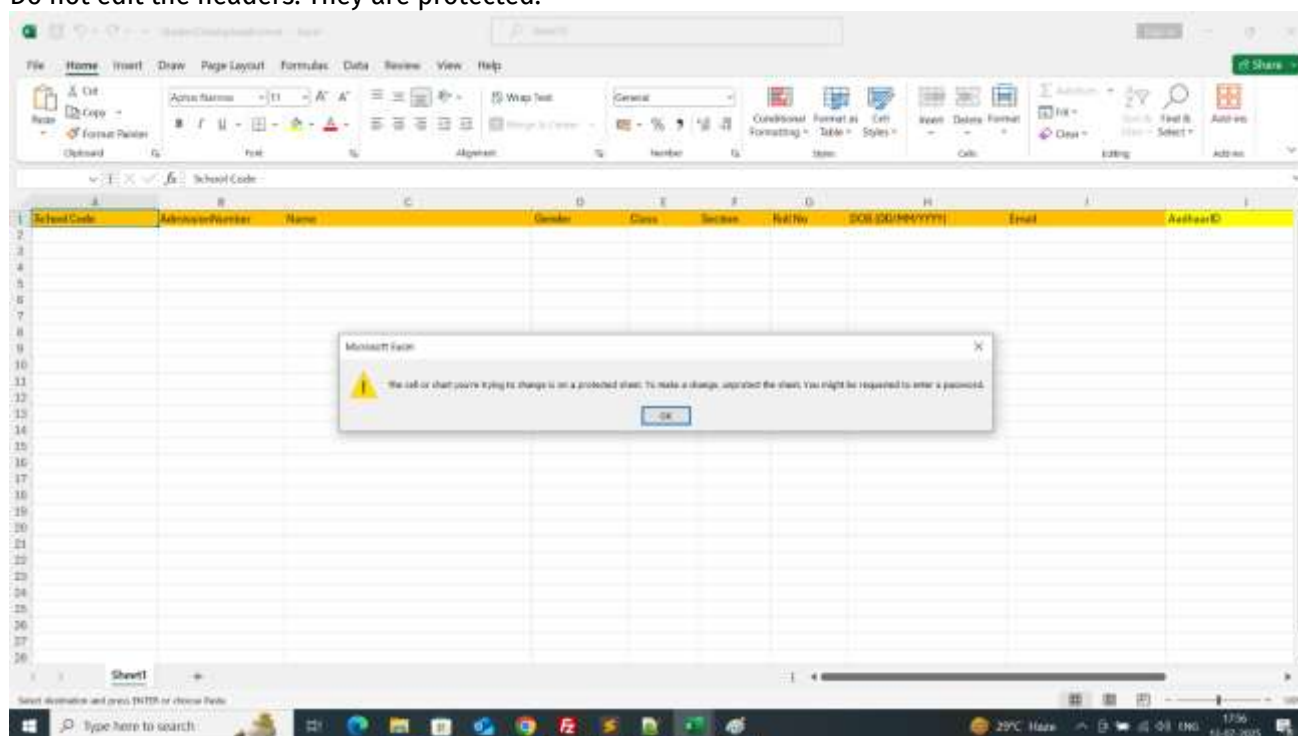
## Preparation of Excel Sheet

First step is to “Enable Editing” on StudentDataUploadFormat.xlsx file





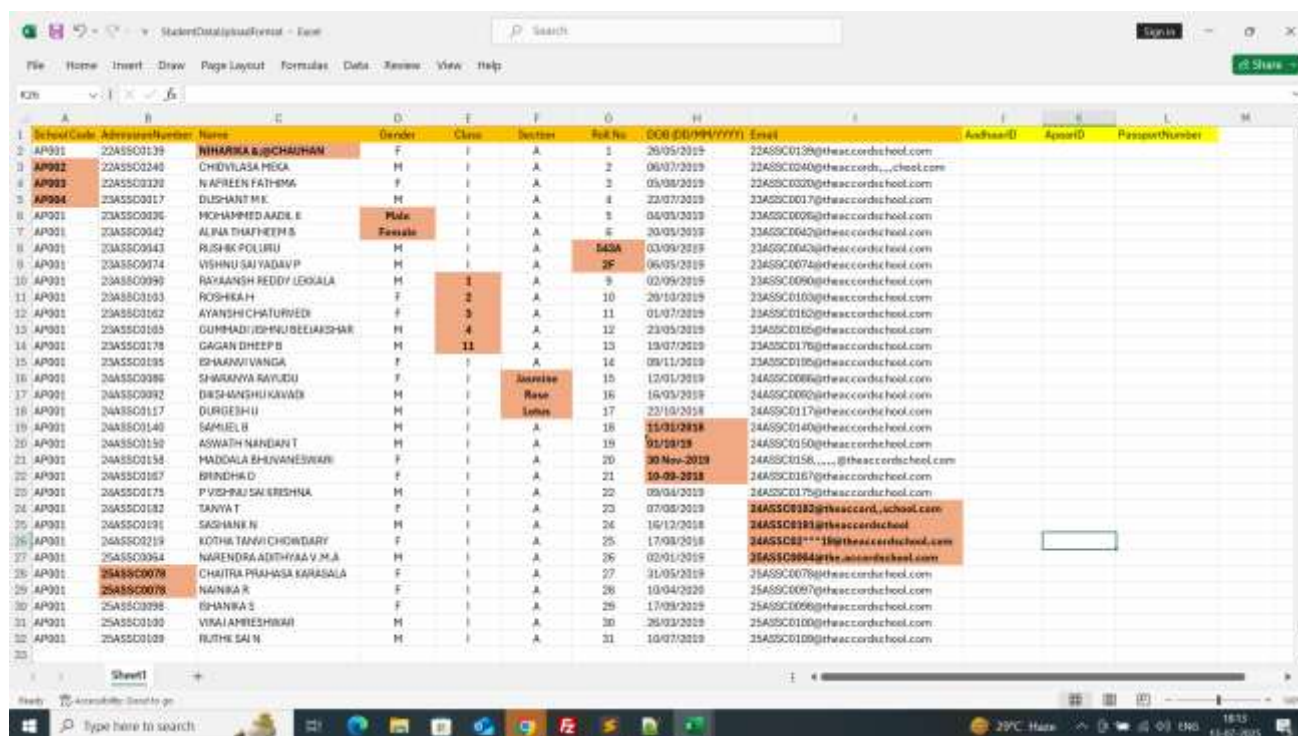
Do not edit the headers. They are protected.



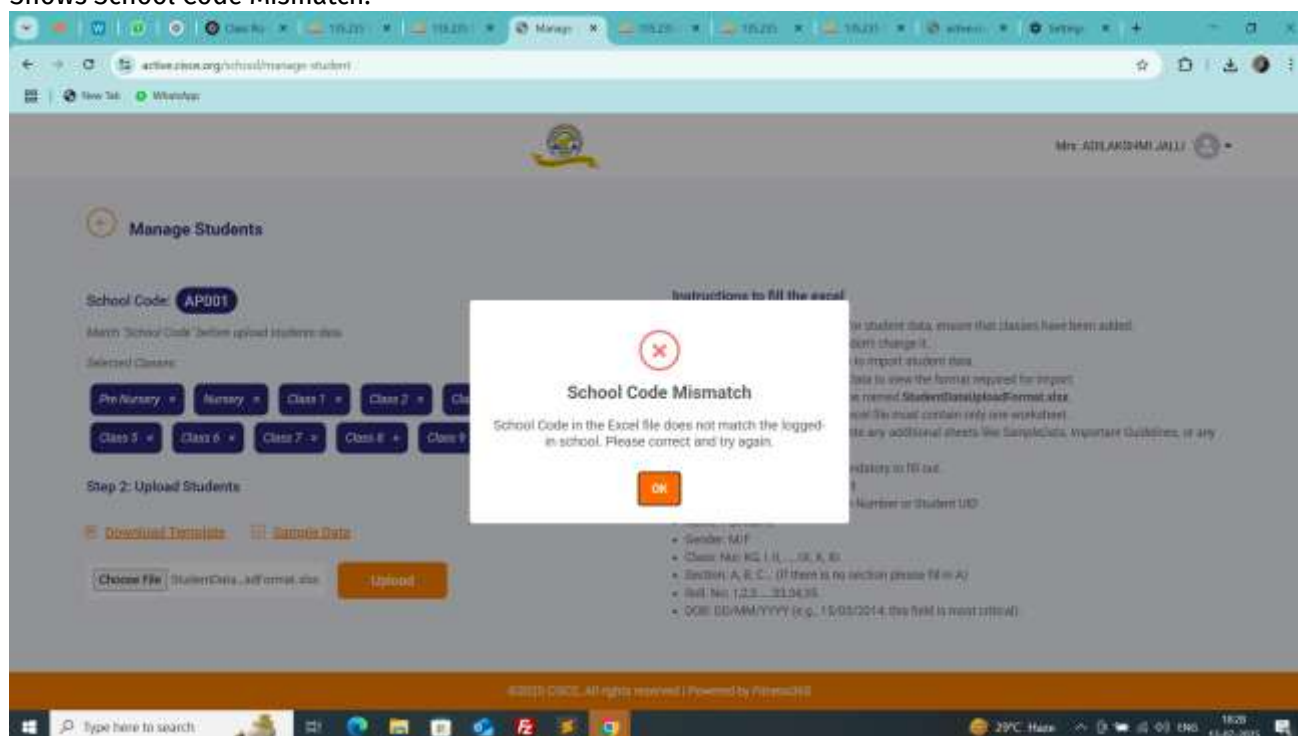
Fill the StudentDataFormat.xlsx as accurately as possible, as per the guidelines defined in the right hand side of the portal (Manage Students page).

For the sake of illustration, I have created a page with some errors (deliberately) to explain what are the possible errors.

- A. School Code is not of the school
- B. Gender s

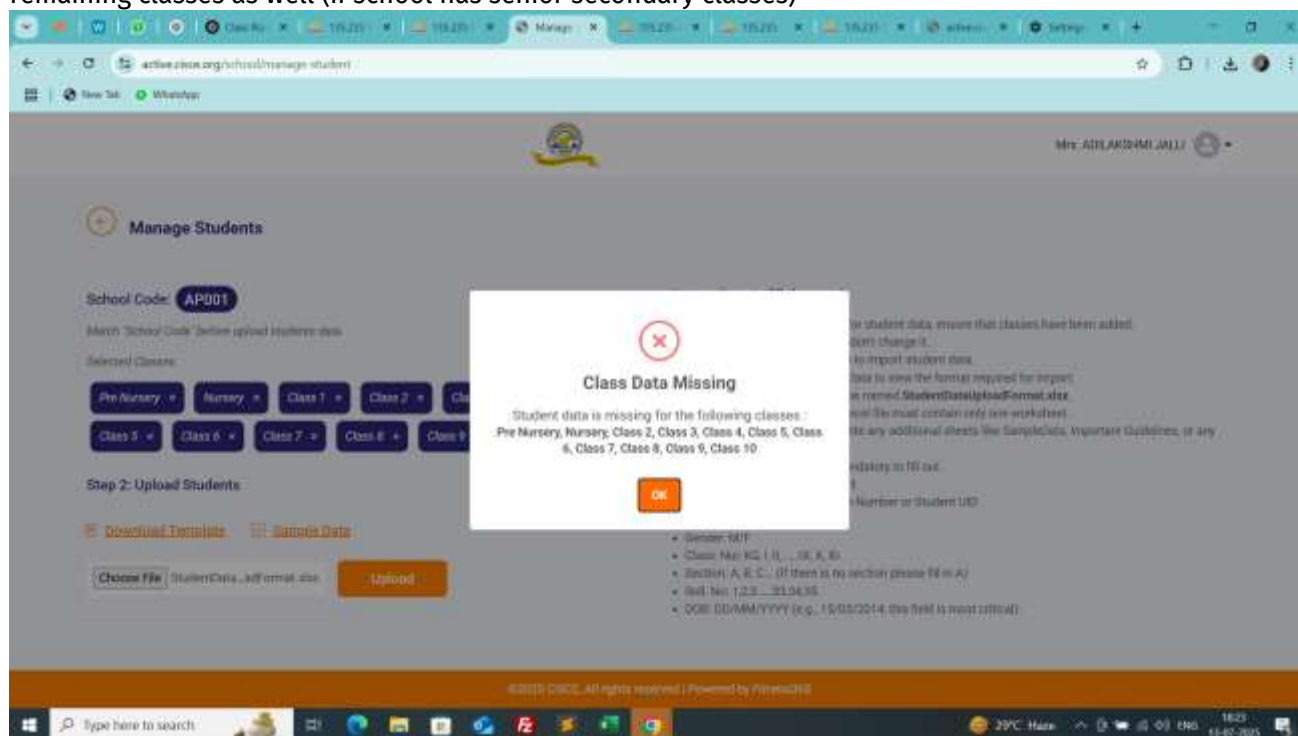


Shows School Code Mismatch.



