

# **Physical Education and Well-being**

## **Grade 9**

### **Session 2026-27**

**Max. Marks: 100**

**Time: 3:00 Hours**

**Theory: 20 Marks, Practical: 80 Marks**

## **Introduction**

Physical Education and Well-being is an essential component of holistic education that promotes balanced development of physical, mental, emotional, and social dimensions of learners. In the present era of rapid technological advancement, academic pressure and sedentary lifestyles, the subject plays a critical role in nurturing healthy habits, physical literacy, emotional resilience, and positive social behaviour among students. It prepares learners not only for physical fitness but also for meaningful participation in society as confident, responsible, and ethical individuals.

The scope of Physical Education and Well-being extends beyond sports and physical exercise. It encompasses fitness management, movement skills, emotional regulation, teamwork, leadership, value-based living and holistic well-being. Structured physical activities, games, and reflective practices develop essential life skills, such as self-discipline, perseverance, cooperation, empathy, decision-making, and critical thinking. These skills contribute to the overall well-being, and support lifelong engagement in healthy and active lifestyles.

With increasing societal emphasis on excellence in holistic health, fitness and sports, Physical Education and Well-being addresses contemporary challenges, such as lifestyle-related diseases, mental stress, social inequality, and exclusion. The subject promotes values of fairness, inclusivity, gender equality, respect for diversity, ethical conduct, and social responsibility. It encourages students to develop self-awareness, regulate emotions, and build healthy relationships, thereby contributing to personal and social well-being.

## **Nature of the Subject**

Physical Education and Well-being is a dynamic, experiential, and value-oriented subject that plays a vital role in the holistic development of learners. It recognises movement as a powerful medium for learning and self-expression.

The subject is interdisciplinary, drawing on knowledge from the biological sciences, psychology, sociology, health sciences, technology, and environmental studies. Learners explore how physical activity influences body systems, mental processes, behaviour and social interactions, connecting theory with practice through active participation, observation and reflection.

Physical Education and Well-being is an inclusive and learner-centric subject, catering to diverse abilities, interests, genders, and cultural backgrounds. It promotes equity, accessibility, and participation for all, including children with disabilities and special needs. Through games and sports, students learn ethical behaviour, fair play, discipline, perseverance, humility in success, and grace in defeat, while also developing confidence, self-esteem, and emotional intelligence essential for personal and academic success.

Physical Education serves as a vehicle for character building, providing opportunities for self-regulation, goal setting, critical thinking, and problem-solving in real-life situations. The pedagogy is learner-centric and inclusive, with learning taking place through direct participation, inquiry, discussion, and reflection. Activity based learning, project work, discovery-oriented approaches, and collaborative practices enable students to connect theoretical knowledge with real-life experiences.

## Nature of Knowledge in this Subject

Knowledge in Physical Education and Well-being is experiential, applied, interdisciplinary, and transformative. Unlike purely theoretical subjects, collaboration in Physical Education is based on learning through movement, practice, thinking about one's actions, and learning with others. Knowledge is constructed through doing, observing, analysing, and reflecting on physical activity experiences, thereby enabling learners to internalise concepts meaningfully and apply them in real-life contexts.

The knowledge acquired is dynamic and evolving, and is continuously influenced by advancements in sports science, health research, digital technologies, and changing societal needs. The nature of knowledge encompasses four interconnected dimensions:

- **Conceptual Knowledge:** This includes understanding the principles of health, physical fitness, movement, wellness, nutrition, behaviour, and human body systems. Learners gain insights into growth and development, physiological responses to exercise, injury prevention, mental well-being, and the relationship between physical activity and overall health. Conceptual knowledge provides the scientific and theoretical foundation necessary for informed decision-making regarding lifestyle and fitness.

- **Practical Knowledge:** Practical knowledge is developed through hands-on participation and skill acquisition. It involves learning and refining motor skills, sport-specific techniques, movement patterns, game rules and strategies, and safe practices during physical activity. Students also acquire essential life skills, such as First Aid, Basic Life Support (BLS), Cardiopulmonary Resuscitation (CPR), and safety protocols, enabling them to respond responsibly in emergencies and promote a safe supporting environment.

**Reflective Knowledge:** Reflective knowledge enables learners to evaluate their physical, emotional, and behavioural responses during and after physical activities. Through self-assessment, fitness tracking and reflective journals, students analyse their strengths, limitations, habits, and attitudes. This dimension also fosters awareness of ethical conduct, fair play, inclusivity, respect, discipline and value formation, supporting character development and emotional intelligence.