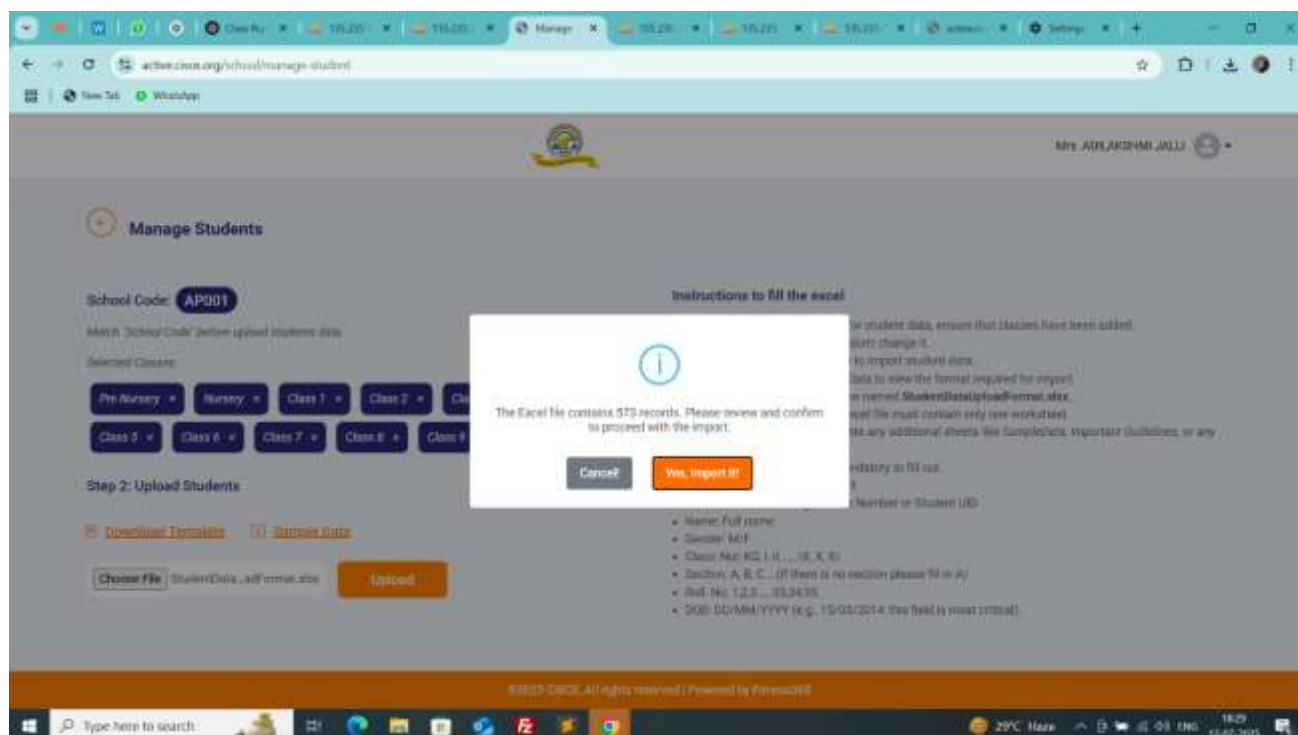
Make sure that you go back to the excel sheet and ensure that school code for all students is the actual School Code only (*in this example, it is AP001*). Upload again.

Shows error of missing classes. Ensure that the student data covers all classes from Class 1-10 (default) and remaining classes as well (if school has senior secondary classes)

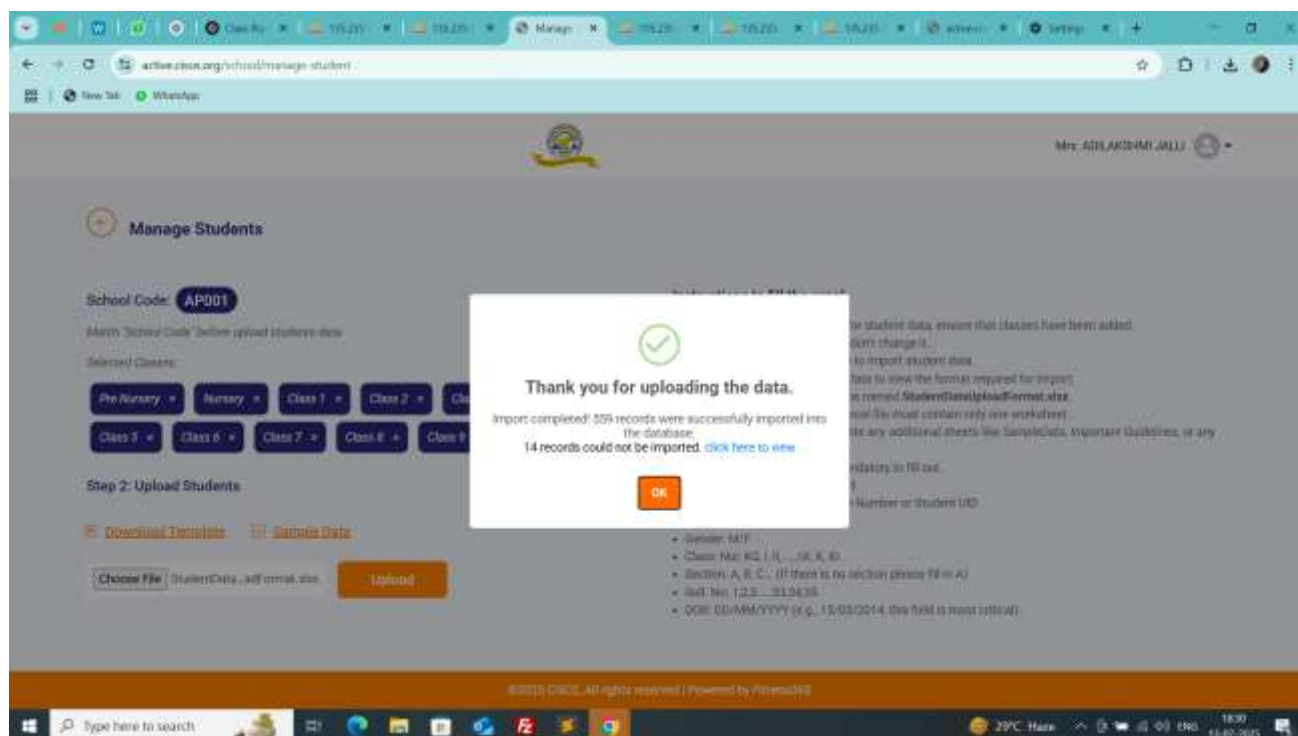


Correct it to ensure that students data is there for all classes. Upload again.

Now it is ready to process. It will show the number of records it is going to import.



It will show how many records it could import and how many couldn't be uploaded.



Press “Click here to view” to see the records which couldn't be imported and the reasons.

The screenshot shows an Excel spreadsheet with the following data and errors:

SchoolCode	AdmissionNumber	Name	Gender	Class	Section	Roll No.	DOB(DD/MM/YYYY)	Email	Error
AP001	25ASSC0029	MOHAMMED ADIL R	Male	1	A	5	06/05/2019	25ASSC0029@theacordschool.com	Gender should be either Male or Female
AP001	25ASSC0042	ALINA THAPHEEM B	Female	1	A	4	20/05/2019	25ASSC0042@theacordschool.com	Gender should be either Male or Female
AP001	25ASSC0043	RUSHIK POLURU	M	1	A	544A	06/05/2019	25ASSC0043@theacordschool.com	Roll Number should be an numeric value
AP001	25ASSC0074	VISHNU SAI YADAV P	M	1	A	2F	06/05/2019	25ASSC0074@theacordschool.com	Roll Number should be an numeric value
AP001	25ASSC0090	RAYAANSH REDDY LEKKALA	M	1	A	9	02/09/2019	25ASSC0090@theacordschool.com	Class should be character
AP001	25ASSC0103	ROSHIKA H	F	2	A	30	28/10/2019	25ASSC0103@theacordschool.com	Class should be character, Class '2' is not assigned, class -4: 12class 2
AP001	25ASSC0162	AYANSHI CHATURVEDI	F	3	A	11	01/07/2019	25ASSC0162@theacordschool.com	Class should be character
AP001	25ASSC0165	GUMMADI JISHNU BEEJASHAR	M	4	A	22	23/05/2019	25ASSC0165@theacordschool.com	Class should be character
AP001	25ASSC0178	GAGAN DHEEP B	M	11	A	11	19/07/2019	25ASSC0178@theacordschool.com	Class should be character, Class '11' is not assigned, class -4: 11class 11
AP001	25ASSC0190	SAMUEL B	M	1	A	18	11/21/2018	25ASSC0190@theacordschool.com	Date of Birth should be in the format dd/mm/yyyy
AP001	25ASSC0150	ASWATH NANDAN T	M	1	A	19	01/08/2019	25ASSC0150@theacordschool.com	Date of Birth should be in the format dd/mm/yyyy
AP001	25ASSC0158	MADHALA BHUVANESWAR	F	1	A	25	30 Nov 2019	25ASSC0158...@theacordschool.com	Date of Birth should be in the format dd/mm/yyyy
AP001	25ASSC0167	BRINDHA D	F	1	A	21	10 09 2018	25ASSC0167@theacordschool.com	Date of Birth should be in the format dd/mm/yyyy
AP001	25ASSC0078	NANIK R	F	1	A	28	10/04/2020	25ASSC0078@theacordschool.com	The admissionnumber has already been taken.

As per the instructions, correct the data so that it is now ready finally.

The screenshot shows the corrected Excel spreadsheet with the following data:

SchoolCode	AdmissionNumber	Name	Gender	Class	Section	Roll No.	DOB(DD/MM/YYYY)	Email	AdmissionID	ApornID	PassportNumber
AP001	25ASSC0139	NIHARJA CHAUDHAN	F	1	A	1	26/05/2019	25ASSC0139@theacordschool.com			
AP001	25ASSC0240	CHIDVILASA PEKA	M	1	A	2	06/07/2019	25ASSC0240@theacordschool.com			
AP001	25ASSC0320	NAPREEN FATHEMA	F	1	A	3	05/08/2019	25ASSC0320@theacordschool.com			
AP001	25ASSC0017	DUSHANT ME	M	1	A	4	23/07/2019	25ASSC0017@theacordschool.com			
AP001	25ASSC0036	MOHAMMED ADIL R	M	1	A	5	06/05/2019	25ASSC0036@theacordschool.com			
AP001	25ASSC0042	ALINA THAPHEEM B	F	1	A	6	20/05/2019	25ASSC0042@theacordschool.com			
AP001	25ASSC0043	RUSHIK POLURU	M	1	A	54	03/09/2019	25ASSC0043@theacordschool.com			
AP001	25ASSC0074	VISHNU SAI YADAV P	M	1	A	72	06/05/2019	25ASSC0074@theacordschool.com			
AP001	25ASSC0090	RAYAANSH REDDY LEKKALA	M	1	A	9	02/09/2019	25ASSC0090@theacordschool.com			
AP001	25ASSC0103	ROSHIKA H	F	8	A	10	20/10/2019	25ASSC0103@theacordschool.com			
AP001	25ASSC0162	AYANSHI CHATURVEDI	F	10	A	11	01/07/2019	25ASSC0162@theacordschool.com			
AP001	25ASSC0165	GUMMADI JISHNU BEEJASHAR	M	10	A	12	23/05/2019	25ASSC0165@theacordschool.com			
AP001	25ASSC0178	GAGAN DHEEP B	M	10	A	13	19/07/2019	25ASSC0178@theacordschool.com			
AP001	25ASSC0195	SHAKRIN VINGA	F	1	A	14	09/11/2019	25ASSC0195@theacordschool.com			
AP001	25ASSC0086	SHAKRIN RAYLEU	F	1	A	15	12/01/2019	25ASSC0086@theacordschool.com			
AP001	25ASSC0092	BRISHANSHU KAVAR	M	1	A	16	16/03/2019	25ASSC0092@theacordschool.com			
AP001	25ASSC0117	DURGESHU	M	1	A	17	23/10/2018	25ASSC0117@theacordschool.com			
AP001	25ASSC0140	SAMUEL B	M	1	A	18	21/11/2018	25ASSC0140@theacordschool.com			
AP001	25ASSC0150	ASWATH NANDAN T	M	1	A	19	01/08/2019	25ASSC0150@theacordschool.com			
AP001	25ASSC0158	MADHALA BHUVANESWAR	F	1	A	20	30/11/2019	25ASSC0158@theacordschool.com			
AP001	25ASSC0167	BRINDHA D	F	1	A	21	10/09/2018	25ASSC0167@theacordschool.com			
AP001	25ASSC0175	P VISHNU SAI KRISHNA	M	1	A	22	09/04/2019	25ASSC0175@theacordschool.com			
AP001	25ASSC0182	TANVIT	F	1	A	23	07/08/2019	25ASSC0182@theacordschool.com			
AP001	25ASSC0191	SAGHAN R	M	1	A	24	16/12/2018	25ASSC0191@theacordschool.com			
AP001	25ASSC0219	KOTH TANNI CHOWDARY	F	1	A	25	17/08/2018	25ASSC0219@theacordschool.com			
AP001	25ASSC0064	NARENDRA ADITHYAN V M A	M	1	A	26	02/01/2019	25ASSC0064@theacordschool.com			
AP001	25ASSC0378	CHAITRA PRIYANSA KARASALA	F	1	A	27	31/05/2019	25ASSC0378@theacordschool.com			
AP001	25ASSC0070	NANIK R	F	1	A	28	10/04/2020	25ASSC0070@theacordschool.com			
AP001	25ASSC0098	SHANIK S	F	1	A	29	17/09/2019	25ASSC0098@theacordschool.com			
AP001	25ASSC0100	VIKAI AMRESHWAR	M	1	A	30	26/03/2019	25ASSC0100@theacordschool.com			
AP001	25ASSC0109	RUTHI SAI N	M	1	A	31	10/07/2019	25ASSC0109@theacordschool.com			
AP001	25ASSC0022	VITHIN JAYAPRAKASH	M	1	A	3	27/11/2018	25ASSC0022@theacordschool.com			



## Proper Data:

School Code	Address	Name	Gender	Class	Section	Roll No.	DOB DD/MM/YYYY	Email	Aadhaar ID	Apan ID	Passport Number
AP001	22ASS00138	NIPARKA CHAUHAN	F	I	A	1	26/03/2019	22ASSC0128@theaccondschool.com			
AP001	22ASS00240	CHHOTILASA MEKA	M	I	A	2	06/07/2019	22ASSC0040@theaccondschool.com			
AP001	22ASS00320	N AFRIN FATHMA	F	I	A	3	05/08/2019	22ASSC0020@theaccondschool.com			
AP001	22ASS00017	DUSHANT M K	M	I	A	4	22/07/2019	22ASSC0017@theaccondschool.com			
AP001	22ASS00036	MUHAMMED AADIL E	M	I	A	5	04/03/2019	22ASSC0006@theaccondschool.com			
AP001	22ASS00042	ALINA THAYEEM B	F	I	A	6	20/03/2019	22ASSC0042@theaccondschool.com			
AP001	22ASS00043	RUSHIK POLURU	M	I	A	7	03/09/2019	22ASSC0043@theaccondschool.com			
AP001	22ASS00074	VISHNU SAIYADAV P	M	I	A	8	05/05/2019	22ASSC0074@theaccondschool.com			
AP001	22ASS00090	KATAMANGH REDDY LEKHA	M	I	A	9	02/09/2019	22ASSC0090@theaccondschool.com			
AP001	22ASS00103	ROSHIKA H	F	I	A	10	28/10/2019	22ASSC0103@theaccondschool.com			
AP001	22ASS00102	AYANSHI CHATURVEDI	F	I	A	11	01/07/2019	22ASSC0102@theaccondschool.com			
AP001	22ASS00105	DUMHADI IPSHUBEE JAKSHAR	M	I	A	12	23/05/2019	22ASSC0105@theaccondschool.com			
AP001	22ASS00176	GAGAN DHEEP B	M	I	A	13	19/07/2019	22ASSC0176@theaccondschool.com			
AP001	22ASS00135	ISHANVI VANGA	F	I	A	14	09/11/2019	22ASSC0135@theaccondschool.com			
AP001	22ASS00086	SHANAVYA RAYUDU	F	I	A	15	12/01/2019	22ASSC0086@theaccondschool.com			
AP001	22ASS00092	DISHANSHU KANWAL	M	I	A	16	16/05/2019	22ASSC0092@theaccondschool.com			
AP001	22ASS00117	DURGESH U	M	I	A	17	22/10/2019	22ASSC0117@theaccondschool.com			
AP001	22ASS00140	SARUJ B	M	I	A	18	01/11/2019	22ASSC0140@theaccondschool.com			
AP001	22ASS00150	ASWATH NANDANT	M	I	A	19	01/10/2019	22ASSC0150@theaccondschool.com			
AP001	22ASS00156	MADHULA BHUVANESWAR	F	I	A	20	30/11/2019	22ASSC0156@theaccondschool.com			
AP001	22ASS00107	BRINDHA D	F	I	A	21	10/09/2019	22ASSC0107@theaccondschool.com			
AP001	22ASS00175	P VISHNU SAI KRISHNA	M	I	A	22	09/04/2019	22ASSC0175@theaccondschool.com			
AP001	22ASS00102	TANYA T	F	I	A	23	07/08/2019	22ASSC0102@theaccondschool.com			
AP001	22ASS00101	SAGHAN K N	M	I	A	24	16/12/2019	22ASSC0101@theaccondschool.com			
AP001	22ASS00210	KOTHA TANVI CHOWDARY	F	I	A	25	17/06/2019	22ASSC0210@theaccondschool.com			
AP001	22ASS00064	NARENDRA ADITHYAN V M A	M	I	A	26	02/01/2019	22ASSC0064@theaccondschool.com			
AP001	22ASS00078	CHAITRA PRIYANSA KARASALA	F	I	A	27	31/05/2019	22ASSC0078@theaccondschool.com			

When you upload the excel sheet after correction, it will show the total no. of records and no of duplicate records. You can click and view the details.

It will give 2 options:

- "Yes, overwrite it" (meaning the entire student data will be overwritten with the date being uploaded)
- "Skip Overwrite & Import New Records Only" (meaning only the new student data will be imported).

**Upload Student Data**

School Code: **AP001**

Instructions to fill the excel

The Excel file contains 573 records including 556 duplicate entries. [Click to view details](#)

Do you want to overwrite existing records? ☒ Yes, Overwrite it ☐ Skip Overwrite & Import New Records Only

**Cancel** **Skip & Import**

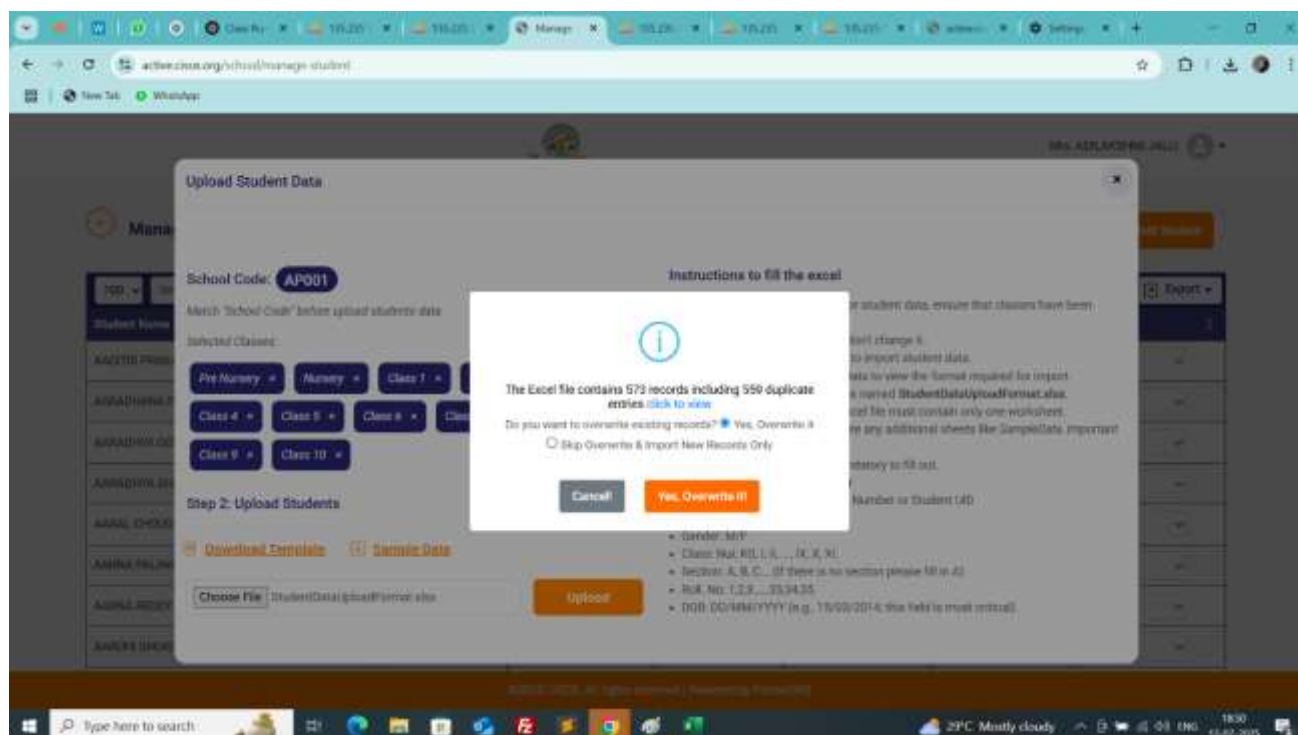
Step 2: Upload Students

[Download Template](#) [Sample Data](#)

StudentDataUploadFormat.xlsx

• Gender: M/F  
 • Class: Roll L/R, IX, X, XI  
 • Section: A, B, C... (if there is no section please fill as A)  
 • Roll No: 1,2,3...33,34,35  
 • DOB: DD/MM/YYYY (e.g., 15/02/2014, this field is most critical)





Choose as appropriate.

It will now show the list of Uploaded Student Data

The screenshot shows the 'Manage Students' interface. At the top, there are buttons for 'Upload Data' and 'Add Student'. Below the buttons is a table with the following columns: Student Name, Class, Section, Roll No, Gender, Birth Date, and Status. The table is filtered by 'Class 100'. The data is as follows:

Student Name	Class	Section	Roll No	Gender	Birth Date	Status
AADITHI PRAKASH KIMKAR	Class 10	B	2	Female	11-09-2015	Active
AARADHANA P M	Class 10	B	22	Female	16-03-2017	Active
AARADHYA COND	Class 10	B	23	Female	13-06-2017	Active
AARADHYA SHARMA	Class 10	B	2	Female	03-03-2017	Active
AARAL CHOUDHARY	Class 10	B	24	Male	01-08-2013	Active
AARNA PALIWAL	Class 10	B	12	Female	27-11-2014	Active
AARNA REDDY K	Class 10	A	5	Female	13-05-2018	Active
AARISHI SHUKLA	Class 10	A	3	Female	23-02-2018	Active

DEEPAKRAVEN V	Class 7	B	16	Male	22-02-2013	Active
DEEPESH MUGA	Class 9	B	7	Male	03-12-2011	Active
DENSHYA SHREE D Y	Class 5	C	10	Female	10-10-2015	Active
DESHMUKHAKSHI E	Class 5	A	17	Female	29-11-2017	Active
DEVANISH SAI YADAV	Class 9	B	21	Male	07-11-2011	Active
DHAMODARA SRINATHSAA S	Class 6	B	1	Male	24-05-2014	Active
DHANESH K	Class 7	B	5	Male	13-03-2013	Active
DHARSHAK S	Class 7	C	18	Male	28-02-2018	Active
DHARSHIKA S E	Class 6	B	19	Female	29-08-2014	Active
DHAYANIRMAN S K	Class 2	A	11	Male	01-09-2017	Active

Showing 1 to 100 of 539 entries

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## How to add students manually (individual records)

### Step -1: Click on “Add student” button

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Mrs. ADILAKSHMI JALLI

**Manage Students**

100 Select Class Select Status Search here Export

Student Name	Class	Section	Roll No	Gender	Birth Date	Status
Aaradhya Gupta	Class 4	A	4	Female	10-09-2021	Active
Ashwan Prasad Jothi	Class 1	A	1	Male	30-11-2021	Active
Advika Khattar	Class 3	A	3	Female	11-05-2021	Active
Adwik Kochhar	Class 2	A	7	Male	09-11-2021	Active
Adwik Kochhar	Class 3	A	7	Male	09-11-2021	Active
Adwik Kochhar	Class 4	A	7	Male	09-11-2021	Active
Anashat Kaur Kang	Class 4	A	6	Female	10-01-2022	Active
Anashat Kaur Kang	Class 2	A	6	Female	10-01-2022	Active

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**Step-2 : A pop form will open, fill the form and save it.**

The screenshot shows the 'Manage Students' interface with an 'Add Student' pop form open. The form contains the following fields:

- Student Name:** Enter Name
- Email:** Enter Email
- Roll Number:** Enter Roll No.
- Gender:** Select Gender
- Class:** Select Class
- School Code:** AP001
- Date Of Birth:** dd-mm-yyyy
- Section:** Select Section
- Student Registration:** Enter Registration No.

The background table lists students with columns for Name, Class, Section, Gender, Date of Birth, and Status. The 'Add Student' button is visible in the top right corner of the interface.

This screenshot shows the 'Add Student' pop form with the following data entered:

- Student Name:** Neha Yadav
- Email:** anshuul@gmail.com
- Roll Number:** 134
- Student User ID:** AP001344152019
- Gender:** Female
- Class:** Class 8
- School Code:** AP001
- Date Of Birth:** dd-mm-yyyy
- Section:** A
- Student Registration:** 24VY2C00W

The background table shows a list of students with columns for Name, Class, Section, Gender, Date of Birth, and Status. The 'Add Student' button is visible in the top right corner of the interface.