- **Social Knowledge:** Social knowledge focuses on understanding the role of physical activity like sports in society. Learners explore how sports contribute to nation-building, cultural identity, community engagement, and global harmony. This includes the responsible and meaningful use of leisure time, the promotion of gender equity and equality, the inclusion of persons with disabilities, accountability, affordability, and the appreciation of diversity. Students also learn about teamwork, leadership, cooperation, and citizenship through shared physical experiences.

Knowledge of Physical Education and Well-being empowers learners to develop lifelong healthy behaviours, ethical values, social responsibility, and self-confidence. It supports holistic growth by integrating physical competence with mental awareness, emotional balance, and social sensitivity, preparing students to lead active, healthy, and purposeful lives in a rapidly changing world.

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Curricular Goals	Competencies	
<b>Learning Standard 1</b>		
CG-1 Demonstrates a high level of competence in the understanding of movement concepts, strategies, and principles, while engaging and performing in physical activities, including sports and dance.	C1.1	Exhibits proficiency in all movement and motor skills required to participate and excel in at least one sport, yoga or any other physical activity (team, dual, individual).
	C1.2	Explains the role of rhythmic drills to improve their game.
	C1.3	Exhibits the ability to use complex movement concepts and principles to develop and refine their games or sports skills.
	C1.4	Exhibits and explains the manipulation of space and equipment in the context of a game.
	C1.5	Applies knowledge and understanding of movements, and skills to develop a physical activity plan for themselves, follow a routine and assess independently.
CG-2 Exhibits sensitivity and learns to manipulate their personal and social behaviour towards themselves and others.	C2.1	Reflects upon their and others' behaviour before, during and after the physical activity in the long term. This may include different but related behaviours, including emotional state of mind, physical fitness, fatigue, fair play, biases, and personal interests.
	C2.2	Articulates the importance of emotional and mental support to others, as well as, improving performance and encouraging others to perform by analysing the behaviour of student when someone is emotionally or physically hurt, and how their support may improve others' performance.
	C2.3	Modifies and creates new games and rules that are more inclusive in nature.
	C2.4	Creates and applies safety rules, protocols for physical activity, and visualises how they can be applied outside the field as well.
	C2.5	Demonstrates fairness and responsible behaviour in tough contexts and situations.
	C2.6	Exhibits modesty after an exceptional performance, accepts defeat gracefully and enjoys the game.
CG-3 Demonstrates social sensitivity and mental engagement in physical activity and game situations.	C3.1	Designs and uses multiple strategies in a game and can make new strategic moves in challenging game situations (for example, a student's plan A and B, both failed and strategise a plan C during the game).
	C3.2	Understands and deals with their and others' emotions, and the thinking process during the game.
	C3.3	Demonstrates calmness and courage in difficult situations, and is able to calm their teammates.
	C3.4	Regulates the intensity in different situations.

CG-4 Plans personal physical fitness goals independently and monitors them.	C4.1	Sets multiple physical activity and fitness goals, such as improving multiple shots or their overall match performance.
	C4.2	Assesses their progress in terms of efforts, processes, and outcomes.
	C4.3	Prepares, plans, and schedules their exercises and warm-ups in consultation with their teacher to get maximum benefits.
CG-5 Learns about the value of physical activity for health, enjoyment, challenge, expression, and social interaction.	C5.1	Illustrates the role of physical education for positive social interaction, while discussing physical activity throughout history and culture.
	C5.2	Examines the role of physical activity in improving self-confidence and self-esteem.
	C5.3	Appreciates the aesthetic appeal of a performance, such as someone's classy straight drive, a beautiful free kick, an effortless smashing of the ball, a well-placed drop shot, or a speedy smash.
	C5.4	Expresses self through dance, gymnastics, or any physical activity.
CG-6 Assesses their growth and development.	C6.1	Examines the role of different factors which affect growth and development, such as heredity, immediate environment, diet, diseases, state of mind and physical activity.
	C6.2	Analyses the relationship of nutrition, physical activity, and mental health with skeletal health, muscles, strength, endurance, flexibility and agility.
	C6.3	Classifies the common injuries of bones and muscles, and describes the protocol for seeking medical help for themselves and others when needed like providing first-aid in such situations.
	C6.4	Outlines and challenges the societal beliefs and taboos associated with different aspects of growth, and development in the adolescent age.
CG-7 Learns about tournaments at the international, national, state, district, and block levels.	C7.1	Charts the various tournaments at international, national, state, district and block levels.
	C7.2	Describes the participation criteria and rules of tournaments.
	C7.3	Summarises the support or organisational structures to participate in tournaments.
	C7.4	Explains the different forms and procedures for participating in tournaments.