**Add Student**

Student Name:

Gender:

Date Of Birth:   
Please select student's birth date

Email:

Class:

Section:

Roll Number:

School Code:

Student Registration:

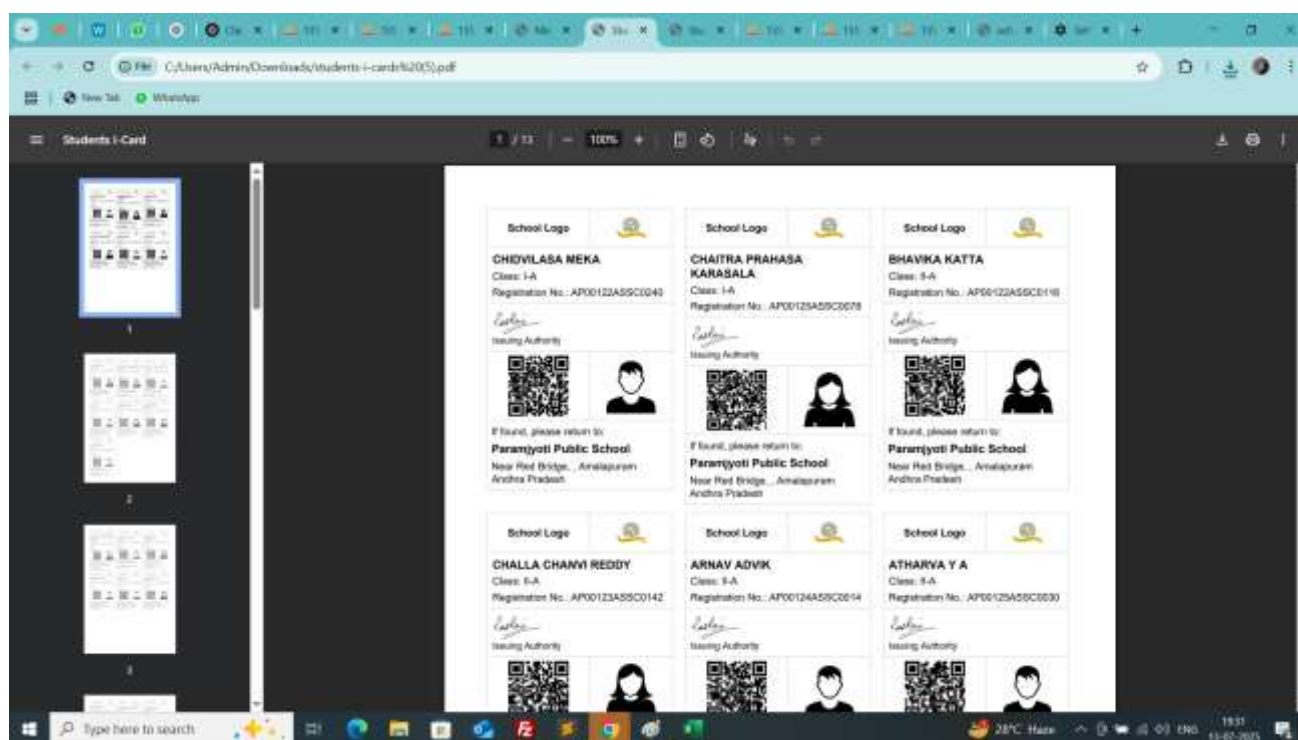
Student User ID:

## Steps for Exporting Student Data and Generating ID Card of Students

Click on Export dropdown to see the options for export – Excel, CSV, PDF formats. It also show the option for Generating ID Card. Select the option to “Generate I-cards” option from the drop-down after filtering the data using filters drop-down (select class ).



The ID Cards which get generated may be printed by the School. It has the QR code with Students' Identification Number. For their privacy, the personal details like email or fitness score are NOT accessible using standard QR scanning.



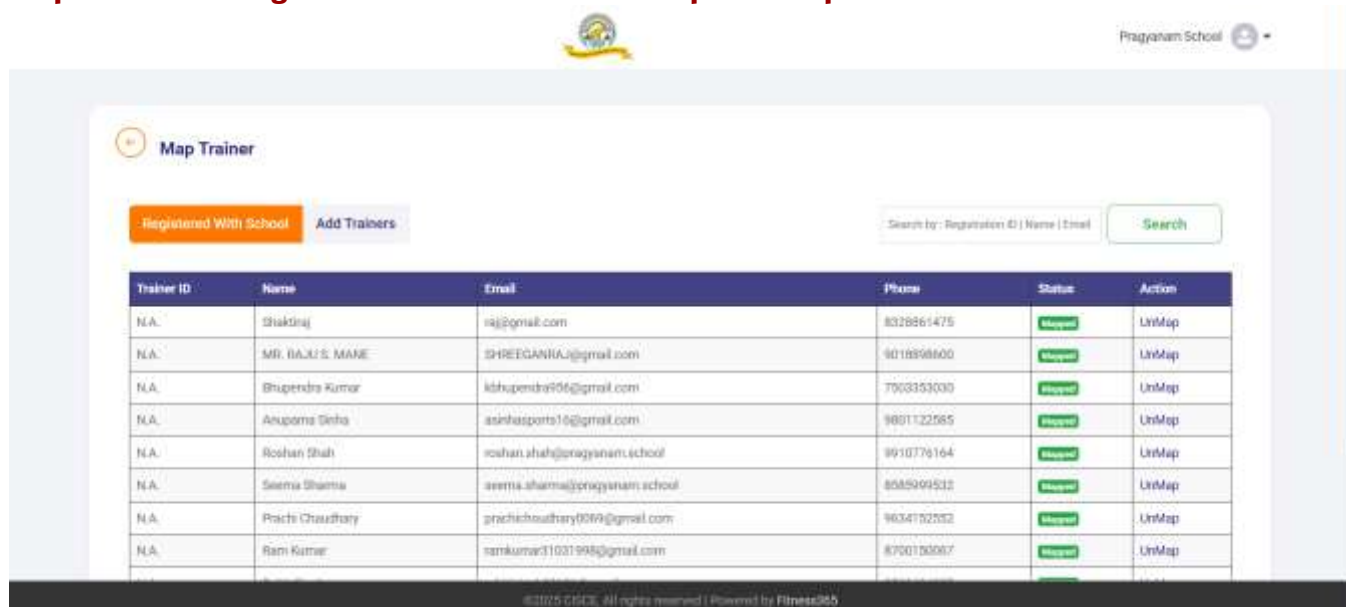
## Steps for Managing Assessors

**Step-1: To manage assessor open 'Map Trainer'**





## Step-2: Click on “Registered with School” tab to Map or UnMap Trainers



### Step 3: Add Trainer

The screenshot shows the 'Manage Trainer' interface. At the top, there's a 'Registered With School' button and an 'Add Trainers' button. A search bar is present with a 'Search' button. The main form is titled 'Add Trainer' and contains the following fields:

- Fullname \***: Text input field.
- Gender \***: Dropdown menu with 'Male' selected.
- Qualification \***: Text input field with 'A.P.S.' entered.
- Email \***: Text input field with 'sareetha402@gmail.com' entered. A red error message below it says 'The email has already been taken'.
- Mobile \***: Text input field with '9811323491' entered.
- State \***: Dropdown menu with 'Telangana' selected.
- District \***: Dropdown menu with 'Jangam' selected.
- City \***: Text input field with 'Bhuvanagiri' entered.
- Block \***: Text input field with 'Jittapur' entered.
- Address \***: Text input field with 'Bhuvanagiri, Jittapur' entered.
- DOB \***: Text input field with '18-01-2000' entered.

Below the form, there are three checkboxes:

- ☒ I am accepting terms and conditions and privacy policy (S)
- ☒ I hereby affirm that I'm more than 18 years of age and the information given by me is true and correct.
- ☒ I agree to receive newsletters, or marketing and promotional content.

A red 'Submit' button is located at the bottom right of the form.

### Get Active

Videos of exercises to improve different fitness components for Students and their Parents.

The screenshot shows the 'Get Active' section. It features a grid of eight video thumbnails, each with a red play button icon. The thumbnails are arranged in two rows of four. The titles of the videos are:

- Exercises to improve Balance
- Exercises to improve Abdominal Muscular Strength and Endurance
- Exercises to improve muscular Endurance for Children
- Exercises to increase Muscular Endurance for Adults
- Exercises to improve Agility for 15+
- Exercises to improve Flexibility for 15+
- Exercises to improve Abdominal Muscular Strength & Endurance for 15-18
- Exercises to improve Cardiovascular Endurance

Each thumbnail also includes a brief description of the exercise and a red play button icon.

## SECTION II - TO BE REFERRED IN PHASE 2 OF IMPLEMENTATION (RELATED TO STUDENT FITNESS ASSESSMENT)

### CISCE Fitness Assessment Program

#### VISION:

1. India's First School Board to promote Active Lifestyle amongst School Students
2. World's First School Board to have Fitness Index and Fitness Report Card for all it's School Students

### Developmental Goals for School Children

Fitness defines the ability to perform physical activity, and encompasses a wide range of abilities. Each activity and sports requires a specific set of skills, and so being fit for an activity or a sport does not necessarily make you fit for another.

Fitness is generally divided into specific fitness categories or components, and each can be tested and trained individually. The following pages will help you do the Fitness Test Administration in your school more effectively using CISCE Fitness Assessment Platform and viewing the School Dashboard on School Interface.

At Primary class 1-3, children should acquire Fundamental Movement Skills (FMS) leaving the learning of specific physical activities to later stages. FMS provide the building blocks for many physical activities, such as playing games, dance, and sport. Locomotor, Manipulative & Body Management abilities are key to success in most sports and physical activities. Abilities of children in class 1-3 which need to be measured and tracked are:

#### Key Stage I: Classes 1-3 (Age 5-8 Years)

<b>Fundamental Movement Skills</b>	Locomotor Skills	P-01	<b>RUNNING</b>
		P-02	<b>HOPPING</b>
		P-03	<b>SKIPPING</b>
		P-04	<b>DODGING</b>
		P-05	<b>JUMPING AND LANDING</b>
	OBJECT CONTROL SKILLS	P-06	<b>CATCHING AND RECEIVING BOUNCE BALL</b>
		P-07	<b>CATCHING SMALL BALL WITH 2 HANDS</b>
		P-08	<b>UNDER ARM THROW</b>
		P-09	<b>OVER ARM THROW</b>
		P-10	<b>STRIKING DROP &amp; HIT FORWARD</b>

		P-11	DRIBBLING WITH HANDS
		P-12	DRIBBLING WITH FEET
		P-13	KICKING STATIONERY BALL
	BODY MANAGEMENT SKILLS	P-14	BEAM WALK
		P-15	ONE-FOOT BALANCE
<b>Fitness Assessment</b>	BALANCE	P-16	FLAMINGO BALANCE
	HAND EYE COORDINATION	P-17	PLATE TAPPING
	BODY COMPOSITION	P-18	BODY MASS INDEX

For Class 4 to 8, it is important for students to have an overall physical fitness. The following Components are to be considered in Physical Health and Fitness Profile:

### Key Stage II: Classes 4-12 (Age 9-18 Years)

<b>Fitness Assessment</b>	SPEED	S-01	50 MT. DASH
	ABDOMINAL / CORE STRENGTH	S-02	PARTIAL CURL UP
	FLEXIBILITY	S-03	SIT AND REACH
	MUSCULAR ENDURANCE	S-04	PUSH UPS / MODIFIED PUSH UPS
	CARDIO-VASCULAR ENDURANCE	S-05	2 KM WALK/RUN
	BODY COMPOSITION	S-06	BODY MASS INDEX

### Developmental Goals for Key Stage 1 (Age 5-8 Years): Improvement of Fundamental Movement Skills (FMS)

Fundamental Movement Skills (FMS) provide the building blocks for many physical activities, such as playing games, dance, and sport. “Having these skills is an essential part of enjoyable participation and a lifelong interest in an active lifestyle”. Fundamental movement skills are important to the motor development of children’s physical, cognitive and social growth. There are three categories in which the fundamental skills fit – Locomotor, Body Management (Stability and Balance) and Manipulative.

At Key Stage 1 (**Primary 1-3**, Age Group 5-8 Years) students should acquire fundamental movement (FM) skills leaving the learning of specific physical activities to later stages. The learning targets for Key Stage 1 students are:

1. To develop Locomotor skills, Manipulative skills and Body Management (Stability and Balance) skills through FM activities and physical play
2. To acquire basic knowledge about FM and know the health benefits of physical activities
3. To be able to express oneself and be creative in physical activities
4. To develop positive attitudes towards participation in physical activities

These FM Skills consist of:

1. **LOCOMOTOR SKILLS:** To develop fundamental movement (FM) skills and enjoy a wide variety of activities. Skills include:
  1. Running
  2. Hopping
  3. Skipping
  4. Dodging
  5. Jumping and Landing
2. **MANIPULATIVE SKILLS:** Motor skills that use hands, feet or another body part to move or manipulate an object. Skills include:
  1. Catching and Receiving Bounce Ball
  2. Catching Small Ball with 2 Hands
  3. Under Arm Throw
  4. Over Arm Throw
  5. Striking Drop & Hit Forward
  6. Dribbling with Hands
  7. Dribbling with Feet
  8. Kicking Stationery Ball
3. **BODY MANAGEMENT (STABILITY AND BALANCE) SKILLS:** The Skills integrate Agility, Coordination, Strength, Balance, and Flexibility for controlling the body in various situation. Skills include:
  1. One-foot Balance
  2. Beam walk

The following sections are part of the Training to be imparted to Administrators and Teachers, for understanding the development goals for 5-8 year children (Class I to III).

### LOCOMOTOR SKILLS:

To develop fundamental movement skills (FMS) and enjoy wide variety of activities using the basic movements of the body:

#### P-01: Running

##### Purpose:

Running is a locomotor skill with the ability to drive the body forward, in which the body weight is transferred from one foot to another, with phases where both feet are off the ground between steps.



##### Description of the Activity



On the command 'Ready', the student will stand behind the starting line marked on the ground with standing start position. On signal 'Go'/'Whistle', the student run towards the finishing line which is 20 meters from the starting line. The student are expected to run in a straight line.

**Technique/ Steps to be evaluated**

The test administrator will observe the side/lateral view of students from side line.

The checklist of points to be observed:

1. Body is in leaning position while running
2. Head and trunk are still, looks straight ahead while running
3. Both feet are off the ground for a short period of time, between steps
4. Arms move in alternate direction to legs
5. Foot placement in a straight line

**Pre Test Preparations & Administration**

1. Preparation of the Test Administrator / Teacher
  - a. Test administrator/s shall be in track suit
2. Match the check list of equipment
3. Print out of the data sheet
4. Read the instructions carefully

**Instructions to the students**

1. To intimate the students in advance regarding the conduct of test.
2. Students will wear house uniform with Sports Shoes

**Any marking required**

1. Mark two parallel lines, which is 2 meters apart from each other

**Recommended surface**

1. Any even athletic surface

**Required Equipment/ Material/material**

1. Whistle, Lime powder and Measuring tape

**Human Resource (Technical)**

1. 1-2 test administrator/s

**Medical Support requirements**

1. First-aid kit
2. Access to medical facilities

**Logistic Support/requirements**

1. Plain papers
2. Clip board
3. Pen, Pencil, All Pins, File cover, Stapler etc.
4. Students details

**Volunteers**

As per requirement

**Conduct Procedure of the test**

1. Briefing to the students
2. Instructions to be given regarding the test item
3. Demonstration: The test administrator gives the complete Demonstration of the skill and allows the students to take trial.

**Steps**

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the student's groups
  - c. Make single line of first group from starting line.
  - d. One by one student will run up to finishing line on signal
2. Desired equipment to be placed at the station
  - a. Test administrator will assure about the testing equipments have on their respective place.
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 03 chances to be given to each student.
5. Recording and Submission of Data
  1. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Locomotor Skills > Selecting the Test
  2. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  3. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  4. Click on Submit

**P-02: Hopping****Purpose**

Hopping is a springing action that involves taking off from one foot and landing on that same foot.

It involves dynamic balance, with the non-hopping side adding counterbalance and force to assist with the continuous forwards and upwards movement.

Hopping is a component of many other fundamental skills, (e.in skipping and kicking for distance, in sports like athletics (component of triple jump) and in dance activities)

**Description of the Activity**

The student stands behind the starting line marked on the ground in take-off position. On a signal 'Go'/'Whistle', the student will take 5 Hops with his/her any one leg in a straight line without any rest or halt.

**Technique/Steps to be evaluated**

The test administrator will observe the side/lateral view of students from the side line.

The checklist of points to be observed:

1. Non-hopping leg supports the take-off and momentum of the hop
2. Body leans forwards over the hopping foot
3. Arms are coordinated with take-off, moving forwards and upwards
4. Springs and Lands on toe/ball of foot, bending knee to absorb shock

5. Hopping action is continuous and rhythmical

**Recommended surface**

Grassy/even surface

**Required Equipment/ Material**

Whistle, Lime powder

**Human Resource (Technical)**

1-2 test administrator.

**Conduct Procedure of the test**

1. Briefing to the students
  - a. Instructions to be given regarding the test item
2. Demonstration
  - a. The test administrator gives the complete Demonstration of the skill and allows the students to take trial.

**Steps**

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups
  - c. Make single line of first group on starting line.
  - d. Student will perform 5 Hops in one go
2. Desired equipment to be placed at the station
  - a. Test administrator will assure about the testing equipments have on their respective place.
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 03 chances to be given to each student.
5. Recording and Submission of Data
  5. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Locomotor Skills > Selecting the Test
  6. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  7. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  8. Click on Submit

**P-03: Skipping****Purpose**

Skipping is a loco-motor skill that combines a long step and a hop (step-hop), first on one foot and then on the other, and has an uneven rhythm.

Skipping is a fundamental skill in a variety of games and dance activities (eg. when moving to music or a beat in folk dancing).

**Learning Cues:**

1. Step forward and hop on the same foot
2. Repeat with the other foot lift
3. Knee sharply upward

**Description of the Activity**

The student stands behind the starting line marked on the ground.

On a signal 'Go'/'Whistle', the student start skipping movement for 10 meters. The student will perform skipping action without skipping

**Technique/Steps to be evaluated**

The test administrator will observe the side /lateral view of students from the sideline.

The checklist of points to be observed:

1. Force applied upwards for the hop action to allow the opposite leg to swing forward freely
2. Arms extended to help maintain balance while shifting weight from one foot to another
3. Children land on their toes
4. Step-hop pattern is smooth and coordinated

**Pre Test Preparations & Administration**

Preparation of the Test Administrator / Teacher

Match the check list of equipment.

**Any marking required**

Mark two parallel lines, which is 10 meters apart from each other.

**Recommended surface**

Grassy surface

**Required Equipment/ Material**

Whistle, Lime powder and Measuring tape

**Human Resource (Technical)**

Three test administrator.

**Conduct Procedure of the test**

1. Briefing to the students
  - a. Assemble the students in a group.
  - b. Test administrator clearly mentioned the test related instruction and answer the student queries.
2. Demonstration
  - a. The test administrator gives the complete Demonstration of the skill and allows the students to take trial.

**Steps**

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups
  - c. Make single line of first group on starting line.
  - d. One by one student will skip up to finishing line on signal
2. Desired equipment to be placed at the station
  - a. Test administrator will assure about the testing equipments have on their respective place.
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 03 chances to be given to each student.
5. Recording and Submission of Data
  - a. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Locomotor Skills > Selecting the Test
  - b. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  - c. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  - d. Click on Submit

**P-04: Dodging****Purpose**

Dodging is a loco-motor skill with quick and deceptive change in direction to evade, chase or flee.

When dodging, knees are bent and the body shifts rapidly in a sideways direction. As applied to sport, the skill of dodging is evident in moving the shoulders, head, eyes or other body parts to deceive or 'fake' the opposition as a way of: getting free to receive a pass (e.in soccer); 'getting around' your opponent (e.to score a basket in basketball); or avoiding being tagged in a tag game.

**Description of the Activity**

The student stands on a spot marked on the ground with stationary position. On a signal 'Go'/'Whistle', the student performs dodging activity while moving laterally from one direction to the other with a sudden shift of position. To be repeated several times.

**Technique/Steps to be evaluated**

The test administrator will observe the frontal view of students from close distance.

The checklist of points to be observed:

1. Head up and eyes focused forward
2. Changes direction with low body position and balance
3. Adds a deceptive element to dodge - steps/leans one way and push off in the other direction
4. Able to dodge both sides

**Any marking required**

Mark one spot

**Recommended surface**



Flat Play Surface

**Required Equipment/ Material**

Whistle and Lime powder

**Human Resource (Technical)**

1 Test administrator.

**Conduct Procedure of the test**

1. Briefing to the students
2. Instructions to be given regarding the test item
3. Demonstration: The test administrator gives the complete Demonstration of the skill and allows the students to take trial.

**Steps**

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups
  - c. Make single line of first group on starting line.
  - d. Student will perform Dodging as instructed by the assessor
2. Desired equipment to be placed at the station
  - a. Test administrator will assure about the testing equipments have on their respective place.
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 03 chances to be given to each student.
5. Recording and Submission of Data
  - a. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Locomotor Skills > Selecting the Test
  - b. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  - c. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  - d. Click on Submit

**P-05: Jumping and Landing****Purpose**

Jumping is the transfer of weight from one or both feet to both feet. A jump can be divided into three parts: take-off, flight and landing.

Landing safely is an important skill to focus on when learning to jump, leap or hop. Essentially, it involves absorbing force over a large surface area and over a long period

Jumping for distance (or horizontal jumping) is important in sports (eg. athletics, long and triple jump) and in other games and activities (eg. elastics).

Landings occur in a wide range of contexts such as: landing from a jump or a leap (leaping over a puddle); falling over accidentally (tripping over in the playground); and landing as part of a sport-specific skill (vault in gymnastics).

**Description of the Activity**

The student stands behind the starting line marked on the ground.

On a signal 'Go'/'Whistle', the student performs Jumping action with both feet and then lands on both feet / heel.

He/she may be allowed 3 attempts in case the student is not able to perform.

**Technique/Steps to be evaluated**

The test administrator will observe the side view of students.

The checklist of points to be observed:

1. Arms swing back behind the body and crouch position is deeper in preparation
2. Arms swing forward with force during take-off, reaching up high, with Ankles, knees and feet extending fully
3. Body leans forward at landing and shock is absorbed through the 'giving' action of ankles, knees and hips.
4. Landing is controlled, balanced and safe

**Any marking required**

No Marking required

**Recommended surface**

1. Any even athletic surface

**Required Equipment/ Material**

Whistle

**Human Resource (Technical)**

1-2 test administrators

**Conduct Procedure of the test**

1. Briefing to the students
2. Instructions to be given regarding the test item
3. Demonstration
4. The test administrator gives the complete Demonstration of the skill and allows the students to take trial.

**Steps**

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups
  - c. Make single line of first group on starting line.
  - d. Student will perform Dodging as instructed by the assessor

2. Desired equipment to be placed at the station
  - a. Test administrator will assure about the testing equipments have on their respective place.
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 03 chances to be given to each student.
5. Recording and Submission of Data
  - a. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Locomotor Skills > Selecting the Test
  - b. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  - c. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  - d. Click on Submit

## OBJECT CONTROL SKILLS:

Motor skills that use hands, feet or another body part to move or manipulate an object.

### Catching and Throwing Skills:

Throwing and catching are complementary skills, yet are quite different in terms of their movement focus. In catching or receiving, the body controls a ball or object, relying on the ability of the eyes to track the ball into the receiving part of the body. Throwing involves propelling a ball away from the body and is a target skill. These skills are difficult to practice in isolation from each other, and both require specific attention in practice activities.

Throwing and catching actions for small balls differ from those for large balls. Throwing and catching skills in this resource include: overarm throw, underarm throw and roll, as seen in cricket and softball games; and a variety of two-handed passes, like the chest, bounce, spiral pass that are prevalent in netball, basketball and rugby.

#### Applying movement principles in Catching and Throwing

**Momentum:** If you bring your throwing arm as far back as possible and transfer your weight to your back foot, more force will be transferred to the ball as it leaves your hand while you smoothly bring the arm forward and transfer your weight to your front foot in a swinging action (i.e. when throwing, transfer your weight from your back to front foot).

**Speed:** The straighter your arm in the forward swinging motion, the greater the force and therefore the faster the ball. The longer your arm is in the overarm throw, the faster it will swing and the further the ball will go.

**Absorption of force:** To absorb the force of an incoming object, spread the force over a large surface area and for as long as possible. In catching a ball, reach for the ball with your hands, spread your fingers or cup your hands together and 'give' with the ball, (i.e. bring the ball into your body).

**Balance:** To catch or receive a ball, your body should be behind the line of the ball, with your legs or body presenting a wide, firm base of support. To establish a more secure base of support lower your centre of gravity. For example, to field a ground ball in cricket, you kneel to one side, which provides a firm, low and wide base of support.

## P-06: Catching and Receiving Bounce Ball

### Purpose

To observe eye and hand coordination ability. In catching or receiving, the body controls a ball or object, relying on the ability of the eyes to track the ball into the receiving part of the body.



### Description of the Activity

The student stands on a spot marked on the ground with stationary position.

On the command “Catch”/ “Whistle” the test administrator bounce the ball towards the student and he/she will attempt to catch the ball after one bounce.

### Technique/Steps to be evaluated

The Test Administrator observes from the front and side.

The checklist of points to be observed:

1. Body positioned directly in path of the ball
2. Eyes follow the flight path of the ball into the hands
3. Hands and fingers spread, hands in cup formation, body presents a low, stable surface to receive the ball
4. Ball caught on the bounce and pulled into the body to absorb the force of the ball

### Any marking required

Mark Spot (Catcher)

Mark a line 4 mt. from the Spot (for the thrower)

### Recommended surface

Any Flat Surface

### Required Equipment

Synthetic Volleyball, Lime powder, Whistle

### Human Resource (Technical)

Minimum 2 persons required for each group

### Conduct Procedure of the test

1. Briefing to the students:
  - a. Instructions to be given regarding the test item
  - b. Demonstration
  - c. Students will stand in semi circle and demonstration given by the test administrator
2. Assembling: Arrange the students according to their list
3. Desired equipment to be placed at the station
4. Scoring and Recording - Data Sheet in Excel
5. Recording and Submission of Data
6. Maximum 3 chances will be given to each student

### Steps

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups
  - c. Make single line of first group on starting line.