### Learning Standard 2

CG-1 Demonstrates competence in the understanding	C1.1	Exhibits all movements and motor skills required to participate and play in at least one sport, yoga or any other physical activity (team, dual, individual).
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of movement concepts, strategies and principles, while engaging in and performing physical activities, including sports.	C1.2	Exhibits the ability to use complex movement concepts and principles to develop and refine one's game and sports skills.
	C1.3	Applies knowledge and understanding of movements, and skills to develop their own physical activity plan, follows a routine and assesses independently.
CG-2 Exhibits sensitivity and learns to regulate their personal and social behaviour towards themselves and others.	C2.1	Reflects upon their and others' behaviour before, during, and after the physical activity. This may include different but related behaviours, including emotional state of mind, physical fitness, fatigue, fair play, biases, and personal interests.
	C2.2	Articulates the importance of a team member's support to improve performance in the game, by analysing the behaviour of students when someone is emotionally or physically hurt, and how their support may enhance the performance of others.
	C2.3	Modifies and creates new games and rules that are more inclusive in nature.
	C2.4	Creates and applies safety rules and protocols for physical activity and visualises how they can be applied outside the field as well.
	C2.5	Demonstrates fairness and responsible behaviour in tough contexts and situations.
	C2.6	Exhibits modesty after an exceptional performance, accepts defeat gracefully, and enjoys the game.
CG-3 Demonstrates social sensitivity and mental engagement in physical activity and game situations.	C3.1	Designs and executes multiple strategies for the game.
	C3.2	Understands and deals with their and others' emotions, and the thinking process during the game.
	C3.3	Demonstrates calmness and courage in difficult situations, and can calm their teammates.
CG-4 Learns to connect physical activity with health, enjoyment, challenge, expression, and social interaction.	C4.1	Discusses activities that bring personal satisfaction
	C4.2	Identifies diverse cultures with special reference to dance, physical activity, local games and spaces to interact.
CG-5 Learns about tournaments at the international, national, state, district and block levels.	C5.1	Charts the various tournaments at international, national, state, district and block levels.
	C5.2	Describes the participation criteria and rules of the tournament.
	C5.3	Summarises the support structure or organisational structure to participate in tournaments.
	C5.4	Explains the different forms and procedures for participating in tournaments.

## Development of Competencies and Learning Outcomes

Content organisation and learning outcomes for developing competencies in Grade 9.

Units T: Theory P: Practical	Unit Outline/Key Concepts	Learning Outcomes
<b>Unit 1</b> Development of Physical Culture in India  4 Hours (T: 4 hrs)	<ul style="list-style-type: none"> <li>• Definition, Meaning, Aims and Objectives of Physical Education</li> <li>• History and Culture of Physical Education and Sports in India</li> <li>• Introduction to Physical Literacy</li> <li>• Career Prospects</li> </ul>	Competencies developed in this unit: <b>C5.1, C5.3, C6.1, C6.2, C4.1, C4.3</b> Students will be able to: <ul style="list-style-type: none"> <li>• Explain the meaning and evolution of Physical Education.</li> <li>• Appreciate traditional games and their cultural value.</li> <li>• Identify diverse careers in physical education and sports.</li> </ul>
<b>Unit 2</b>  Health, Fitness and Wellness 6 Hours (T: 2 hrs, P: 4 hrs)	<ul style="list-style-type: none"> <li>• Meaning and Difference Between Health, Physical Fitness and Wellness</li> <li>• Components of Health-related Fitness</li> <li>• Components of Skills-related Fitness</li> <li>• Dimensions of Wellness.</li> <li>• First-Aid, Basic Life Skills (BLS) and CPR</li> </ul>	Competencies developed in this unit: <b>C6.1, C6.2, C1.1, C2.1, C2.4</b> Students will be able to: <ul style="list-style-type: none"> <li>• Differentiate between health, fitness, and wellness.</li> <li>• Identify health-related and skills-related fitness components.</li> <li>• Adopt daily routines promoting hygiene and wellness.</li> <li>• Demonstrate First-Aid and CPR.</li> </ul>
<b>Unit 3 Sciences and Sports</b>  <b>10 Hours</b> <b>(T: 6 hrs, P: 4 hrs)</b>	<ul style="list-style-type: none"> <li>• Introduction to Body Systems</li> <li>• Skeletal System: Types of Bones, Major Joints, and Functions in Movement</li> <li>• Muscular System: Voluntary and Involuntary Muscles</li> <li>• Introduction to Circulatory and Respiratory Systems during Exercise</li> <li>• Growth and Development</li> </ul>	Competencies developed in this unit: C6.1, C6.2, C1.3, C6.3  Students will be able to: <ul style="list-style-type: none"> <li>• Describe body systems involved in movement.</li> <li>• Relate exercise to physiological changes.</li> <li>• Demonstrate understanding of growth and development stages.</li> </ul>
<b>Unit 4 Technology Integration</b>  <b>4 Hours</b> <b>(T: 1 hrs, P: 3 hrs)</b>	<ul style="list-style-type: none"> <li>• Digital Literacy: Do's and Don'ts, Data Handling and Interpreting Results</li> <li>• Application of Technology in Sports</li> <li>• Wearables in Sports Competitions, Trainings and Projects</li> </ul>	Competencies developed in this unit: C1.5, C1.3, C3.1  Students will be able to: <ul style="list-style-type: none"> <li>• Use technology to assess fitness and performance.</li> <li>• Interpret data for performance enhancement.</li> </ul>