- d. Student will perform the test as instructed by the assessor
2. Desired equipment to be placed at the station
  - a. A large ball like football or volleyball (properly filled with air)
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 03 chances to be given to each student.
5. Recording and Submission of Data
  - a. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Object Control Skills > Selecting the Test
  - b. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  - c. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  - d. Click on Submit

### P-07: Catching Small Ball With Two Hands

#### Purpose

To Observe the reaction time / eye and hand coordination ability. In catching or receiving, the body controls a ball or object, relying on the ability of the eyes to track the ball into the receiving part of the body.



#### Learning Cues for Catching/receiving

1. Move your body directly in the path of the ball
2. Secure a wide base of support
3. Adjust your hand position (for catching) for the height of the ball:
  - a. thumbs in for balls above the waist
  - b. thumbs out for balls below the waist
4. Present a large surface area for catch or field, (e.g. fingers spread, hands in cup formation, body presents a low, stable surface when fielding a grounded ball)
5. Keep eyes on the ball until contact is made
6. Pull the ball/object into your body – body 'gives' with the catch

#### Description of the Activity

The student stands on a spot marked on the ground with stationary position. On the command 'Ready'/'Whistle' the test administrator will throw the ball (under arm) towards the student from a distance of 4 meter and he/she will attempt to catch the ball with both hands.

#### Technique/Steps to be evaluated

The test administrator will observe the side/lateral view of students and front side.

The checklist of points to be observed:

1. Body positioned directly in path of the ball
2. Eyes follow the flight path of the ball into the hands
3. The ball caught in front of the body with fingers spread and hands cupped.
4. Catch by lowering the cupped hands to absorb the force of the ball.

#### Any marking required

Spot Mark

**Recommended surface**

Plain Non slippery surface

**Required Equipment**

Tennis ball, Lime powder, Whistle

**Human Resource (Technical)**

1-2 persons required

**Conduct Procedure of the test**

1. Briefing to the students
  - a. Instructions to be given regarding the test item
  - b. Students will stand in semi circle and demonstration given by the test administrator
2. Assembling: Arrange the students according to their list
3. Test administrator reaches at the desired station
4. Desired equipment to be placed at the station
5. Scoring and Recording - Data Sheet in Excel
6. Recording and Submission of Data
7. Maximum 3 chances will be given to each student

**Steps**

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups
  - c. Make single line of first group on starting line.
  - d. Student will perform the test as instructed by the assessor
2. Desired equipment to be placed at the station
  - a. Soft Ball or Tennis Ball
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 03 chances to be given to each student.
5. Recording and Submission of Data
  - a. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Object Control Skills > Selecting the Test
  - b. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  - c. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  - d. Click on Submit

**P-08: Under Arm Throw****Purpose**

To observe the shoulder strength. Student should be able to perform a throwing action using a front on position for underarm throws.





### Description of the Activity

The student stands behind the starting line marked on the ground.

On a signal 'Go'/'Whistle', the student will throw the ball (Under arm) towards the target square (1m x1m) on a wall, which is 4 meters from the starting mark. The target square base would be 1 mt above the ground.

### Technique/Steps to be evaluated

The test administrator will observe the frontal view of students.

The checklist of points to be observed:

1. Ball is held in the fingers in front of body.
2. Throwing arm extended down and back to full extension
3. Weight transferred from back to front foot during the throw by stepping forwards with the opposite foot to the throwing arm.
4. At the end of the release the fingers pointed at the target.

### Any marking required

Straight line

### Recommended surface

Smooth Flat Surface – Hard or Grass Area

### Required Equipment

Tennis ball, Lime powder, Whistle

### Human Resource (Technical)

1-2 person required for each group

### Conduct Procedure of the test

1. Briefing to the students
  - a. Instructions to be given regarding the test item
2. Demonstration
  - a. Students will stand in semi circle and demonstration given by the test administrator
3. Steps
  - a. Assembling
    - i. Arrange the students according to their list
  - b. Test administrator reaches to the desired station
    - i. To assign duties to the concerned Test administrator
    - ii. To assure that the test administrator will reach on their assigned station for testing.
  - c. Desired equipment to be placed at the station
    - i. Tennis ball
  - d. Scoring and Recording - Data Sheet in Excel
  - e. Recording and Submission of Data on the CISCE Fitness Assessment Platform

- f. Maximum 3 chances will be given to each student and one right position will be considered

### Steps

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups
  - c. Make single line of first group on starting line.
  - d. Student will perform the test as instructed by the assessor
2. Desired equipment to be placed at the station
  - a. Soft Ball or Tennis Ball
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 03 chances to be given to each student.
5. Recording and Submission of Data
  - a. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Object Control Skills > Selecting the Test
  - b. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  - c. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  - d. Click on Submit

### P-09: Over Arm Throw

#### Purpose

To Observe the Shoulder Strength. Student should be able to perform a throwing action using a sideways body position for overarm throws.



#### Learning Cues:

These learning cues are for the overarm throw, some of which could be applied to other throwing skills included:

1. Grasp the ball in one hand
2. Position yourself side on to target
3. Take your arm way back so that momentum builds for the throw
4. Step forwards with opposite foot towards target
5. Swing through – long arm at release
6. Follow through with your throwing arm – in the direction of the target

#### Description of the Activity

The student stands behind the starting line marked on the ground. On a signal 'Go'/'Whistle', the student will throw the ball (Over arm) towards the target square (1m x1m) with centre 4 meters from the starting mark.

#### Technique/Steps to be evaluated

The test administrator will observe the side/lateral view of students from side line.

The checklist of points to be observed:

1. Throwing arm is swung far back in preparation for forward swinging action, with opposite arm is raised for balance/direction
2. Definite turning of the body through legs, hips and shoulders
3. Weight transfers from back foot to front foot, with a step with the opposite foot to the throwing arm
4. Swing through – long arm at release
5. Follow through with the throwing arm – in the direction of the target

### **Any marking required**

Straight line

### **Recommended surface**

Smooth Flat Surface – Hard or Grass Area

### **Required Equipment**

Tennis ball, Lime powder, Whistle

### **Human Resource (Technical)**

As per requirement

### **Conduct Procedure of the test**

1. Briefing to the students
  - a. Instructions to be given regarding the test item
2. Demonstration
  - a. Students will stand in semi circle and demonstration given by the test administrator

### **Steps**

1. Assembling
  - a. Arrange the students according to their list
2. Test administrator reaches at the desired station
  - a. To assign duties to the concerned Test administrator
  - b. To assure that the test administrator will reach on their assigned station for testing.
3. Desired equipment to be placed at the station
  - a. Tennis ball
4. Scoring and Recording - Data Sheet in Excel
5. Recording and Submission of Data
6. Maximum 3 chances will be given to each student

### **Steps**

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups
  - c. Make single line of first group on starting line.
  - d. Student will perform the test as instructed by the assessor
2. Desired equipment to be placed at the station
  - a. Soft Ball or Tennis Ball
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 03 chances to be given to each student.
5. Recording and Submission of Data
  - a. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Object Control Skills > Selecting the Test
  - b. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly

- c. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
- d. Click on Submit

### Striking with an Implement:

Striking and controlling a ball with an implement (racquet, stick or bat) can occur in many forms. As a result, its application to sports varies. For example, the horizontal striking pattern occurs in softball, while a more vertical pattern is found in golf, cricket and hockey. Many sports, (e.g. table tennis, tennis, badminton) include striking in several planes, and share the same movement concepts as striking with the hand.

### Applying movement principles:

**Stability:** Balance or stability is achieved when your feet and/or legs are comfortably spread to provide a wide, stable base of support. Bending your knees will lower the centre of gravity to further increase stability. Balance is important to provide a secure base of support for the strike.

**Production of force:** More force is gained by increasing the distance of your backswing and cocking your wrist at the top of the backswing, (e.g. in golf). Straightening your arms as the bat/stick is moved towards the ball also adds force.

**Accuracy:** If you strike a ball in line with the ball's centre of gravity (middle) and at a right angle to the direction you want it to go in, the ball will travel in a straight line. If you hit the ball above or below the centre of gravity, the ball will spin away, losing distance and speed.

**Absorption of force:** To absorb the force of an incoming object, the force should be spread over a large surface area and for as long as possible. For example, in striking or trapping with an implement (bat or stick), a flat, angled surface is presented.

## P-10: STRIKING DROP & HIT FORWARD

### Purpose

To observe the eye and hand coordination



### Description of the Activity

The student stands on the marked spot on the ground.

On a signal "GO" or on "Whistle" the student will drop the ball from shoulder level and hit the ball by the TT bat.

### Technique/Steps to be evaluated

**The test administrator will observe the front view of student.**

The checklist of points to be observed:

1. TT bat held in preferred hand, "shake hand" grip
2. Ball held in fingers of opposite hand with fingers pointing to the ground
3. The arm is outstretched perpendicular to the direction of hitting

4. Stance is side-on the hitting direction with body weight on the back foot
5. During swing, weight is transferred onto the front foot, and hip and shoulders rotate in forward direction
6. Ball is hit on the rebound, level with waist, elbow slightly bent. Bat follows the direction towards the target.

**Any marking required**

Mark a spot on the ground

**Recommended surface**

Plain Non slippery surface

**Required Equipment**

Table Tennis bat and ball, Lime powder and Whistle

**Human Resource (Technical)**

Person required

**Conduct Procedure of the test**

1. Briefing to the students
2. Demonstration
  - a. Students will stand in semi circle and demonstration given by the test administrator

**Steps**

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups
  - c. Make single line of first group on starting line.
  - d. Student will perform the test as instructed by the assessor
2. Desired equipment to be placed at the station
  - a. Table Tennis Bat & Ball
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 03 chances to be given to each student.
5. Recording and Submission of Data
  - a. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Object Control Skills > Selecting the Test
  - b. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  - c. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  - d. Click on Submit

**Striking with the Hand(s)**

Striking an object with the hand(s) includes controlling a ball in an upward motion, which is involved in skills like the overhead volley in volleyball, and controlling a ball in a downward (hand bounce) direction, which is associated with hand dribbling in basketball or handball.

Striking the ball with the hand(s) is a more advanced skill and requires coordination of the hands and eyes, being able to track an incoming ball and strike that ball in one motion. Younger children can enjoy this skill if it is learned in a developmentally appropriate manner, starting with the use of lightweight objects like balloons.



**Applying movement principles**

**Stability:** Balance or stability is achieved when your feet and/or legs are comfortably spread to provide a wide, stable base of support. Bending your knees will lower the centre of gravity, further increasing stability.

**Accuracy:** If you strike a ball in line with its centre of gravity (middle), the ball will travel in a straight line. If you hit a ball above or below its centre of gravity, the ball will spin away, losing distance and speed.

**Inertia:** When an object like a ball is not moving, it has its greatest inertia. To keep the ball bouncing, a force needs to be applied, (e.g. continuous pushing motion/bouncing).

**P-11: DRIBBLING WITH HANDS****Purpose**

To observe the Dribbling Skill of the Student to see his/her eye hand coordination in dynamic position. Once they improve their skills, children should be able to control the ball with consistency in more unpredictable environments. They are able to judge the flight path of the ball, and position their body to hit the ball and to pass accurately.

**Learning Cues:**

1. Fingers are spread and relaxed
2. Push the ball down, with the wrist and fingers controlling the bounce
3. Follow through
4. Push the ball slightly forward
5. Keep the ball below the waist

**Description of the Activity**

Student to stand with ball in hand at the starting line.

On Command 'Go'/'Whistle', student will start dribbling and moves towards the finishing line. Can dribble with either hand. Uses one hand at a time for dribbling.

**Technique/Steps to be evaluated**

The test administrator will observe the side/lateral view of students from side line.

The checklist of points to be observed.

1. Fingers are spread and relaxed fingertips control the dribble
2. Pushes the ball down, following through with arm, wrist and fingers
3. Bounces and holds the ball at waist/hip height while moving forward
4. Bounce of the dribble is consistent and controlled

**Any marking required**

Mark a spot on the ground

**Recommended surface**

Plain Non slippery surface

**Required Equipment**

Table Tennis bat and ball, Lime powder and Whistle

**Human Resource (Technical)**

01-02 persons required

**Conduct Procedure of the test**

1. Briefing to the students
2. Demonstration
  - a. Students will stand in semi circle and demonstration given by the test administrator

**Steps**

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups
  - c. Make single line of first group on starting line.
  - d. Student will perform the test as instructed by the assessor
2. Desired equipment to be placed at the station
  - a. Table Tennis Bat & Ball
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 03 chances to be given to each student.
5. Recording and Submission of Data
  - a. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Object Control Skills > Selecting the Test
  - b. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  - c. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  - d. Click on Submit

**Striking with the Leg(s):**

Kicking, foot dribbling, trapping and punting are examples of striking skills using the feet. These striking skills involve applying a force to an object with the foot or leg, and require good eye-foot coordination. Striking with the feet can include: kicking a stationary or moving object, like a small can or a ball; tapping a ball under control, as in soccer dribbling and trapping; and punting, which is kicking a ball while it is in the air. These fundamental striking skills are used in sports like soccer.

**Applying movement principles**

**Acceleration:** When a force is applied to a ball, the ball moves in the direction of the force and the change in the speed will be proportional to the force acting on it. That is, when kicking a ball, it is important that the kicking foot is directly behind the ball and moving in the direction in which the ball is intended to move.

**Increasing speed and distance:** The speed and distance a ball travels can be increased by increasing the force applied to the ball. This can be achieved by taking more steps prior to kicking the ball or by swinging the lower leg of the kicking foot back further to create a longer lever.

**Absorption of force:** To absorb the force of an incoming object, force should be spread over a large surface area and for as long as possible. In trapping or receiving a ball, the foot should be at right angles and side on to the ball, presenting a flat surface.

**P-12: DRIBBLING WITH FEET****Purpose**

To observe the Dribbling Skill of the student to see his/her foot-eye coordination in dynamic position

**Description of the Activity**

Stand with ball near foot at the starting line, Knee slightly bent, legs shoulder width apart. On Command 'Go'/'Whistle', start dribbling while moving forward both feet alternately up to 5 meters then take U turn and finish on the starting line.

**Technique/Steps to be evaluated**

**The test administrator will observe the frontal view of student.**

The checklist of points to be observed:

1. Dribbling with inside of feet
2. Moves ball from one foot to the other
3. Maintain even balance
4. Lifts head to look around
5. Arms moves to assist action

**Any marking required**

Mark a straight line and put a cone 5 meters apart from starting line on ground

**Recommended surface**

Even Grass Surface

**Required Equipment**

Mini Football (Size 3), Lime powder, two cones and Whistle

**Human Resource (Technical)**

1-2 person required

**Conduct Procedure of the test**

1. Briefing to the students
2. Demonstration
  - a. Students will stand in one line and demonstration will be given by the test administrator

**Steps**

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups

- c. Make single line of first group on starting line.
  - d. Student will perform the test as instructed by the assessor
2. Desired equipment to be placed at the station
  - a. Mini Football (Size 3)
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 01 chances to be given to each student.
5. Recording and Submission of Data
  - a. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Object Control Skills > Selecting the Test
  - b. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  - c. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  - d. Click on Submit

### P-13: KICKING STATIONARY BALL

#### Purpose

To observe the ability of kicking the ball



#### Description of the Activity

Student will stand behind the stationary ball at the starting line/starting point with the kicking leg knee bent.

On command 'Go'/'Whistle' he/she will kick the ball with top of the foot.

#### Technique/Steps to be evaluated

**The test administrator will observe the side/lateral view of students from side line.**

The checklist of points to be observed:

1. Support leg planted to the side of the ball
2. Knee of kicking leg bends to 90 degree
3. Eyes focused on ball, upper body leans little forward.
4. Opposite arm to kicking leg swings forward
5. Contact ball with top of foot- a 'shoelace kick' Follow through with kicking leg towards target area

#### Any marking required

Mark a straight line on ground, with a point at the center (starting line)

Mark another line of 2 mt length parallel to it (target area) 5 meters away.

Put 2 cones at the two ends (like you would for a goal post)

**Recommended surface**

Even Grass surface

**Required Equipment**

Mini Football (Size 3), Lime powder, two cones and Whistle

**Human Resource (Technical)**

1-2 person required

**Conduct Procedure of the test**

1. Briefing to the students
2. Demonstration
  - a. Students will stand in one line and demonstration will be given by the test administrator

**Steps**

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups
  - c. Make single line of first group on starting line.
  - d. Student will perform the test as instructed by the assessor
2. Desired equipment to be placed at the station
  - a. Mini Football (Size 3)
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 03 chances to be given to each student.
5. Recording and Submission of Data
  - a. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Object Control Skills > Selecting the Test
  - b. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  - c. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  - d. Click on Submit

**BODY MANAGEMENT SKILLS (Stability and Balance):**

It is our balance system that is critical for maintaining our body position, otherwise known as our Vestibular system. This system is located in our inner ear and affects everything we do; it is this system that helps in the control of movement and concentration. Stability skills involve the body balancing in either in one place (static) or while in motion (dynamic or vestibular). The ability to balance, whether stationary or moving is a key to success in most sports and physical activities.

Static balance involves maintaining a desired shape in a stationary position. For this to happen, the center of gravity needs to be over the base of support. The wider the base of support and the closer the center of gravity is to the base of support, the easier it is to balance. When body parts extend to one side beyond the base of support, the body needs to make a corresponding extension in the opposite direction to achieve counterbalance.

The Skills integrate agility, Coordination, strength, Balance, and flexibility for controlling the body in various situations.

**P-14: ONE FOOT BALANCE****Purpose**

To observe the ability to maintain balance on one foot



**Description of the Activity**

Stand straight, with head still and eyes focused on object straight ahead, arms extended parallel to ground.

This is to be performed in 2 steps:

1. On command, "Take Position", student stands with his arms extended to the ground.
2. On command 'Go'/'Whistle', student lift one leg and try to maintain his balance on one leg for 20 seconds.

**Technique/Steps to be evaluated**

**The test administrator will observe the side/lateral view of students from side line.**

The checklist of points to be observed:

1. Head still, with eyes focused on object straight ahead
2. Arms extended parallel to ground palm facing downward
3. Non- support leg raised forward with 90 degree bend at knee

**Any marking required**

NIL

**Recommended surface**

Plain Non slippery surface - Cemented, Track or Grass

**Required Equipment**

Nil

**Human Resource (Technical)**

1-2 person required

**Conduct Procedure of the test**

1. Briefing to the students
2. Demonstration
  - a. Students will stand in one line and demonstration will be given by the test administrator

**Steps**

6. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups
  - c. Make single line of first group on starting line.
  - d. Student will perform the test as instructed by the assessor
7. Desired equipment to be placed at the station

- a. None
8. Scoring and Recording - on the CISCE Fitness Assessment Platform
9. Maximum 03 chances to be given to each student.
10. Recording and Submission of Data
  - a. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Body Management Skills > Selecting the Test
  - b. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  - c. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  - d. Click on Submit

### **P-15: BEAM WALK**

#### **Purpose**

To Observe the ability to maintain balance while walking on Beam



#### **Learning Cues:**

When walking on a line or beam encourage children to have arms out and chin up. Make this harder by putting something on the beam the child has to pick up, or put something on their heads like a bean bag they have to try keep on.

#### **Description of the Activity**

Student will stand on the one end of the beam on Command 'Go'/'Whistle', Student starts walking on beam with his/her arm extend parallel to ground while maintaining proper balance till end of the beam

#### **Technique/Steps to be evaluated**

**The test administrator will observe the frontal view of student.**

#### **The checklist of points to be observed:**

1. Feet flat on the beam, with the toes pointed in the direction of movement
2. Arm extended parallel to the ground
3. Head still with eyes focused on an object straight ahead
4. Trunk of the body remains straight, knees flexed

#### **Any marking required**

NIL

#### **Recommended surface**

Plain Non slippery surface - Cemented, Grass or Track

#### **Required Equipment**

Beam and Whistle

**Human Resource (Technical)**

1-2 persons required

**Conduct Procedure of the test**

1. Briefing to the students
2. Demonstration
  - a. Students will stand in one line and demonstration will be given by the test administrator

**Steps**

1. Assembly:
  - a. Arrange the students in their order.
  - b. Make the students groups
  - c. Make single line of first group on starting line.
  - d. Student will perform the test as instructed by the assessor
2. Desired equipment to be placed at the station
  - a. Balance Bean
3. Scoring and Recording - on the CISCE Fitness Assessment Platform
4. Maximum 03 chances to be given to each student.
5. Recording and Submission of Data
  - a. Enter the data on CISCE Fitness Assessment Platform by going to LOGIN > Take Test > Body Management Skills > Selecting the Test
  - b. For every items of the check list if student performed correctly put a mark (TICK) in the appropriate box and a (-) if not performed correctly
  - c. Scan Student ID Card OR Manually Select the Student from the Class and Roll No. dropdowns
  - d. Click on Submit

**Hand-eye Coordination****P-16: Plate Tapping Test**

<b>What does it measure:</b> Tests speed and coordination of limb movement	
<b>How to Perform:</b>  If possible, the table height should be adjusted so that the subject is standing comfortably in front of the discs. The two yellow discs are placed with their centers 60 cm apart on the table. The rectangle is placed equidistant between both discs.  The non-preferred hand is placed on the rectangle. The subject moves the preferred hand back and forth between the discs over the hand in the middle as quickly as possible.	<b>Infrastructure/Equipment Required:</b> Table (adjustable height), 2 yellow discs (20cm diameter), rectangle (30 x 20 cm), stopwatch
	<b>Scoring:</b> The time taken to complete 25 cycles is recorded

This action is repeated for 25 full cycles (50 taps).



**Administrative Suggestion:**

Participants should be encouraged to stand in a balanced posture, feet apart to shoulder width. Results are usually better if the participant can maintain constant pace during most of the run.

## Balance and Stability

### P-17 Flamingo Balance Test

**What does it measure:**

Ability to balance successfully on a single leg. This single leg balance test assesses the strength of the leg, pelvic, and trunk muscle as well as Static balance.

**How to Perform:**

Stand on the beam. Keep balance by holding the instructor's hand (if required to start).

While balancing on the preferred leg, the free leg is flexed at the knee and the foot of this leg held close to the buttocks.

**Start the watch as the instructor lets go of the participant/subject.**

Pause the stopwatch each time the subject loses balance (either by falling off the beam or letting go of the foot being held).

Resume over, again timing until they lose balance. Count the number of falls in 60 seconds of balancing.

If there are more than 15 falls in the first 30 seconds, the test is terminated.

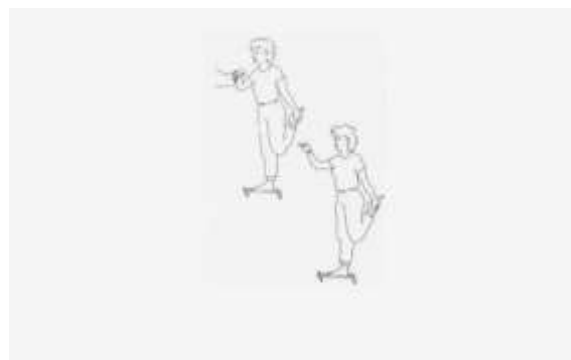
**Infrastructure/Equipment Required:**

Non Slippery even surface, Stopwatch, can be done on just standing on beam.

**Scoring:**

The total number of falls or loss of balance in 60 seconds of balancing is recorded.

If there are more than 15 falls in the first 30 seconds, the test is terminated.



**Administrative Suggestion:**

Participants should be encouraged to eyes focused on stationary object straight ahead.

## Body Composition

### P-16: BODY MASS INDEX

What does it measure: Body Composition refers primarily to the distribution of muscle and fat in the body. Body size such as height, lengths and girths are also grouped under this component.

The test performed is Body Mass Index (BMI), which is calculated from body Weight (W) and height(H).  $BMI = W / (H \times H)$ , where W = body weight in kilograms and H = height in meters. The higher the score usually indicating higher levels of body fat.

#### Measuring Height Accurately

Remove the participant's shoes, bulky clothing, and hair ornaments, and unbraid hair that interferes with the measurement.

Take the height measurement on flooring that is not carpeted and against a flat surface such as a wall with no molding.

Have the participant stand with feet flat, together, and back against the wall. Make sure legs are straight, arms are at sides, and shoulders are level.

Make sure the participant is looking straight ahead and that the line of sight is parallel with the floor.

Take the measurement while the participant stands with head, shoulders, buttocks, and heels touching the flat surface (wall). (See illustration.) Depending on the overall body shape of the participant, all points may not touch the wall.

Use a flat headpiece to form a right angle with the wall and lower the headpiece until it firmly touches the crown of the head.

Make sure the measurer's eyes are at the same level as the headpiece.

Lightly mark where the bottom of the headpiece meets the wall. Then, use a metal tape to measure from the base on the floor to the marked measurement on the wall to get the height measurement.

Accurately record the height to the nearest 0.1 centimeter.

#### Measuring Weight Accurately

Use a digital scale. Avoid using bathroom scales that are spring-loaded. Place the scale on firm flooring (such as tile or wood) rather than carpet.

Have the participant remove shoes and heavy clothing, such as

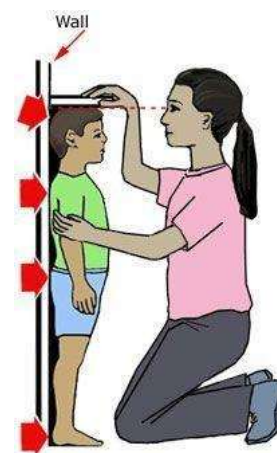
#### Infrastructure/Equipment Required:

Flat, Clean surface, Weighing Machine, Stadiometer/Measuring Tape  
Tape  
pasted on a wall

#### Scoring:

Height recorded in cm and mm.

Accurately record the height to the nearest 0.1 centimeter.



Weight will be recorded in kilogram (kg) and grams (gms).

Record the weight to the nearest decimal fraction (for example, 25.1 kilograms).



sweaters.

Have the participant stand with both feet in the center of the scale.

Record the weight to the nearest decimal fraction (for example, 25.1 kilograms).