<p><b>Unit 5</b> <b>Sports for All</b> <b>6 Hours</b> <b>(T: 3 hrs, P: 3 hrs)</b></p>	<ul style="list-style-type: none"> <li>• Meaning of Inclusiveness in Physical Education and Sports.</li> <li>• Introduction to Disability and Types (intellectual, physical, sensory)</li> <li>• Disability Etiquette and STEP Model</li> <li>• Women’s Participation in Sports</li> <li>• Master Athlete</li> <li>• Community Sports and Khelo India Movement and Fit India</li> </ul>	<p>Competencies developed in this unit: C2.3, C2.1, C2.2, C5.1</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the concept of inclusivity in sports.</li> <li>• Show sensitivity to disabilities and gender equality.</li> <li>• Participate in community sports programmes.</li> </ul>
<p><b>Unit 6 Olympic Movement</b> <b>6 Hours</b> <b>(T: 2 hrs, P: 4 hrs)</b></p>	<ul style="list-style-type: none"> <li>• Olympism: Concept and Olympic Values (Excellence, Friendship and Respect)</li> <li>• Olympic Value Education: Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will and Mind</li> <li>• Ancient and Modern Olympics.</li> <li>• Olympics: Symbols, Motto, Flag, Oath, and Anthem</li> </ul>	<p>Competencies developed in this unit: C5.1, C2.5, C2.6</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the evolution of the Olympic Movement.</li> <li>• Apply Olympic values in daily life and sports.</li> </ul>
<p><b>Unit 7</b> <b>Yoga</b> <b>14 Hours</b> <b>(T: 3 hrs, P: 11 hrs)</b></p>	<ul style="list-style-type: none"> <li>• Yoga for Holistic Health and Well-being</li> <li>• Yoga for Health</li> <li>• Adolescent Age and Hormonal Balance</li> <li>• Yoga for Personal Excellence</li> <li>• Memory and Concentration</li> </ul>	<p>Competencies developed in this unit: C1.1, C6.2, C2.2, C3.3, C5.2</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate selected yoga asanas and pranayama.</li> <li>• Understand yoga’s role in holistic health and well-being.</li> </ul>

	<ul style="list-style-type: none"> <li>• Willpower and Self-Confidence/ Self-Esteem</li> <li>• Leadership and Responsibility</li> <li>• Creativity and Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Explain yogic practices related to emotional well-being.</li> <li>• Practice yoga and meditation for self-development.</li> <li>• Exhibit improved focus and confidence.</li> </ul>
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<p><b>Unit 8</b> Sports</p> <p>40 Hours (P: 40 hrs)</p>	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Basketball</li> <li>• Judo</li> <li>• Wrestling</li> <li>• Kalaripayattu</li> <li>• Thang Ta</li> <li>• Gatka</li> <li>• Malkambh</li> <li>• Swimming</li> <li>• Archery</li> <li>• Taekwondo</li> <li>• Cricket</li> <li>• Gymnastic</li> <li>• Yogasana</li> </ul>	<p>Competencies developed in this unit: <b>C1.1, C1.3</b> Students will be able to: Demonstrate fundamental skills of the given sports.</p>
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## Assessment

Assessment in Physical Education and Well-being is continuous, comprehensive, competency-based, and learner-centric. It focuses on assessing not only physical performance but also conceptual understanding, effort, participation, reflection, values, and social behaviour. Assessment practices align with the principles of assessment for learning, assessment as learning, and assessment of learning, as recommended by the NEP 2020.

### Formative Assessment

Formative assessment is integrated into daily teaching-learning processes to provide regular feedback and support students' growth.

- **Classroom oral responses and concept checks:** Short question answer sessions, quizzes, and discussions are conducted after lessons to assess the understanding of concepts related to health, fitness, body systems, wellness, and sports ethics.
- **Reflection journal or wellness diary:** Students can maintain a wellness diary to document daily physical activity, sleep patterns, posture, hydration, nutritional habits, and emotional states. This will help them assess their self-awareness, consistency, and reflective abilities.
- **Peer and self-assessment:** After games and physical activity sessions, students can assess themselves and their peers based on their participation, cooperation, effort, fair play, and teamwork. This will encourage the values of responsibility, empathy, and honest reflection among them.
- **Case study and discussion-based assessment:** Students can participate in discussions and case studies, such as — How traditional games promote mental health and social well-being?, allowing assessment of critical thinking, communication skills, and application of concepts among them.

### Summative Assessment

Summative assessment evaluates the overall learning outcomes at the end of a unit or term. It can be done in three ways:

- **Pen and paper test:** to assess the conceptual clarity related to definitions, principles, terminology, and factual knowledge, comparison of various practices, its benefits and impact on their holistic health and well-being. Application of practices in real-life situations related to wellness, lifestyle choices, injury prevention or ethical behaviour.
- **Project work:** to assess inquiry, research, creativity, collaboration, application of concepts, interdisciplinary learning, and community-based learning. Projects may include field visits, interviews, surveys, reports, presentations, or digital submissions.
- **Demonstration:** Physical education is about health, fitness, well-being and developing basic and advanced skills in sports and games. Measurement of fitness parameters and demonstration of various skills is an important part of physical education and well-being competencies. Summative assessment of practical demonstration can be done through the rubrics defined in the textbook at the end of each unit.

### Textbook

The NCF-SE 2023 aligned new textbook of Physical Education and Well-being for Grade 9 developed by the NCERT.

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Grade 9  
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**Assessment Criteria**

Theory (20 Marks)	Project & Sports File (40 marks)	Practical-Skill Based (40 Marks)
<p>Every unit contains 2 marks (MCQs/Objective/Short Answer)</p> <p>2 Marks x 8 Units= 16 Marks</p> <p><b>Viva= 4 Marks</b></p>	<p><b>1. Prepare a report of visit to any one of the following:</b></p> <ul style="list-style-type: none"> <li>• Open tournament/ competition (of any game/sports mentioned in CBSE Games)</li> <li>• Gymnasium/ Fitness Centre</li> <li>• Stadium</li> <li>• Sports Institution</li> </ul> <p style="text-align: right;"><b>(5 marks)</b></p> <p><b>2. The student will prepare a file on the sports/ game chosen by him/ her covering following aspects:</b></p> <ul style="list-style-type: none"> <li>• History of the game/sports (200 words)</li> <li>• Terminology of the game/sports (any 5)</li> <li>• Fundamental skills of the game/ sports (any 5)</li> <li>• Rules of the game/ sport (any 5)</li> <li>• Ground/ Court/ Field specification</li> <li>• Common injuries of the game/ sports (any 3)</li> <li>• Indian sports personalities/ awardees of the game/ sports (any 5)</li> <li>• Name of national/ international tournaments/ competitions of the game/ sports (any 3)</li> </ul> <p style="text-align: right;"><b>(30 marks)</b></p> <p><b>3. Sports Participation</b></p> <ul style="list-style-type: none"> <li>• Intramural/Extramural</li> </ul> <p style="text-align: right;"><b>(5 Marks)</b></p>	<p><b>1. Fundamental Skills</b></p> <ul style="list-style-type: none"> <li>• 5 skills @ 6 marks each = 30 Marks</li> </ul> <p>(Any 5 fundamental skills to be demonstrated at the time of practical)</p> <p><b>2. Advanced Skill</b></p> <ul style="list-style-type: none"> <li>• 1 skill @ 10 marks = 10 Marks</li> </ul> <p>(Any skill to be demonstrated at the time of practical)</p> <p><b>Note:</b>(of any game/ sports mentioned in CBSE Games)</p>