## Developmental Skills for Key Stage 2/3/4 (Age 9-19 Years): Health and Skill Components of Fitness

KS2 denotes Key Stage 2, Primary 4-6<sup>[SEP]</sup>

KS3 denotes Key Stage 3, Secondary 1-3<sup>[SEP]</sup>

KS4 denotes Key Stage 4, Secondary 4 and above<sup>[SEP]</sup>


**CISCE Fitness Assessment Report Card will be given to KS2/KS3/KS4 Children for the following Age Groups:**

1. 9-14 years
2. 15-19 years

**Components considered in SBSB Physical Health and Fitness Profile:**

1. **Skill Components of Fitness**
  - a. Speed - 30 Meters Dash
2. **Health Components**
  - a. Flexibility - Sit and Reach
  - b. Abdominal / Core Strength - Partial Curl Up
  - c. Muscular Endurance - Push Ups / Modified Push Ups
  - d. Cardiovascular Endurance - 600 Mt. Run/Walk
  - e. Body Composition - BMI

## 50 M Dash (Standing Start)

<b>What does it measure:</b> Determines acceleration and speed	
<b>How to Perform:</b> A thorough warm up should be given, including some practice starts and accelerations.  Start from a stationary position, with one foot in front of the other. The front foot must be on or behind the starting line. This starting position should be static (dead start).  The tester should provide hints for maximizing speed (such as keeping low, driving hard with the arms and legs) and encouraged to continue running hard through the finish line.	<b>Infrastructure/Equipment Required:</b> Measuring tape or marked track, stopwatch, cone markers, flat and clear surface of at least 60 meters.  <b>Scoring:</b> Time taken for completion
	
<b>Administrative Suggestion:</b> Participants should be encouraged to practice running with emphasis placed on the concept of pace. Results are usually better if the participant can maintain constant pace during most of the run and perhaps using a strong closing effort.	

## Sit and Reach

<b>What does it measure:</b> Common measure of flexibility, and specifically measures the flexibility of the lower back and hamstring muscles. This test is important as because tightness in this area is implicated in lumbar lordosis, forward pelvic tilt and lower back pain	
<b>How to Perform:</b> This test involves sitting on the floor with legs stretched out straight ahead. Shoes should be removed. The soles of the feet are placed flat against the Sit and Reach box. Both knees should be locked and pressed flat to the floor - the tester may assist by holding them down.  With the palms facing downwards, and the hands on top of each other, the subject reaches forward along the measuring line as far as possible.  Ensure that the hands remain at the same level,	<b>Infrastructure/Equipment Required:</b> Sit and Reach box with the following dimensions: 12" x 12" (sides) 12" x 10" (front and back) 12" x 21" (top) Inscribe the top panel with centimeter/mm gradations. It is crucial that the vertical plane against which the subject's feet will be placed is exactly at the 23 cm mark. Flat clean cushioned surface/Gym Mats  <b>Scoring:</b> The score is recorded (difference between initial position and final position), in cm and mm, as the distance reached by the hand.

not one reaching further forward than the other. After some practice reaches, the subject reaches out and holds that position for at one-two seconds while the distance is recorded. Make sure there are no jerky movements.



**Administrative Suggestion:**

Proper warm-up and static stretching of the lower back and posterior thighs is very important for this test. A partner placing his/her hands lightly across knees can prevent the flexing of knees. Keep the hands over each other (fish pose). Besides in order to prevent the test apparatus from sliding away from the participants during the test, it should be placed against a wall or a similar immovable object.

The test trial is repeated if:

(i) The hands reach out unevenly or (ii) The knees are flexed at the time of doing the test.

## Partial Curl Up (30 seconds)

**What does it measure:**

The curl up test measures abdominal muscular strength and endurance of the abdominals and hip-Flexors, important in back support and core stability.

**How to Perform:**

The subject lies on a cushioned, flat, clean surface with knees flexed, usually at 90 degrees, with hands straight on the sides (palms facing downwards) closer to the ground, parallel to the body.

The subject raises the trunk in a smooth motion, keeping the arms in position, curling up the desired amount (at least 6 inches above/along the ground towards the parallel strip).

The trunk is lowered back to the floor so that the shoulder blades or upper back touch the floor.

**Infrastructure/Equipment Required:**

Flat clean cushioned surface with two parallel strips (6 inches apart), Stopwatch, Recording sheets, Pen

**Scoring:**

Record the maximum number of Curl ups in a certain time period 30 seconds.



**Administrative Suggestion:**

Participants should be encouraged to keep normal breathing rate. Results are usually better if the participant can maintain constant pace during the activity.

## Push Ups (Boys)/Modified Push Ups (Girls)

### What does it measure:

Upper body strength endurance, and trunk stability.

### How to Perform:

A standard push up begins with the hands and toes touching the floor, the body and legs in a straight line, feet slightly apart, the arms at shoulder width apart, extended and at a right angles to the body.

Keeping the back and knees straight, the subject lowers the body to a predetermined point, to touch some other object, or until there is a 90-degree angle at the elbows, then returns back to the starting position with the arms extended.

This action is repeated, and test continues until exhaustion, or until they can do no more in rhythm or have reached the target number of push-ups.

For Girls: push-up technique is with the knees resting on the ground.

### Infrastructure/Equipment Required:

Flat clean cushioned surface/Gym mat

### Scoring:

Record the number of correctly completed push-ups.



### Administrative Suggestion:

Participants should be encouraged to emphasis to keep the back straight. Results are usually better if the participant can maintain constant pace during the activity.

## 600 Mt Run/Walk

### What does it measure:

Cardiovascular Fitness/Cardiovascular Endurance

### How to Perform:

Participants are instructed to run 600 mts. in the fastest possible pace.

The participants begin on signal, "ready, start" as they cross the finish line elapsed time should be announced to the participants.

Walking is permitted but the objective is to cover

**Infrastructure/Equipment Required:** Stopwatch, whistle, marker cone, lime powder, measuring tape, 200 or 400 mts with 1.22 mt (minimum 1 mt) width preferably on a flat and even playground with a marking of starting and finish line.

### Scoring:

Time taken for completion (Run or Walk) in min, sec, mm

the distance in the shortest possible time.



**Administrative Suggestion:**

Participants should be encouraged to practice running with emphasis placed on the concept of pace. Results are usually better if the participant can maintain constant pace during most of the run and perhaps using a strong closing effort.

## Body Mass Index

What does it measure: Body Composition refers primarily to the distribution of muscle and fat in the body. Body size such as height, lengths and girths are also grouped under this component.

The test performed is Body Mass Index (BMI), which is calculated from body Weight (W) and height(H).  $BMI = W / (H \times H)$ , where W = body weight in kilograms and H = height in meters. The higher the score usually indicating higher levels of body fat.

**Measuring Height Accurately**

Remove the participant's shoes, bulky clothing, and hair ornaments, and unbraid hair that interferes with the measurement.

Take the height measurement on flooring that is not carpeted and against a flat surface such as a wall with no molding.

**Infrastructure/Equipment Required:**

Flat, Clean surface, Weighing Machine, Stadiometer/Measuring Tape  
pasted on a wall



Have the participant stand with feet flat, together, and back against the wall. Make sure legs are straight, arms are at sides, and shoulders are level.

Make sure the participant is looking straight ahead and that the line of sight is parallel with the floor.

Take the measurement while the participant stands with head, shoulders, buttocks, and heels touching the flat surface (wall). (See illustration.) Depending on the overall body shape of the participant, all points may not touch the wall.

Use a flat headpiece to form a right angle with the wall and lower the headpiece until it firmly touches the crown of the head.

Make sure the measurer's eyes are at the same level as the headpiece.

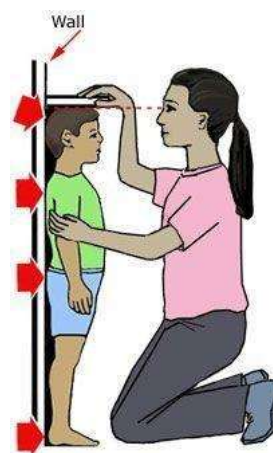
Lightly mark where the bottom of the headpiece meets the wall. Then, use a metal tape to measure from the base on the floor to the marked measurement on the wall to get the height measurement.

Accurately record the height to the nearest 0.1 centimeter.

### Scoring:

Height recorded in cm and mm.

Accurately record the height to the nearest 0.1 centimeter.



Weight will be recorded in kilogram (kg) and grams (gms).

Record the weight to the nearest decimal fraction (for example, 25.1 kilograms).



### Measuring Weight Accurately

Use a digital scale. Avoid using bathroom scales that are spring-loaded. Place the scale on firm flooring (such as tile or wood) rather than carpet.

Have the participant remove shoes and heavy clothing, such as sweaters.

Have the participant stand with both feet in the center of the scale.

Record the weight to the nearest decimal fraction (for example, 25.1 kilograms).

## Important Instructions to Test Administrators

### Planning and Preparation

Before Undertaking the tests listed in P01-P18 and S01-S08, Test Administrators are expected to be read through these instructions

### Pre Test Preparations & Administration

5. Preparation of the Test Administrator / Teacher
  - a. Test administrator/s shall be in track suit
6. Match the check list of equipment
7. Print out of the data sheet
8. Read the instructions carefully

### Instructions to the students

3. To intimate the students in advance regarding the conduct of test.
4. Students will wear house uniform with Sports Shoes

### Medical Status of the Students

1. Check Medical record of the students
2. Ask the students about their present health status

### Medical Support requirements

3. First-aid kit
4. Access to medical facilities

### Logistic Support/requirements

5. Plain papers
6. Clip board
7. Pen, Pencil, All Pins, File cover, Stapler etc.
8. Students details
9. Students Physical Health and Fitness Profile File

### Volunteers

As per requirement

### List of Equipment required for conducting the Tests

	Whistles	Equipment 1	Equipment 2
Running	One		
Hopping	One		
Skipping	One		
Dodging	One		
Jumping and Landing	One		
Catching and Receiving Bounce Ball	One	Bounce Ball (Volleyball/ Football 5")	
Catching Small Ball with 2 Hands	One	Tennis Ball	
Under Arm Throw	One	Tennis Ball	
Over Arm Throw	One	Tennis Ball	
Striking Drop & Hit Forward	One	TT Racquet/Bat	TT Ball
Dribbling with Hands	One	Small Basketball	
Dribbling with Feet	One	Small Football (5")	

Kicking Stationery Ball	One	Small Football (5")	
One Foot Balance	One		
Beam Walk	One	Vinex Half Cylinder Straight Set of 12 pcs (VBHC-SS12)	
50 Mt Dash	One	Eight Stopwatch	Chalk Powder
Push Ups / Modified Push Ups	One	Two Stopwatches	Yoga Mat
Partial Curl Ups	One	Two Stopwatches	Yoga Mat
Sit & Reach Test	One	Sit and Reach Box	Yoga Mat
Flamingo Balance	One	Two Stopwatches	Brick / Wooden Log of the dimension of a Brick
600 Mt Run/Walk	One	Eight Stopwatches	Chalk Power
Plate Tapping Test	One	One Desk, A4 Size Papers	Fevicol / Cellotape
BMI		Weighing Machine	Height Measuring Tape

## Technical Helpdesk

(Mon–Fri, 9:00 AM–6:00 PM, except holidays)

**Note:** Helpdesks are state-specific. Kindly contact only your designated cluster personnel.

CLUSTER NAME	SCHOOL STATES	HELPDESK EMAIL ID to Contact	HELPDESK MOBILE NUMBER to Call
<b>Cluster 1</b>	Uttar Pradesh and Uttarakhand	<a href="mailto:fitness.cluster1@cisce.org">fitness.cluster1@cisce.org</a>	7303225696
<b>Cluster 2</b>	West Bengal, Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Tripura and Odisha	<a href="mailto:fitness.cluster2@cisce.org">fitness.cluster2@cisce.org</a>	7303323397
<b>Cluster 3</b>	Delhi, Himachal Pradesh, Chandigarh, Haryana, Punjab, Jammu & Kashmir, Bihar, Jharkhand, Madhya Pradesh, Gujarat, Goa and Rajasthan	<a href="mailto:fitness.cluster3@cisce.org">fitness.cluster3@cisce.org</a>	7303322098
<b>Cluster 4</b>	Andhra Pradesh, Karnataka and Chhattisgarh	<a href="mailto:fitness.cluster4@cisce.org">fitness.cluster4@cisce.org</a>	9910457600
<b>Cluster 5</b>	Kerala, Maharashtra, Tamil Nadu, Puducherry, Andaman & Nicobar Island	<a href="mailto:fitness.cluster5@cisce.org">fitness.cluster5@cisce.org</a>	9910457500

## Escalation Protocol

If your concern is not resolved within **three (3) working days**, you may escalate it to the relevant authority below:

Query Type	Contact Person	Mobile Number	Email ID
<b>Portal and Assessment Issues and Queries</b>	Mr. Sujit Panigrahi (CEO, Sequoia Fitness and Sports Technology Pvt Ltd)	9810259395	<a href="mailto:fitness.assessment@cisce.org">fitness.assessment@cisce.org</a>
<b>Training Queries</b>	Mr. Arijit Basu (Deputy Secretary, Finance)	9831133606	<a href="mailto:fitness.training@cisce.org">fitness.training@cisce.org</a>